

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Matt Baum	Email Address mbaum@uic.edu
Proposing Department(s) Music Department	Phone 312.996.4600

Check all appropriate boxes and complete all information. Use a separate cover sheet for each course proposal and program proposal.

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: MUH 333: History of Popular Music Since 1945

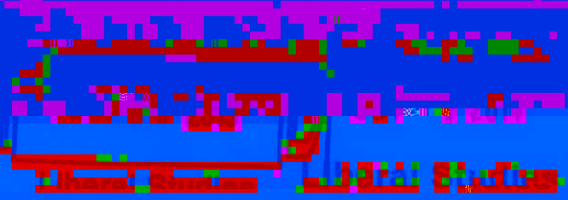
Is this a Liberal Studies course? Yes No

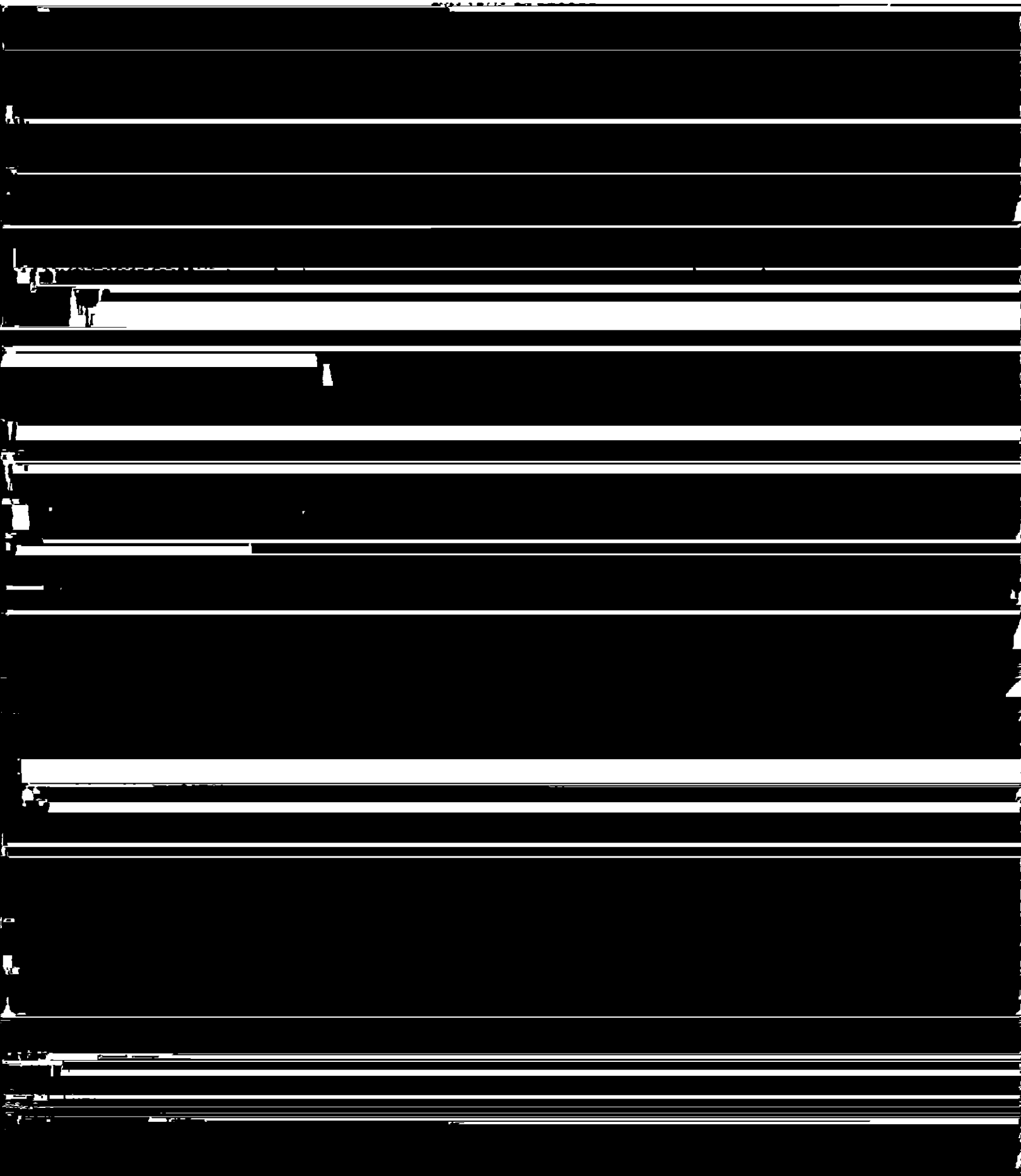
Does this proposal also propose a Liberal Studies course (please mark the appropriate categories below)?

