

Inver Hills Community College

MUSC 1160: Music and Protest

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 06 - Humanities/Fine Arts

Music and Protest builds on the classic mantra "Which side are you on?". From the Ancient Greeks to Green Day's "American Idiot," music has served as a powerful medium for protest. This course will explore the vast body of protest music from around the globe. Our attention will be focused on how selected regional musical genres and instruments serve to construct, dictate, and protest issues such as race identity, gender identity, community, heritage, and other social formations.

B. COURSE EFFECTIVE DATES: 08/23/2010 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. American Song: 10%
2. Class structure and Music: 10%
3. Global use of music for protest: 10%
4. Historical foundations of Music and Protest: 50%
5. Music and Unions: 10%
6. Music as a vehicle for communication: 10%

D. LEARNING OUTCOMES (General)

1. Students will display an understanding of the historical foundations of music and protest
2. Students will demonstrate an ability to assess historical and contemporary social formations via their relation to protest music
3. Students will synthesize patterns and apply critical thinking skills in order to improvise and construct (or deconstruct) a protest song or slogan for a fictional (or real) organization in an appropriate style
4. Through a general overview and study of several diverse socio-musical cultural issues, students will demonstrate an understanding and perspective of these said issues
5. Students will demonstrate an appreciation and nuanced understanding of the long and important body of music and protest

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 06 - Humanities/Fine Arts

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Engage in the creative process or interpretive performance.
5. Articulate an informed personal reaction to works in the arts and humanities.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted