I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Artistic and Literary Studies</th>
</tr>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>Music</td>
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<tr>
<td>Course Title</td>
<td>Country Music: Cowboys, Opry and Nashville</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>none</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
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II. Endorsement/Approvals

| Instructor      | Amy Smart                     |
| Phone / Email   | 243-6880                      |
| Program Chair   | Maxine Ramey                  |
| Dean            | Stephen Kalm                  |

Please type / print name          | Signature          | Date           |
Amy Smart                        | Amy Smart          | 9/14/09        |
Maxine Ramey                     | Maxine Ramey       | 9/14/09        |
Stephen Kalm                     | Stephen Kalm       | 9/13/09        |

III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives. See Preamble:
http://www.umt.edu/facultysenate/archives/minutes/gened/GENE_preamble.aspx

This course will explore the country music genre, including its major performers, songwriters, songs and impact on culture from the early times on the radio to the beginning of the twenty-first century. The course will examine some of the “off shoots” of country music including cowboy songs, bluegrass and rockabilly, as well as the development of country-pop and Nashville. Students enrolled in this course will evaluate country music’s content and contemporary cultural role through course readings, concert reviews, discussions and listening assignments. The development of country music in the 20th century with emphasis on critical listening and the recognition of important trends and people in its history will be the focus. Dating from the early 1800s to the present, the country music traces the development of the immigrant cultures in America and the impact of those on the culture at large to define America. The course delves into the various styles that evolved and highlights the important country artists that developed them. Even though the course contains the usual chronology of people and events, there is a strong emphasis on the listening skills and by the end of the semester, the students are expected to be able to identify the most significant styles covered in the course. The exams given have a large component of listening in them along with the general historical questions.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See:
http://www.umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx

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Survey of country music and its correlations with American culture from the late 1800s to the present. It requires shared and independent listening skills and requires the student to develop critical listening, thinking and writing skills. Students will develop a language and facility to compare and contrast the content and organization of country music. Equally important is the ability to understand how music is shaped by society, how it reflects society and how in turn it influences the further development of that society.

<table>
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<tr>
<th>V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: <a href="http://www.umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx">http://www.umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student completing the course will be familiar with the major eras of country music development and will be conversant in the stylistic and critical concepts of each era. The course covers innovations and styles including cowboy songs, bluegrass, rockabilly and country-pop.</td>
</tr>
</tbody>
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- Think and write critically about popular music culture in various contexts
- Understand the role of ethnicity, gender, sexual-orientation, and other socio-cultural factors in music culture
- Identify aesthetic similarities, differences, and issues among specific genres and artists
- Evaluate the effects of the music industry and technologies on popular music
- Consider the implications of space and place on music culture
- Understand genre labels and the difficulties involved in labeling music according to genre
- Articulate formal norms in popular music

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.
Introduction to Country Music  
MUS 139L Offered Online Spring 2010  
3 Credits

Please read this document thoroughly...

Instructor Information
Amy Smart  
School of Music  
243-6880  
e-mail address is amy.smart@umontana.edu.

Course Information
No prior knowledge of country music is necessary to take this class. You also do not need to own a ten-gallon hat, but feel free to wear one if you have one!

Textbooks:

You may purchase this textbook at the University Bookstore at www.montanabookstore.com. All other course readings will be made available via online library reserve. Other course materials will be made available via Blackboard.

Course Description
This course will explore the country music genre, including its major performers, songwriters, songs and impact on culture from the early times on the radio to the beginning of the twenty-first century. The course will examine some of the “off shoots” of country music including cowboy songs, bluegrass and rockabilly, as well as the development of country-pop and Nashville. Students enrolled in this course will evaluate country music’s content and contemporary cultural role through course readings, concert reviews, discussions and listening assignments.

