Harry S Truman College: Our mission dedicates us to deliver high-quality, innovative, affordable and accessible educational opportunities and services that prepare students for a rapidly changing and diverse global economy.

Course Information:
- Instructor: Dr. Karen E. Petersen  
  Email: kpetersen@ccc.edu
- Office: 3422  
  Office Phone: use email
- Office Hours: MW 11:30 AM – 12:15 PM
- Prerequisites: Eligibility for English 101
- Course Website: karenpetersen.com
- Meets: MW 12:30 – 1:50 PM
- Course Length: 16 weeks
- Credit Hours: 3
- Room: 3416
- Contact Hours: 3

Text & Materials:
- Recommended Text: Tyehimba Jess, Olio. ISBN 978-940696-20-1. Additional materials are on my website. Art supplies for drawing may be required.
- Access to the internet and a computer/word processor for assignments
- Notebook for class notes

Course Catalogue Description:
Exploration of what has been happening in this century in American Music: includes review of social conditions that have nourished these trends and discussion of folk, blues, jazz, country and western, rock musical theatre and classical music. Writing assignments, as appropriate to the discipline, are part of the course.

Students Course is Expected to Serve: This course serves students seeking to fulfill a general education credit requirement in the Humanities/Fine Arts and/or an elective credit requirement.

Course Objectives:
This course seeks to:
- Introduce students to music terminology.
- Provide students with an overview of American Music History.
- Examine the social and cultural climates influencing the development of American Music.
- Provide an overview of American Music genres.
- Provide an overview of recordings exhibiting American Music styles and the recording industry.
**Student Learning Outcomes:**
Upon completion of this course, the successful student will be able to:
1. Define basic, common musical terms and elements.
2. Define and discuss various American Music genres and their socio-politico/cultural influences.
3. Recognize American Music styles upon listening.
4. Identify and discuss trends/similarities in American Music regarding instrumentation, songwriting and technology.

**Truman College General Education Goals:**
This course meets the following General Education Goals as established by Truman College:
- The student communicates effectively in both written and oral formats.
- The student demonstrates the ability to think critically, abstractly, and logically.
- The student gathers, interprets and analyzes data.

**Course Outline:**

<table>
<thead>
<tr>
<th>Unit, Title &amp; Timeline</th>
<th>Topics</th>
<th>Content</th>
<th>Artist/Performer</th>
<th>SLOs (see syllabus for corresponding numbers)</th>
<th>Exams, Assignments &amp; Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Jazz, Blues (Ch’s. 1-6)</td>
<td>1.) Melody, Harmony, Rhythm, Tempo, Form</td>
<td>Definitions and Musical Examples</td>
<td>1: terms and elements</td>
<td>Assignment: Self-Reflective Assessment 1</td>
<td>Assignment: 1st Live Music Event Paper</td>
</tr>
<tr>
<td>Week 1</td>
<td>2.) 1890s - Ragtime</td>
<td>African Rhythm and Dance -American Marches, -Cakewalk, Dance, -Black/White Urban and Musical Integration</td>
<td>John Phillip Sousa, Scott Joplin</td>
<td>1: terms and elements 2: cultural influences 3: styles 4: instruments</td>
<td>Assignment: Reading Analyses 1 &amp; 2</td>
</tr>
</tbody>
</table>
# Syllabus
## Music 124
### Fall 2019
## Trends in Modern Music
### Instructor: Dr. Petersen

<table>
<thead>
<tr>
<th>Week 3</th>
<th>5.) 1930s-40s - Big Band – Swing 1950s - Be Bop - Cool</th>
<th>-European Compositional Influences (Symphony &amp; Concerto)  -Development of Rhythm Section  -“Instrumental Rap”</th>
<th>Fletcher Henderson, Duke Ellington, Benny Goodman</th>
<th>1: terms and elements  2: cultural influences  3: styles  4: instruments</th>
<th>Assignment: Artist/Composer Comparison Paper 1</th>
</tr>
</thead>
</table>

