

**Department:** MUSI

**Course No.:** 102

**Credits:** 3

**Title:** Sing and Shout! The History of America in Song

**Contact:** David Maker

**Content Area:** CA1 - Arts and Humanities

**Catalog Copy:** MUSI 1XX Sing and Shout! The History of America in Song. Semester: Either 3 credits Instructor: Mary Ellen Junda Lecture w/discussion groups. Develop an understanding of American people, history and culture through the study and singing of American folk songs.

**Course Information:** a. Course Objectives: Students will

- (1) recognize music as a marker of its time and culture
- (2) perform a repertoire of songs using appropriate performance style
- (3) acquire an overview of their own musical heritage and why music is an essential ingredient of all human culture.
- (4) respond emotionally and intelligently to a wide range of music represented by many styles and cultures.

**b.** In addition to traditional examinations, students will create individual e-portfolios of songs that they choose to research. They also will be recorded and assessed within the context of whole group singing, discussion groups and in-class activities. Weekly assignments will include readings on a variety of topics, listening to representative songs, and practicing songs covered in class.

**c.** The folk songs featured in this course will include children's songs, play parties, ballads, work songs, blues, spirituals and other genres that date from colonial times through the early 20th century in all regions of the United States . The repertoire will represent a broad variety of cultures and groups including , most predominantly, Anglo-American, African American, Hispanic American and Native American. An important consideration will be to teach and perform each of the songs using the appropriate performance style and activities, which may include singing, shouting, yelling, howling, moving and/or clapping.

**Meets Goals of Gen Ed.:**

*Acquire consciousness of the diversity of human culture and experience*

Drawing on the widely held notion that folk music is best understood when experienced , singing the music we talk about in class will be an integral part of the course. By actively participating in the musical experience, students will develop a deeper understanding of the historical and cultural contexts of songs, the people who sang them, how they sang them and why.

*Acquire a working understanding of the processes by which they can continue to acquire and use knowledge.*

Students will be introduced to a broad array of resources to enhance their American folk music research, including listening , performance and analysis. Particular attention will be given to the Sam and Ann Charter Archives in the Thomas J. Dodd Research Center and the Smithsonian Folkways Recordings that are now available online.

**CA1 Criteria:**

*Investigations and historical/critical analyses of human experience:*

Folk music is a music of the people, and, as such, gives voice to those who may not otherwise be heard and is a reflection of their status and circumstances . This includes women and children, as well as under-represented or repressed populations such as African Americans, Native Americans, Irish Americans and others.

**CA4 Criteria:**

Folk music in the United States reflects the history and composition of American society and stands as a testament to the diverse cultures of millions of immigrants. Each ethnic group has tried to maintain its culture and traditions in new environments. Over time, however, as these groups mixed and adapted, their traditions were modified to meet these new circumstances. And, as these interactions evolved, so too, did the richness in the tapestry of America's folk music tradition. The process continues.

**Role of Grad Students:** Graduate students assistants will lead discussion groups during which students will play children's games, dance play parties, sing in harmony and refine their performance style. It is intended that the GAs will be in the graduate program in music education and have teaching experience in the public schools, strong vocal skills and some background in American folk music. The GAs will work closely with the instructor to be able to lead groups effectively in these folk activities. The instructor will supervise the graduate assistants.