



## MASTER COURSE OUTLINE

A. MUSC 1112 Music in Society: Hymns to Hip-Hop

B. COURSE DESCRIPTION:

Music as a living language of love, politics, spirituality, war, and identity is examined through a variety of learning experiences. From songs of ancient world cultures to American Top 40 hits, common social themes and musical traits are traced, compared and contrasted to help students build an understanding of how music has – and continues to – reflect and advance the human experience. No prior musical training or experience is necessary for this introductory course. No prerequisite.

**MnTC (Goal 6/HU and 7A/HD); (3 Cr – 3 lect, 0 lab)**

C. \*Core Theme: Human Diversity \*\*Discipline Area (if MnTC): Humanities and Fine Arts

D. INSTITUTIONAL LEARNING OUTCOMES:

This course addresses the following Riverland Institutional Learning Outcome(s):

- ILO 1: critical thinking (*Core Theme Goal 2*)
- ILO 2: awareness of the larger global community (*Core Theme Goal 7 or Goal 8*)
- ILO 3: ethical, engaged citizenship (*Core Theme Goal 9 or Goal 10*)
- ILO 4: communication and collaboration (*Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration*)

E. MAJOR CONTENT AREAS:

- Elements of music
  - texture
  - timbre
  - harmony
  - melody
  - form
  - rhythm
- Active listening strategies
- Uses of music throughout the world
  - as individual and cultural identities
    - ethnicity
    - gender
    - spirituality
  - as relationships to social and political realms
    - national identity and politics
    - war and conflict
    - love

- as narratives
  - concert hall, musical theatre, dance, film
- Representative works from both Western and non-Western cultures
  - Historical and cultural contexts in which these works occur/occurred
    - Western art music, both sacred and secular (at least five examples to be studied from each of the categories below)
      - Medieval and Renaissance
      - Baroque and Classical
      - Romantic
      - Twentieth Century to Present
    - Film and Musical Theatre (at least five examples to be studied)
    - Popular Song and Jazz (at least five examples to be studied)
  - World Music (at least two examples to be studied from each category below)
    - Music of Asian cultures
    - Music of the African continent
    - Music of indigenous cultures of the American continents
    - Music of eastern Europe and/or other locales

F. GOAL TYPE, OBJECTIVES, AND OUTCOMES:

<b><u>GOAL TYPE</u></b>	<b><u>OBJECTIVES</u></b>	<b><u>OUTCOMES</u></b>
<b><u>MnTC Goal 6a</u></b>	Students will be able to demonstrate awareness of the scope and variety of works in the arts and humanities.	The student will successfully 1. identify genres and specific works representative of how seemingly unrelated cultures or cultural groups use music for similar means.
<b><u>MnTC Goal 6b</u></b>	understand those works as expressions of individual and human values within an historical and social context.	1. describe both similarities and differences in how cultures around the world employ music as expression. 2. articulate, using specific examples, how both Western and non-Western cultures have used music to express or influence spiritual, philosophical, or political values.
<b><u>MnTC Goal 6e</u></b>	articulate an informed personal reaction to works in the arts and humanities.	1. offer both subjective, emotional commentary and objective analysis of artistic expressions, and distinguish between the two.
<b><u>MnTC Goal 7A a</u></b>	understand the development of and the changing meanings of group identities in the United States, history and culture.	1. explain music's relationship, over time, on the identity of a particular group in the United States.
<b><u>MnTC Goal 7A b</u></b>	demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.	1. evaluate the use and influence of popular music on political or social movements of non-majority groups in the United States and/or other world cultures.
<b><u>MnTC Goal 7A d</u></b>	describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.	1. identify styles and specific examples of music that have been linked to political, social, and/or economic events as reactions of an American cultural sector.

<u>CS</u>	recognize and define fundamental elements of music.	<ol style="list-style-type: none"> <li>1. identify basic musical elements (such as melody, harmony, rhythm, texture, timbre, form) and accurately describe them by employing discipline-specific vocabulary.</li> <li>2. aurally recognize these elements occurring in various musical works.</li> </ol>
<u>CS</u>	make connections between musical experience and life experience.	<ol style="list-style-type: none"> <li>1. compare the various roles music plays in contemporary society and the roles it plays in the student's life.</li> </ol>
<u>CS</u>	identify ways in which cultures outside of the United States make and use music in religious and social settings.	<ol style="list-style-type: none"> <li>1. research and explain the important musical and sociological features of an example of a non-Euro/American music created for spiritual expression.</li> </ol>

G. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact Accessibility Services at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

H. COURSE CODING INFORMATION:

Course Code A/Class Maximum 48; Letter Grade

Revision date: 02/01/19; 12/03/24

AASC Approval date: 12/17/19; 05/04/2021; 12/17/24

\*These five MnTC Goals have been identified as Riverland Community College Core Themes. Every course in the Riverland Community College curriculum shall meet outcomes from one of these themes.

\*\*These five MnTC Goals have been identified as Riverland Community College Disciplines. Riverland's MnTC courses also shall meet outcomes from a Discipline Area.

NOTE: The Minnesota Transfer Curriculum "10 Goal Areas of Emphasis" are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.

<b>*Riverland Community College Core Themes</b>	<b>MnTC Goal Number</b>
Critical Thinking (CT)	<b>2</b>
Human Diversity (HD)	<b>7A, 7B, 7A/B</b>
Global Perspective (GP)	<b>8</b>
Ethical and Civic Responsibility (EC)	<b>9</b>
People and the Environment (PE)	<b>10</b>

<b>**Riverland Community College Discipline Areas</b>	<b>MnTC Goal Number</b>
Communication (CM)	<b>1</b>
Natural Sciences (NS)	<b>3</b>
Mathematics/Logical Reasoning (MA)	<b>4</b>
History and the Social & Behavioral Sciences (SS)	<b>5</b>
Humanities and Fine Arts (HU)	<b>6</b>

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