## Week 4
| Review & Discussion | | | | | | |

## II. R & B, Rock and Roll (Ch's. 7-14)
### Week 5
| 2.) 1950s – Spirituals, | | Thomas A. Dorsey, | | | | | | | |
|--------|-----------------------------|----------------------|---------------------|-------------------------------|-------------------------------------------------------------------|----------------------------------------|
| Week 7 | 4.) 1970s-80s-90s Singer/Songwriter, Heavy Metal, Alternative, Rap | Introspection & Aggression, Underground Music, Jazz with Words | Carole King, James Taylor, TBD | Review & Discussion | Assignment: Self-Reflective Assessment 2 | |
| Week 8 | | | | | *MIDTERM EXAM* Listening Exam 2 | DUE: Self-Reflective Assessment 2 |
| Week 9 | | | | | Assignment: Self-Reflective Assessment 2 | |
| Week 10 | | Continuation, Review & Discussion | | | EXAM Listening Exam 3: | |
| IV. Broadway, Movie | 1.) 1920s | Drama & Music Racial Commentary | Showboat Excerpts | | 1: terms and elements 2: cultural influences 3: styles | |
# Syllabus

**Music 124**  
**Fall 2019**  
**Trends in Modern Music**  
**Instructor: Dr. Petersen**

<table>
<thead>
<tr>
<th>Musicals</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 11</strong></td>
<td>2.) 1950s</td>
<td>Socio-Economic Commentary</td>
<td>My Fair Lady</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td>3.) 1950s</td>
<td>Gang/Ethnic Commentary</td>
<td>West Side Story</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td>4.) 1960s</td>
<td>Traditions Commentary</td>
<td>Fiddler on the Roof Excerpts</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td>5.) 1960s</td>
<td>Change and Rebellion, War &amp; The Fairy Tale</td>
<td>Hair Excerpts</td>
</tr>
<tr>
<td><strong>Week 15</strong></td>
<td>6.) 1970s</td>
<td>Satire</td>
<td>Chicago Excerpts</td>
</tr>
<tr>
<td><strong>Week 16</strong></td>
<td></td>
<td>Review &amp; Discussion</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:**

Student performance is evaluated along the following criteria:

- Written Assignments: Critical Reading Analysis
- Critical listening ability
- Punctual Attendance
- Participation

**Final Grade Calculation Criteria:**

Final grades for this course are determined using the following criteria and percentages:

- **75% Homework**
- **25% Class Participation**

**Grading Policy:**

- Plagiarism and cheating are not acceptable on any level, for any reason. Any instance of cheating and/or plagiarism runs the risk of an automatic grade of “0” for that occasion, and will be reported to the proper administrative authorities.
- Assignments turned in late may or may not be accepted and may or may not receive full credit.
- There is extra credit for this course.
Active Pursuit Policy (ADW)

At Midterm:

- Grades will be determined by averaging attendance and relevant coursework scores to-date.
- Students will be removed from the course (ADW) if 5 or more classes (2 1/2 weeks) have been missed from the start date to the midterm period and/or in the case of frequent or excessive tardiness. Note: The instructor determines what is or isn’t frequent tardiness.
- Any student in this course who has not completed at least 75% of all coursework due prior to the midterm grade will be administratively withdrawn (ADW) from the course.

Written Assignments

NOTE: All written assignments must meet the following requirements:

- May be either typed or handwritten
- Times New Roman or equivalent font, size 12
- Double-spaced
- 1 inch margins all 4 sides
- Hardcopy to be turned in – NO EMAILS

I. Course Homework

SLO #1 Define basic, common musical terms and elements.

Articles will be assigned throughout the semester from sources such as essays, trade magazines, journals, reviews, blogs or newspapers. The articles will focus on:

1. How to think about music in our modern world.
2. Melody, harmony, pitch, timbre and rhythm
3. How to develop a more active listening capacity.

Articles and videos will be distributed throughout the semester from sources such as essays, trade magazines, journals, reviews, blogs or newspapers. The articles will focus on

SLO #2: “Define and discuss various American Music genres and their socio-politico/cultural influences”

Articles will be assigned throughout the semester from sources such as essays, trade magazines, journals, reviews, blogs or newspapers. The articles will focus on:
Syllabus
Music 124
Fall 2019
Trends in Modern Music
Instructor: Dr. Petersen

1. Music and Race in the U.S.
2. Music and Gender in the U.S.
3. Music and Generation in the U.S.
4. Music and Sampling (Creative vs. Re-creative)

SOL #3. Recognize various American music genres.

Articles and videos will be assigned throughout the semester from sources such as essays, trade magazines, journals, reviews, blogs or newspapers. The articles will focus on:

1. Vocal and instrumental music will be considered from historical, socio/cultural and theoretical/compositional points of view.

SOL #4 Identify and discuss trends/similarities in American Music regarding instrumentation, songwriting and technology.

Articles and videos will be assigned throughout the semester from sources such as essays, trade magazines, journals, reviews, blogs or newspapers.

