

GRADUATE SYLLABUS

Graduate Course Number: 569/7569 **Course Title:** American Music History

Days/Times: Weekly Zoom Meetings: Wednesdays 6:00 pm – 7:50 pm **Number of Credits:** 2/3
First Zoom Meeting: Wednesday February 15th at 6:00 pm

Instructor: Michael Becker Office Hours: By Appointment

Semester: Spring, 2023 **Dates:** February 15 – May 3

Instructor’s Contact email: mbecker@vandercook.edu

This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.

* This course is offered at two course levels. Students enrolled in the MMed program at VanderCook are eligible to enroll for the 500 course number. Students not enrolled in the MMed program who wish to earn graduate credit as a MECA Continuing Education student should register for the four digit course number. The difference in credits earned and tuition cost is attributed to the difference in tuition rates for the MMed and MECA Continuing Education programs. If you are unsure which section is best for you, please contact us directly at meca@vandercook.edu.

Student Engagement Statement:

Course material will be presented in asynchronous fashion via the Schoology platform. Throughout the course, it is expected that students will keep pace with the readings presented in Schoology to be prepared for discussions, questions, and presentations during weekly Zoom meetings.

Course Description: A survey of the broad American musical landscape from the colonial period until the present day. This course will focus on the history and development of both classical and vernacular musical traditions in America. Course topics will include music in colonial New England, early American folk and popular songs, African American music, Band music, Ragtime, Blues, Jazz, American art songs, and minimalism.

| Student Learning Outcomes | Outcomes Assessments |
|---|---|
| <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate important stylistic trends in music history. 2. Demonstrate familiarity with significant composers and their lives. 3. Inspect the role of the musician in society in different historical periods. 4. Interpret, with a deeper understanding, representative pieces of music. | <ol style="list-style-type: none"> 1. Unit reports, research paper 2. Unit reports, research paper 3. Unit reports, research paper 4. Unit reports, research paper 5. Unit reports, research paper |

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| 5. Conclude how knowledge of music history enriches students' teaching and playing lives. | |
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Program-Level Outcomes Addressed:**Professionalism in Teaching**

Candidates will participate in group and character-building activities by working alone and with others to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth.

Students will demonstrate the ability to:

1. Discern new uses for information from a variety of course work

Excellence in Music

Candidates will explore more deeply the culturally and historically important aspects of music, musicians, and composers throughout the world and across time.

Students will demonstrate the ability to:

1. Recognize style traits of various composers, genres, and periods
2. Identify major and transitional composers in a variety of styles, genres, and periods
3. Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture

Strength in Character

Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research.

Students will demonstrate the ability to:

1. Discuss a variety of educational approaches

Course Requirements and Assessment:

- 3 Unit Reports (about 2.5-3 pages each) synthesizing your thoughts on the content of each major unit of the course. Due dates will be announced on the Schoology platform.
- 1 Research Paper Assignment: Each student will be required to submit a 5-6 page research paper on a course topic of their choice, due any time before the end of the term.
- Evaluation/Grading Scale (200 points total)
- 60% Unit Reports (3 x 40 points each = 120 points)

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- 40% Research Paper (80 points)

FINAL GRADE

- A = 90% - 100% (180 - 200 points)
- B = 80% - 89% (160 - 179 points)
- C = 70% - 79% (140 - 159 points)
- D = 60% - 69% (120 - 139 points)

Instructional Materials

Required Textbook:

Jean Ferris. America's Musical Landscape. (8th edition, 2019). McGraw Hill.

Course Bibliography: (Useful, but not required)

Harold Gleason and Warren Becker. Early American Music: Music in America from 1620-1920, Music Literature Outlines - Series III. (2nd edition, 1986). Frangipani Press.

Harold Gleason and Warren Becker. 20th-Century American Composers, Music Literature Outlines - Series IV. (2nd edition, 1980). Frangipani Press.

Course Schedule

Week 1 (Wed. 2/15)

Introduction/Colonial America - 1: Pilgrim Psalm Singing

Week 2 (Wed. 2/22)

Colonial America - 2: Singing Schools/1st American Composers

Week 3 (Wed. 3/1)

Colonial America - 3: William Billings

Week 4 (Wed. 3/8)

Colonial America - 4: Revolutionary War Era Bands

Week 5 (Wed. 3/15)

19th Century - 1: Shape-Note Singing/Lowell Mason

Week 6 (Wed. 3/22)

19th Century - 2: 19th Century African American Music

Week 7 (Wed. 3/29)

19th Century - 3: Stephen Foster/Minstrel Shows/Gottschalk

Week 8 (Wed. 4/5)

19th Century - 4: Brass Bands

Week 9 (Wed. 4/12)

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20th Century - 1: Ragtime, Blues, & Early Jazz

Week 10 (Wed. 4/19)

20th Century - 2: Charles Ives/Aaron Copland

Week 11 (Wed. 4/26)

20th Century - 3: William Grant Still/Harlem Renaissance

Week 12 (Wed. 5/3)

20th Century - 4: Minimalism

Attendance Policy

- Students are expected to attend and participate in Zoom meetings. Zoom meetings will be recorded and will be made available to students to accommodate occasional missed meetings.

Candidate Conduct

An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

- *Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.*
- *Communicating or receiving answers or information to/from another in a testing situation.*



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- *Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.*
- *Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.*
- *Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.*
- *Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.*

Plagiarism

Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

Disability Statement

If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.