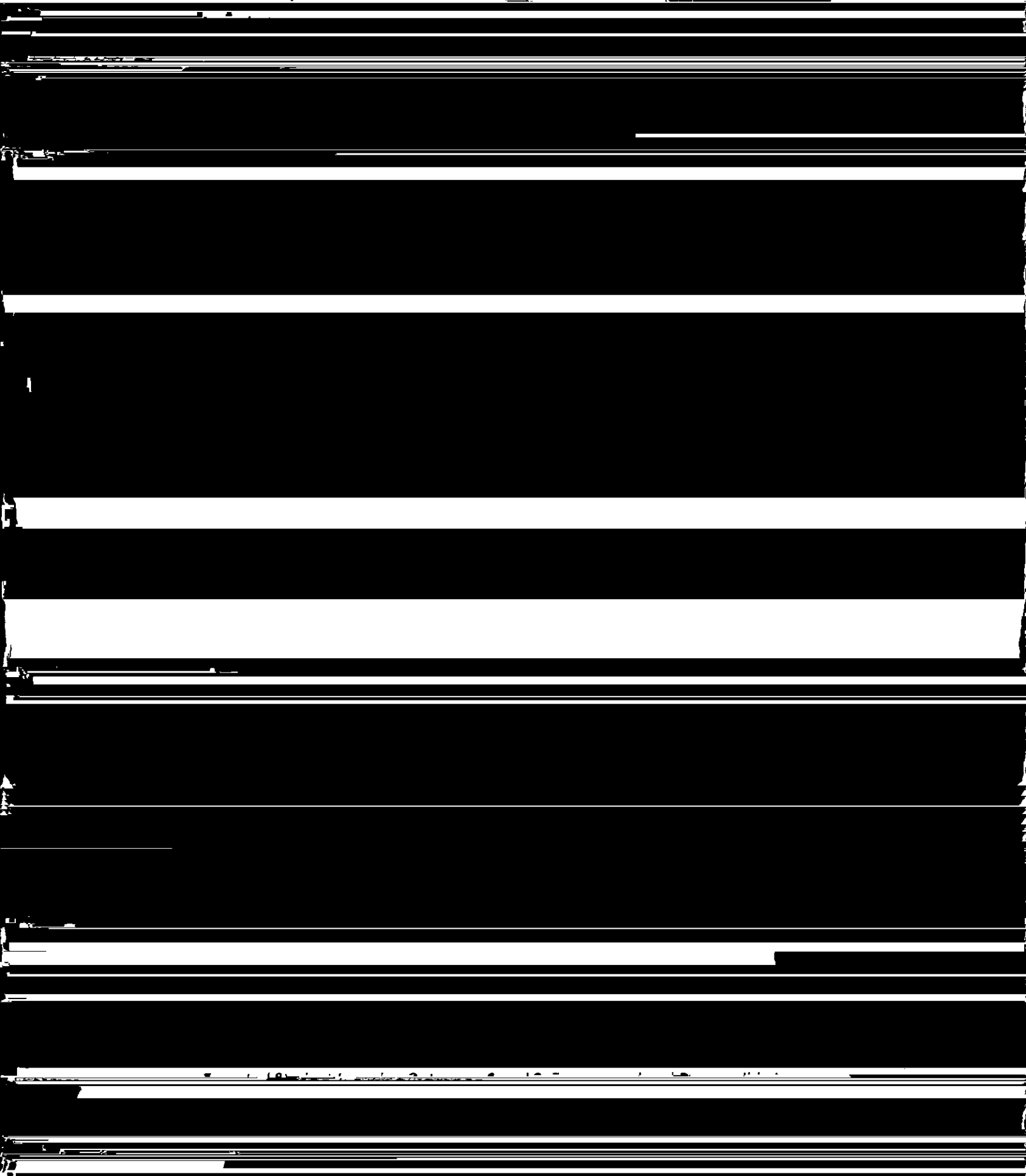
Learning Skills	Knowledge	Application	Dispositions	Multi-cultural	Global	Writing	Quantitative	Science	Health	Humanities	Arts	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program Proposals