I. Course Practices Required:

1. Attendance and Tardiness:

Regular attendance is mandatory. If you must miss numerous classes due to work or religious observations please speak with me ASAP. Perhaps you should consider another section where attendance might not be mandatory. This class starts promptly so the wise and prepared student should plan on arriving before this time. If you are more than 10 minutes late you will be counted as absent. More than 2 late arrivals may negatively influence your grade by one full level. If you arrive after I have taken attendance (not later than 10 minutes) please see me after class and I will register you present.

Classes meeting twice a week: If you miss more than 4 classes you will FAIL the course. In this case you may not use extra credit to make up for absences.

Classes meeting once a week: If you miss more than 2 classes you will FAIL the course. In this case you may not use extra credit to make up for absences.
Summer Classes: **If you miss more than 1 class you will FAIL the course. In this case you may not use extra credit to make up for absences.**

Many materials and resources are available only during class, especially possible visits by musicians. No student will receive an A with any absences or lateness. Students must make arrangements with me personally to have extra work credited against absences. **There are no exceptions.**

Having strictly stated my attendance policy, I do understand that life intervenes. If you have problems or situations which arise during the semester which interfere with your attendance you must speak to me ASAP so that we can work something out. If you have a medical emergency or medical condition that might affect attendance, please notify me so that we can make arrangements to accommodate you.

**Now that you have read this section, please re-read it so that you are sure you understand it. I strictly enforce this policy.**

2. **Preparation and Class Participation**

Students are expected to attend class prepared to engage in serious academic work. It is not acceptable to come to class without having read and assimilated the assigned material. Late assignments will **not** be accepted. However, this will be discussed further in class. Students are allowed to make up for an absence (refer to Extra Credit Blog entrance).

The course involves a lot of reading and writing. You will be expected to spend 3-5 hours per week minimally on homework. There is no research paper required but in accordance with the standards of Truman College, each student will produce at least 15 pages of college level written work. Written assignments will be given in the form of Listening Logs and/or short essay journal reflections. See description of Listening Logs and Writing Topics posted on my website.

For emphasis, it is not acceptable to come to class unprepared. Prepared means all assignments completed ready to turn in and assigned texts, notebooks and writing tools accompanying you.

3. **Quizzes and Tests**
Syllabus
Music 124
Fall 2019
Trends in Modern Music
Instructor: Dr. Petersen

Please see “Thoughts on Teaching, Learning and the Classroom” posted on my website.

I feel that traditional testing is counterproductive to what I hope happens in the class. The study of the arts in general and music specifically should encourage wonder, self-knowledge and critical thinking. These goals are finally not assessable through traditional testing. Therefore I utilize other types of assessment tools: observation, student responses in class, portfolios, homework, group projects, papers, journals, extra credit opportunities.

4. I will not allow students to attend this class whose names do not appear on my class list.

5. The Truman College Catalog states:

Truman College does not discriminate on the basis of race, color, creed, religion, national origin, disability, age, sec, sexual orientation or marital status in admission to and participation in its educational programs, activities and services or employment practices. The College does not tolerate sexual harassment or sexual assault by or of its students or employees.

In keeping with this policy of tolerance and non-discrimination, in this class all of us should strive to listen and give careful consideration to all ideas expressed in class, especially those that are different from our own, without attacking or demeaning those who have those views. We should also strive to avoid using insulting terms or telling offensive jokes when talking to or about individuals or groups.

6. Please take care of your personal needs before class. It is disruptive and disrespectful to get up and leave during the class. Leaving during class is not appropriate classroom behavior and may negatively influence your grade. See Guidelines for Self Evaluation below.

7. Food and beverages are not allowed in class.

8. Turn off all electronic devices which includes phones, pagers and laptops and put them away for the duration of class. Under No Circumstance should you answer your cell phone or check for messages during class. This is ABSOLUTELY an electronic device-free classroom. In the event of an emergency please contact me before class.

9. A grade of incomplete must be arranged with me personally.

Music 124 – Syllabus - Petersen
10. Extra Credit will be given. See Extra Credit Handout.

