

4/8/2025

DATE

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REQUIRED COURSE

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ELECTIVE COURSE

HUM DIVISION

☐ NEW COURSE☒ REVISION

Lake Land College

Course Information Form

COURSE NUMBER:	MUS-150	TITLE: (30 Characters Max)		Music in Amer History/Culture									
SEM CR HRS:	3.0	Lecture:	3.0	Lab:	0.0	ICCB Lab:	0.0	ECH:	3.0				
Course Level:	<input checked="" type="checkbox"/> Gen Ed / IAI <input type="checkbox"/> Baccalaureate /Non-IAI		<input type="checkbox"/> Career/Technical <input type="checkbox"/> Dev Ed/ Not in Degree Audit		Clinical Practicum:	0.0	Work-based Learning:	0.0	WBL ECH:	0.0			
COURSE PCS #	11 - 50.0902		IAI Code		F1 904			Contact Hours (Minutes/Week)					
Repeatable (Y/N):	N	Pass/Fail (Y/N):	N	Variable Credit (Y/N):	N	Min:		Max:		16 Wks	150	8 Wks	300
Prerequisites:	None												
Corequisites:	None												
Catalog Description: (40 Word Limit)	A survey of the musical forms and styles in the United States from the music of the early colonists to the popular music of today. Musical forms and styles are considered in their cultural context.												

List the Major Course Segments (Units)	Contact Lecture Hours	Contact Lab Hours	Clinical Practicum	Work-based Learning
America's music from Colonization through the Civil War	10.5			
America's music from the Civil War through WWI	9.5			
America's music from WWI through WWII	10			
America's music since WWII	10.5			
America's music in the '70s, '80s, and '90s	4.5			
TOTAL	45	0	0	0

EVALUATION			
QUIZZES <input checked="" type="checkbox"/>	EXAMS <input checked="" type="checkbox"/>	ORAL PRES <input type="checkbox"/>	PAPERS <input checked="" type="checkbox"/>
LAB WORK <input type="checkbox"/>	PROJECTS <input type="checkbox"/>	COMP FINAL <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>

COURSE MATERIALS	
TITLE:	An Introduction to America's Music
AUTHOR:	Richard Crawford
PUBLISHER:	W. W. Norton
VOLUME/EDITION/URL:	2nd Edition
COPYRIGHT DATE:	2013
	ISBN-13: 978-0-393-93531-8 / ISBN: 0-393-93531-0

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	ISBN: 039390475X

MAJOR COURSE SEGMENT	HOURS	LEARNING OUTCOMES
		<i>The student will be able to:</i>
America's music from Colonization through the Civil War	10.5	1. Describe the importance of sacred music in colonial society. 2. Examine the contributions of important musicians in the colonial United States. 3. Examine the impact of religious revivals in the 19th century upon American music. 4. Examine the enduring tradition called sacred harp singing. 5. Identify musical elements with West African roots. 6. Explain the cultural significance of negro spirituals. 7. Associate the emergence of commercialized music in the United States and the impact of racial divisions upon that tradition.

America's music from the Civil War through WWI	9.5	<ol style="list-style-type: none"> 1. Examine music as an expression of national identity and patriotism. 2. Define "American" music. 3. Review American popular music and the development of classical music considering their function in society, the impact of commercial forces and the different audiences they served. 4. Describe the contributions of African Americans to styles of American popular music. 5. Review the emergence of the country music industry and its cultural context in the rural south.
America's music from WWI through WWII	10	<ol style="list-style-type: none"> 1. Compare and contrast different styles of jazz. 2. Identify the impact of historical events such as the Depression and WWII on jazz. 3. Describe the emergence of a uniquely American style of classical music. 4. Examine the contributions of seminal figures in American classical music in the 1920s and '30s. 5. Recognize and distinguish among distinctive style of country music. 6. Explain the impact of commercial forces on the development of country music in America. 7. Describe the unique achievements of composers like Kern, and Rodgers in shaping and bringing sophistication to musical theater in America. 8. Describe the role of folk music in giving a voice to rural and ethnics Americans. 9. Explain the political statements underpinning the tradition of American folk song.
America's music since WWII	10.5	<ol style="list-style-type: none"> 1. Compare and contrast different styles of jazz. 2. Describe the cultural context for bebop and the shift in the position of jazz in American music. 3. Describe the roots of rock and roll music. 4. Examine the contributions of seminal figures in rock and roll music. 5. Describe the impact of commercial forces on the development of rock and roll in America. 6. Associate music as a vehicle for political protest. 7. Describe the contributions of seminal figures in the folk revival movement. 8. Describe the impact of recording technology on the development of country and popular music styles in America. 9. Examine music as a counter-cultural expression. 10. Examine the contributions of seminal figures in rock and roll of the 1960s.
America's music in the '70s, '80s, and '90s	4.5	<ol style="list-style-type: none"> 1. Describe the cultural context for the dominant black musical styles of the 1960s. 2. Describe the impact of commercial forces on the dominant musical styles of the 1960. 3. Distinguish among the dominant black musical styles of the 1960s. 4. Describe the cultural context for the emergence of hip hop in the 1970s. 5. Trace the development of hip hop in its early decades. 6. Examine the contributions of seminal figures in hip hop.
45		

Outcomes*	At the successful completion of this course, students will be able to:
Course Outcome 1	Identify pivotal figures (composers and performers) in the history of American music and their contributions.
Course Outcome 2	Describe and recognize the forms and styles of American music.
Course Outcome 3	Explain the connection between styles of American music and the social context in which these styles developed.

Primary Laker Learning Competency Creative Thinking & Problem Solving: Students think creatively to solve problems.	
Secondary Laker Learning Competency	Communication: Students communicate through the exchange of information.

**Course and program outcomes will be used in the software for outcomes assessment and should include at least 1 primary and 1 secondary Laker Learning Competency. Limit to 3-5.*