Course Objectives:
Following this course, students should be able to:

1. Describe the musical elements of the country music genre

2. Listen to a selection of country music and have a basic idea of when it might have been recorded and how it relates to the culture of that time
3. Understand how country music has contributed to American culture

**Attendance**
You will be expected to login at least twice per week to be considered keeping current with attendance. Blackboard affords me the ability to monitor the frequency at which you login.

**Assignments:**
You will find information on course assignments in this syllabus, in each class meeting on Blackboard, and under the “Assignments” tab on the Blackboard menu. All assignments are most clearly outlined under the “Assignments” tab on Blackboard. If you have questions on how to proceed with an assignment, please e-mail me in advance of the due date.

***Weekly assignments (meaning asynchronous discussion submissions) are due on the last day of the current course week- Sunday. All work must be submitted by 9pm MST. Late work will not be accepted.***

Here is a brief outline of class assignments for each week:

**Week 1:**
- Reading: Chapter 1 “Turkey in the Straw” (Kingsbury)
- Asynchronous discussion
- *Syllabus quiz

**Week 2:**
- Reading: Chapter 2 “Red hot and Rarin’ to Go” (Kingsbury)
- Asynchronous discussion
- Quiz over Chapter 1

**Week 3:**
- Reading: Chapter 3 “No Depression in Heaven” (Kingsbury)
- Asynchronous discussion
- Quiz over Chapter 2

**Week 4:**
- Reading: Chapter 4 “Happy Trails” (Kingsbury)
- Asynchronous discussion
- Quiz over Chapter 3

**Week 5:**
- Reading: Chapter 5 “Country Music on the March” (Kingsbury)
- Asynchronous discussion
- Quiz over Chapter 4

**Week 6:**
- Reading: Chapter 6 “Country Goes to Town” (Kingsbury)
- Asynchronous discussion
- Quiz over Chapter 5

**Week 7:**
- Reading: Chapter 7 “Rocky Road Blues” (Kingsbury)
- Asynchronous discussion
1st Concert Review due Monday, March 8 at 9am

Week 8: Midterm

Week 9: Reading: Chapter 8 “All Shook Up” (Kingsbury)
Asynchronous discussion

Week 10: Reading: Chapter 9 “When Two Worlds Collide” (Kingsbury)
Asynchronous discussion
Quiz over Chapter 8

Week 11: Reading: Chapter 10 “Are You Sure Hank Done it This Way?”
(Kingsbury)
Asynchronous discussion
Quiz over Chapter 9

Week 12: Reading: Chapter 11 “Tell Me ‘Bout the Good Old Days” (Kingsbury)
Asynchronous Discussion
Quiz over Chapter 10

Week 13: Reading: Chapter 12 “Pocket Full of Gold” (Kingsbury)
Asynchronous discussion
Quiz over Chapter 11

Asynchronous discussion
Quiz over Chapter 12

Week 15: Asynchronous Discussion
2nd Concert Review due Monday, May 3 at 9am

Week 16: Final Exam

Quizzes, Midterm and the Final
There will be a quiz on material related to the prior week at the start of almost every week (always on a Monday). For example, there will be a quiz on Week 1 material on Monday, February 1 (which is the start of Week 2). All quizzes will be made available online under the “Quiz” tab on Blackboard for a specified amount of time. The quiz of the week will only be available from Monday at 9am until Tuesday at 9pm (both MST). You must have completed the quiz by this time or you will have missed your opportunity. Completed quizzes must be submitted to me by Wednesday at 9am MST. All quizzes are “open book” exams. Make sure you refer to the syllabus to know during which weeks there will be a quiz. This is your responsibility. There are no “make ups”.
The Midterm will be available on Blackboard under the “Midterm” tab. You will have access to it from Monday, March 15 at 9am until Wednesday, March 17 at 9am. You must have completed the Midterm by 9am on Wednesday, March 17. Again, this is your responsibility and no “make ups” will be offered.

