

City University of New York (CUNY)

CUNY Academic Works

Open Educational Resources

CUNY School of Professional Studies

2021

MUS 101: Music Appreciation

CUNY School of Professional Studies

[How does access to this work benefit you? Let us know!](#)

More information about this work at: https://academicworks.cuny.edu/sps_oers/11

Discover additional works at: <https://academicworks.cuny.edu>

This work is made publicly available by the City University of New York (CUNY).
Contact: AcademicWorks@cuny.edu

CUNY School of Professional Studies

MUS 101: MUSIC APPRECIATION

General Education

Flexible Core-C-Creative Expression

No pre-requisites, no co-requisites

COURSE DESCRIPTION

Introduces the study of music's fundamental elements, forms, styles, and genres. Analyzes the historical development of music -- its social impacts and influences on various cultural aspects, Considers how musicians use art to portray, criticize, and transform their societies. Requires the recognition of selected works, styles, and musical forms through perceptive, active listening.

This term, the course will focus on popular music in America, 1900 to 2000.

FLEXIBLE CORE AREA AND LEARNING OUTCOMES in COMMON CORE AREA CREATIVE EXPRESSION

Students will:

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field, exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
5. Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
6. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
7. Demonstrate knowledge of the skills involved in the creative process.
8. Use appropriate technologies to conduct research and to communicate.

This course will address Learning Outcomes 1, 2, 3, 4, 5, 6, 8.

DISCIPLINE-SPECIFIC LEARNING OBJECTIVES

- A. Recognize and define the five musical elements – melody, rhythm, harmony, timbre, and form; and explain how musicians manipulate these elements to achieve different emotional and aesthetic effects; [1, 7, 8]
- B. Analyze cultural, social, and aesthetic shifts relative to the historical period studied; [1, 3, 4, 5]
- C. Relate technological change to artistic change; [1, 2, 4, 6, 8]
- D. Identify musical forms, representative musical works, media and patronage systems appropriate to the historical compass of the course. [1, 2, 5, 7]
- E. Apply the aesthetic elements of music to a concert or recording in order to assess the quality of composition, production, and/or performance. [1, 2, 3, 4, 6, 8]
- F. Identify appropriate instrument families and describe their functions, standard uses, and cross-cultural syntheses of them; [4, 5, 8]

REQUIRED TEXT

This is a Zero Textbook Cost (ZTC) course. Our required textbook: Starr, L, and Waterman, C. (2007). *American Popular Music*. Oxford University Press [is available for free](#). Other required readings will also be

provided free of charge through the course site.

REQUIRED PLAYLISTS

Students listen to about 200 popular music recordings using Spotify playlists on the class Blackboard site. Membership at Spotify is free. Most course listenings can also be found on other music streaming services.

GRADING

ASSIGNMENTS	Grade
Bi-weekly discussion forums (9 @ 3 pts)	27%
Brief papers (2 @ 13.5 pts)	27%
Research Paper Preparation (5)	21%
Final Research Paper (1 @ 15 pts)	15%
Collaborative playlist or creative work (1 @ 10 pts)	10%

GRADE DISTRIBUTION

A	93-100	A-	90-92.9	
B+	87-89.9	B	83-86.9	B-
C+	77-79.9	C	73-76.9	C-
D	60-69.9	F	Below 60	

CLASS ASSIGNMENTS

Discussion forums: Discussion forums occur approximately every two weeks. They function as literate, social exercises that provide collaborative learning in modified Socratic fashion. Discussion forums are based on required listenings and use open-ended questions that are derived from musical styles and forms, and social and political considerations. Students are required to post their initial responses and at least two additional replies to their peers' posts. Students are expected to support their opinions with evidence from secondary scholarship in these discussions. Taken together, the forums constitute 27% of the semester grade.

The discussions satisfy Flexible Core Learning Outcomes 4,5,7, and 8, and Discipline-Specific Learning Objectives A,C, D, and F.

Brief papers: Students will write two brief papers, each approximately 500 words or the equivalent of 2 APA-formatted pages. These brief papers are essentially historical expository essays, assaying the various relationships of the musical arts to appropriate political and societal issues. Papers will be evaluated on the quality of critical analysis and the integration of secondary research. All three papers will also be open to constant revision and eventual incorporation into an ePortfolio at the end of term. The brief papers will be documented and presented in APA style and together will constitute 27% of the grade. The brief papers satisfy Common Core LOs 1,2,3,5,6,8 and Discipline-Specific Learning Objectives B, C, D, and G.