11. Please consult the document “What is Plagiarism” posted on my website. Plagiarism is a very serious offense and my policy is strictly enforced. If you are caught plagiarizing you will be required to sign a “Faculty Resolution of an Academic Integrity Complaint” and the best grade you can expect to earn is a

2. **General Rubric for Assignments:**

   **Critical Reading**

<table>
<thead>
<tr>
<th>Check Plus 3 points</th>
<th>Check 2 points</th>
<th>Check Minus 0-1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates in depth and detailed relationship to the material with appropriate underlining and/or highlighting</td>
<td>Minimal completion of highlighting and marginalia. Opportunity to improve required and offered</td>
<td>Very little or no completion of highlighting and marginalia. Opportunity for extensive improvement offered. 1 point</td>
</tr>
<tr>
<td>Highlight key concepts, interesting ideas and or arguments, points not understood or questioned</td>
<td></td>
<td>Failure to complete assignment in any fashion. No opportunity for improvement offered. 0 points.</td>
</tr>
<tr>
<td>Marginalia, vocabulary definitions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Listening Logs**

<table>
<thead>
<tr>
<th>Check Plus 3 points</th>
<th>Check 2 points</th>
<th>Check Minus 0-1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed completion of a Listening Log as detailed in the Listening Log Guidelines found under the Materials tab of my website</td>
<td>Minimal completion of Listening Log as detailed in the Listening Log Guidelines found under the Materials tab of my website. Opportunity to improve required and offered.</td>
<td>Listening Log is incomplete. Opportunity for extensive improvement offered. 1 point</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Failure to complete assignment in any fashion. No opportunity for improvement offered. 0 points.</td>
</tr>
</tbody>
</table>
## Short Essay/Writing Topics

<table>
<thead>
<tr>
<th>Check Plus 3 points</th>
<th>Check 2 Points</th>
<th>Check Minus 0-1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Organizes key concepts from readings/videos/sound files in student’s own words</td>
<td>Minimal completion of AB and C. Opportunity to improve required and offered.</td>
<td>Writing is incomplete. Opportunity for extensive improvement offered. 1 point</td>
</tr>
<tr>
<td>B. Expresses <em>substantiated</em> opinions based on an understanding of the readings/videos/sound files. Specific evidence is supplied for opinions and conclusions</td>
<td></td>
<td>Failure to complete assignment in any fashion. No opportunity for improvement offered. 0 points.</td>
</tr>
<tr>
<td>C. Demonstrates logical flow and organization of ideas and concepts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Date

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### Homework 75%

<table>
<thead>
<tr>
<th>Points Available</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points earned</td>
<td></td>
</tr>
<tr>
<td>Check plus</td>
<td>3 Points</td>
</tr>
<tr>
<td>Check</td>
<td>2 Points</td>
</tr>
<tr>
<td>Check Minus</td>
<td>0-1 Point</td>
</tr>
<tr>
<td>Concerts</td>
<td>1 Point</td>
</tr>
</tbody>
</table>

### Total Points Earned

### Attendance and CP 25%

<table>
<thead>
<tr>
<th>Points Available</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Points Earned</td>
<td></td>
</tr>
</tbody>
</table>
Syllabus
Music 124
Fall 2019
Trends in Modern Music
Instructor: Dr. Petersen

Grading Scale
95-100% A
80-94% B
70-79% C
60-69% D
Below 59% F

1. Students are encouraged to strive to improve their work. This means you may resubmit an assignment to improve from a check minus to a check or a check to a check plus.

2. Class Participation constitutes 25% of your grade and includes successful achievement of the following:

* Coming to class prepared with completed homework assignments.
* Active participation in class activities such as discussions. I recognize that students can actively participate in class discussions even if the student is quiet and reluctant to speak in public.
* Student adheres to behavior guidelines outlined below.
* Present for and attentive to movies and/or documentaries we watch together in class.
* Present for and attentive to concert/performance videos we watch together in class.
* Present for and attentive to performances by guest artists.
* Small group work.
* Ensemble work (Geographic Fugue)
* Participation in Homework Group
* Guidelines for Classroom Etiquette

Please:
Do not talk while others are addressing the class
Do not ask inappropriate questions stemming from ill-preparedness therefore wasting class time.
Do not yawn loudly during class.
Do not sleep during class
Do not leave during class
Do not be disrespectful or uncooperative toward your classmates or teacher
Do not talk when music is playing
Do not do homework for other classes during our class time
Do not display any electronic device during class
Do not engage in any behavior that would cause me to ask you to leave class or have security called to have you removed from class
Do not plagiarize or lie

Any violation of the class participation guidelines will result in a one point deduction.

5. Students must attend a predetermined number of live music events during the semester. Each concert counts for one point. This will be discussed in class.

III. Disabilities

If you have a documented learning, psychological, or physical disability you may be entitled to reasonable academic accommodations or services. To request accommodations or services, contact the ASSIST office in Instructional Support Services. All students are expected to fulfill essential course requirements. The College will not waive any essential skill or requirement of a course or degree program.