The Final will be made available on Blackboard under the “Final” tab. You will have access to it from Monday, May 10 at 9am until Wednesday, May 12 at 9am. You must have completed the exam by this time. Finally (third time saying it is a charm, right?), this is your responsibility and no “make ups” will be offered.

Asynchronous Discussion
This course requires that all students take an active part in weekly asynchronous discussions. A minimum of three postings is required of each student, each week. One of these postings should be of a more “extensive” nature, i.e.: at least a paragraph in length. These discussion assignments will be graded on your depth of contribution, focus of your ideas and supporting evidence for your opinions. The total point value for the minimum three postings is valued at 40 points (10 for smaller posts and 20 for the extensive post). You should view these discussions as a central component of the course. Your ideas are valued and play a significant role in the course. It should go without saying that it is expected that all students’ ideas be treated with respect. Although differences of opinion are welcomed, they must be presented and reacted to with courtesy and remain germane to the topic at hand. I will post the topics for said asynchronous discussions each week.

Concert Review
You will be required to attend at two country music concerts during the course of this class. This can range from a local band playing at a bar, to a public performance in a park, to a major name act. Plan now for the events you will attend. Each review should be a minimum of two pages in length (12 point font, double spaced). Correct spelling and grammar are expected, and please write in an academic tone (as opposed to colloquial). As you attend the performances, be thinking to yourself “What would a reader want to know about what I am seeing?” Take notes. Comment on such details as the make up and instrumentation of the band, the repertoire, the country music style (give evidence for why you classify it as such), and the performance itself. Perhaps you could talk with some of the members of the band before, after or during a break at the show. The first concert review is due on Monday, March 8 at 9am. The second is due on Monday, May 3 at 9am. No late assignments will be accepted.

Grading
*Quizzes will account for 10% of your grade
*Your concert reviews will account for 20% of your grade
*The weekly asynchronous discussions and any journal assignments will account for 30% of your grade
*The Midterm and Final will each account for 20% of your grade
Grades will be awarded as follows:

A= 90-100%
B= 80-89%
C=70-79%
D=60-69%
F= 0-59%

**Communication**
Announcements for the class will be made in the Announcements area of Blackboard. Please check this regularly. This is also where the system will announce if Blackboard will be unavailable for any time. In the event that Blackboard is going to be unavailable, it is your responsibility to complete and submit assignments before the service is unavailable.

Please make sure you check your Grizmail daily. This is another means by which I will communicate with you, as well as a way for you to communicate with other members of our class.

**The Digital Dropbox**
Students will be expected to use the Digital Dropbox to submit assignments. To find this item, look under the Tools menu and click on >Course Tools>Digital Dropbox. Here you will be able to both post items that are ready to send (for which the “Add File” command is used), and send items to me (the “Send File” command). You must be mindful to click “Add File”, then “Submit” and then “Send File”. Without following all of these steps, I will not receive your work and you will not receive credit for your efforts.

**Academic Integrity**
Cheating is not tolerated in any form in this class and will be prosecuted to the full extent. According to the University of Montana Code: *All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [www.umt.edu/SA/VP/SA/Code/index.cfm/page1321](http://www.umt.edu/SA/VP/SA/Code/index.cfm/page1321).*

**Accommodations**
Students who are in need will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in this process. For more information, please visit the Disability Services website at [http://www.umt.edu/dss/](http://www.umt.edu/dss/) or call (406) 243-2243.

**Final Thoughts**
It is your responsibility to thoroughly read through this document. I would go so far as to request that you print a copy for yourself for quick reference. It is your responsibility to ask me for clarification on any matter you did not find clear. When you feel you have
read this document completely, please take the “Syllabus Quiz” located under the “Quiz” tab on Blackboard. This quiz must be completed by Wednesday, July 1 at 9am MST. The quiz will be removed from Blackboard at 9pm MST on Tuesday, June 30.

I reserve the right to make changes and/or adjustments to this syllabus as I deem it necessary at any time.