Research Project: Students will write a research paper of at least 2000 words or the equivalent of 7 APA-formatted pages. With faculty approval, students will select a sub-genre of Twentieth Century American music, describe its musical antecedents, its major stylistic features, most important and influential artists, and its social context. Steps in developing the research project:

- identify possible primary and secondary sources, including at least six musical recordings and at least one article from a scholarly book or refereed journal;

- analyze and evaluate at least three non-refereed sources;
- prepare an outline that includes topic sentences for each paragraph;
- create an annotated bibliography of both print and online sources; and
- submit a sequence of drafts, culminating in a polished final version.

The paper will be documented and presented in APA format and will constitute 26% of the grade. The research paper satisfies Flexible Core Learning Outcomes 1,2,3,4, 5 and 8, and Discipline-Specific Learning Objectives A, B, C, D, and F.

Collaborative Playlist: In this collaborative assignment, teams of three to five students create a comprehensive, annotated playlists of a musical genre or sub-genre after 1980 of a least 20 songs, properly documented and linked, and based on musical criteria they learned from the class's earlier playlists provided by the instructor. Outside research is required. The playlist project is due at the end of term and is worth 10% of the semester grade. The playlist satisfies Flexible Core Learning Outcomes 1, 2, 3, 5, and 8. It satisfies Discipline-Specific Learning Objectives A, B, C, and D.

ACCESSIBILITY AND ACCOMMODATIONS

The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. For more information, please see: [Disability Services on the CUNY SPS Website.](#)

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY

The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Please see: "[Netiquette in an Online Academic Setting: A Guide for CUNY School of Professional Studies Students.](#)"

ACADEMIC INTEGRITY

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see: [Academic Integrity on the CUNY SPS Website.](#)

TUTORING

CUNY SPS offers all students a variety of tutoring services, free of charge, both online and in person. Please see: [Tutoring.](#)

HELP DESK

For assistance with access to CUNY SPS and CUNY computing resources, please see the [Help Desk](#) website for contact details and semester hours.

STUDENT SUPPORT SERVICES

If you need any additional help, please visit [Student Support Services.](#)

COURSE SCHEDULE

Week	Topic	Reading/Listening	Assignment
1	First Considerations	Chapters 1–2 Playlist 1	Discussion: Music and Heritage
2	Ragtime and New Orleans Brass Bands	Chapters 3–4 Playlist 2	Brief Paper 1: Music within a repressive society
3	Early Blues	Hamilton, Marybeth. "The Blues, the Folk, and African-American History." <i>Transactions of the Royal Historical Society</i> 11 (2001): 17-35. Playlist 3	Discussion: Using appropriate music terminology, compare/contrast two styles of early Blues
4	Early Swing	Optional: Pearson, Nathan W. "Political and Musical Forces That Influenced the Development of Kansas City Jazz." <i>Black Music Research</i> 9.2 (1989): 181-192. Playlist 4	Brief Paper 2: Compare and contrast an acoustic recording with an electric recording of the same ensemble
5	Mid-Century Blues	Chapter 5 Playlist 5	Discussion: Mid Century blues evolved from early blues styles. Discuss the differences and similarities you hear between them
6	Mid-Century Change	Chapters 6–7 Playlist 6	Discussion: Rock-and-roll and R&B prevailed. In your opinion, why? Research Paper: Select your research topic and working title
7	1955-1965: Popular Music in America	Chapter 8 Playlist 7	Discussion: Using appropriate music terminology compare and contrast two 1950s recordings of "Hound Dog": Big Mama Thornton and Elvis Presley

Week	Topic	Reading/Listening	Assignment
8	1965-1975: The Real 1960s Part 1	Chapter 9 Playlist 8	Research Paper: Provide an annotated bibliography
9	1965-1975: The Real 1960s Part 2	Chapter 10 Playlist 9 Review sample bibliography	Discussion: Using appropriate music terminology, compare and contrast a Motown recording with a Beatles recording. Research Paper: Outline
10	1975-1985: The Real 1970s	Stalcup, Scott. "Noise Noise Noise: Punk Rock's History Since 1965." <i>Studies in Popular Culture</i> 23.3 (2001): 51-64. Playlist 10	Research Paper: Submit a draft of a selected paragraph
11	1980–1990: The Fringe and the Mainstream	Chapter 11 Playlist 11	Discussion: Using appropriate music terminology, compare and contrast two recordings from the 1980s using Alternative R&B disco or punk styles.
12	The 90s: Super Groups and Superstars	Chapter 12 Playlist 12	Research paper: First draft due
13	1990 – 2000: Kaleidoscope	Playlist 13 Song choices posted by groupmates	Discussion: Music review: Review of live or recorded performance due Collaborative Playlist: post your 10 song choices to your group discussion board
14	Social Filtering	Collaborative Playlists posted by your peers	Collaborative Playlist: Tuesday—vote on your group's proposed songs. Thursday: finalize and share your playlists with the class

Week	Topic	Reading/Listening	Assignment
15	Into the millennium!		Discussion: Course Reflection Research paper due