- Catalog Description Change
- Program Revision
- Program Title Change
- New Track
- New Degree Program
- New Minor Program
- Liberal Studies Requirement Change
- Other







3. Three Unit Exams, 500 points or 50% of final grade

Unit 1 and 2 exams will be worth 150 points each. Each exam will consist of three sections. Section 1 will include multiple-choice questions on terms and concepts. In Section 2, you will answer questions based on short listening excerpts from the course playlist. Section 3 will include two essay questions. The final exam will be worth 200 points and include some

Szatmary, David. *Rockin' in Time: A Social History of Rock-and-Roll*. 5th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2004.

Tomasino, Anna, ed. *Music and Culture*. New York: Pearson Longman, 2005.

Course Analysis Questionnaire

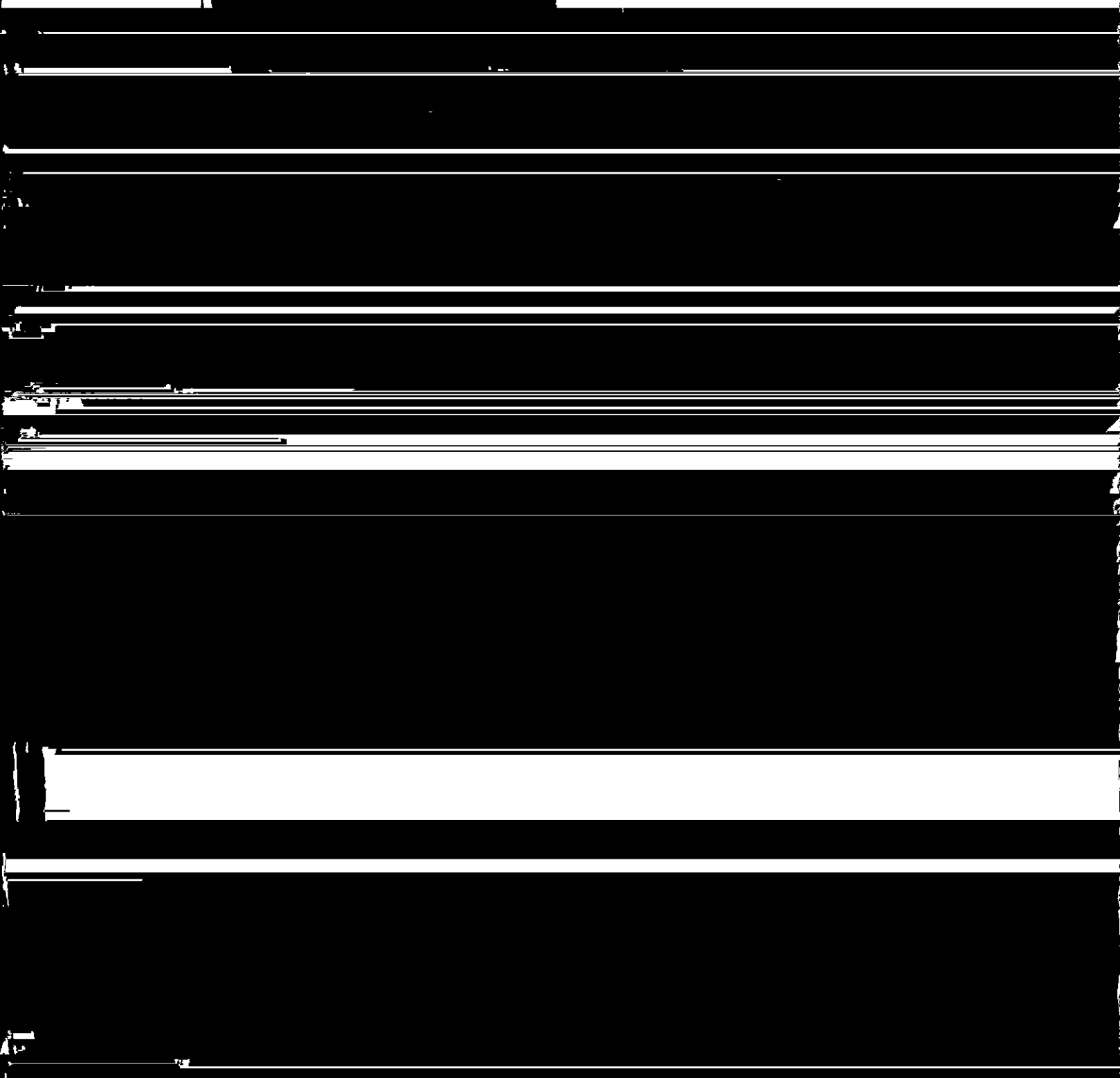
Section A: Details of the Course

- A1 This course is part of the proposed Certificate in Popular Music Studies, a joint program of the Music and Communications Media departments. While the primary audience for the course would be students in that program, we are also seeking approval for the course as a Liberal Studies Elective in the Global Citizenship category, which would make the course useful to all undergraduates. While existing Music History courses such as MUHI 101, Introduction to Music, and MUIHI 302, Music History II, cover some of the concepts in the proposed course, they also cover classical and world music, leaving insufficient time for a full treatment of popular music.
- A2 No changes in other courses are required. This course is designed, however, to fit into the proposed Certificate in Popular Music Studies.

Section B: Interdisciplinary Implications

B1 This course will be taught by a single instructor from the music department.

B2 A similar course, Rock and Roll and Society, was previously taught as a Liberal Studies Synthesis course by Stanford Mukasa in the Journalism Department. However, the proposed course

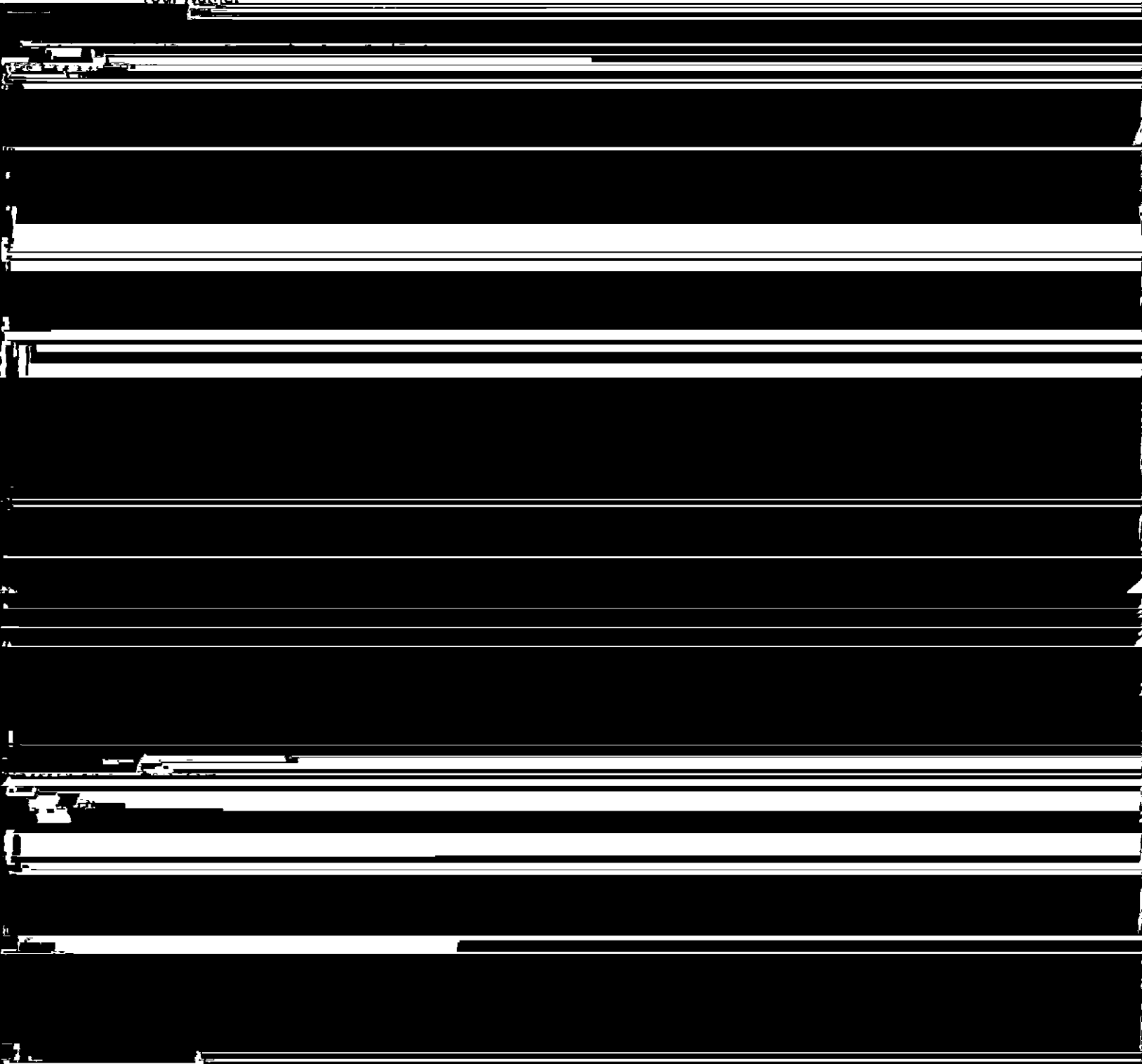


Instructions for a Major Course Assignment: Group Presentation, 150 points or 15% of final grade

Each group of four or five students will prepare a 15-20 minute presentation for the class on a topic chosen by the instructor. The group will be graded on the content, organization, and clarity of the presentation, and each member will complete an evaluation of the other members

Interactivity – does the presentation engage other classmates and get them interested in the material	/30	
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Your Name:



Total:

Additional comments:

Group Member 4 (write his/her name): _____

Rating	Criteria
	Responded to email/phone calls, showed up for meetings
	Studied the material prior to meetings
	Contributed ideas for the presentation
	Carried through on tasks assigned to her or him
	Pleasant and easy to work with
Total:	

Additional comments:

Liberal Studies Four Questions

1. This is a single-section, single-instructor course. If additional sections or instructors are added, the music history professor will provide the syllabus of record to additional instructors and coordinate with them to ensure common content.
2. The history of African American and women musicians are woven throughout the course. They are present in two of the objectives and will be a major focus of several weeks of the course.
3. The second required book for the course, *The Pop, Rock and Soul Reader: Histories and Debates* is a collection of critical essays and historical documents. Students will read weekly from this collection, gaining exposure to a wide a variety of views from beyond the textbook.
4. As a 300-level course, this course presumes that students who take it will have some background in music or communications media. In that regard, it is not an introductory course. However, this will be most students' first exposure to the scholarly study of popular music, and in that regard it will serve as an initiation into the discipline. Two main features of the discipline