Note: In emergency situations, alternate arrangements to this syllabus can be made. This syllabus is subject to change due to unforeseen circumstances.

XII. Academic Support Services Overview
Truman College – Spring 2015

These capsules are designed for faculty to easily copy and paste them into their syllabi.
Critical Reading Center: The Critical Reading Center helps students with reading assignments. This is a comfortable space to ask questions about college readings. We specialize in helping you:

- Understand your reading assignment
- Increase your reading speed
- Build your vocabulary
- Learn how to annotate academic texts
- Understand the main idea to help you summarize what you read

Appointments are 50 minutes long. To book one, call us, stop by, or use GradesFirst. Bring your student ID and schoolwork to all appointments.

Location: Room 2230, Main Building

Hours: Monday–Thursday, 9am-7pm; Friday & Saturday 9am-12pm

Contact: 773-907-6827 or truman_crc@ccc.edu

Disability Access Center (DAC): The DAC was created to meet the needs of students with disabilities. The short-term goal is to help students successfully in their academic pursuits. Long-term, DAC services are designed to help students as they make the transition from college to work. Support services provided by DAC include, but are not limited to:

- Adapted Equipment
- Advocacy for students with disabilities
- Assistive Technology
- Computers
- Exam aid(s)
- Extended time for exams and quizzes
- Note-takers
- Print/software enlargement services
- Referrals to the Wellness Center
- Sign language interpreters
- Test administration
- Text to speech conversions

Appointments are 15 minutes long. To book one, visit our front desk in 1435 or give us a call. Please bring your student ID. We also accept walk-ins.

Location: Room 1435, Main Building

Hours: Monday–Wednesday, 9am-5pm; Thursday, 9am-6pm; Friday, 9am-1pm

Contact: 773-907-4725
Math Center: The Math Center is an open space to work on math. Do your homework, find study groups, and learn online. Make it a habit, and you’ll do better in math class.

- No appointments necessary—just walk right in
- Math professors and peer tutors roam the floor to help you with homework and understanding math concepts
- Use one of 18 computer terminals for online study and homework
- Powershots workshops for particular classes happen periodically based on need

Appointments: One-on-one appointments are available for students in 3001/3002/90/98/99 and can be made at the front desk.

Location: Room 1220B, Main Building

Hours: Monday–Thursday, 9am-9pm; Friday & Saturday 11am-4pm

Contact: 773-907-6832

Tutoring Center: The Tutoring Center is here to help you succeed in your classes! We provide tutoring in the following courses: Accounting, Biology, Chemistry, Compass Test Prep, Computers, Adult Ed ESL, French, GED, Humanities, Physics, and Spanish. We also offer:

- ESL Conversation Groups (For schedule go to Room 177)
- Introduction to Computers Workshops (See tutors in Room L567)

Appointments: To make an appointment, visit us in Room 177, call us, or use GradesFirst. Appointments are 50 minutes long. Please bring your student ID as well as any assignments and materials you need to ensure a successful tutoring session.

Locations: Room 177, McKeon Building for most subjects

- Room 2100, Main Building, for Spanish and French
- L567, Main Building for Computers/CIS
- Room 1925, Main Building for all Saturday Tutoring

Hours: Monday–Thursday, 9am-7pm; Friday 9am-5pm; Saturday 9am-4pm

Contact: 773-907-4785

Writing Center: The Writing Center helps students with any writing assignment for any credit class.

- All of our tutors are English professors who help you with:
  - Understanding writing assignments
  - Planning essays
  - Generating, organizing, and revising ideas
  - Proofreading for grammar
Syllabus
Music 124
Fall 2019
Trends in Modern Music
Instructor: Dr. Petersen

Writing resumes, cover letters, transfer essays, and scholarship essays

- Powershots, our free one-hour mini-classes, give you extra help

**Appointments:** All appointments are 50 minutes long. To book one, visit our front desk in 1435, give us a call, or use GradesFirst. Please bring your student ID, assignment instructions, and anything you’ve written to your appointment. We also accept walk-ins and have tables and computers to work on while you wait.

**Location:** Room 1435, Main Building

**Hours:** Monday–Thursday, 9am-9pm; Friday & Saturday 9am-4pm

**Contact:** 773-907-4387

**Wellness Center:** The Wellness Center understands how difficult college life can be and offers full support to students. Check us out! We’re friendly, non-judgmental, and know what it takes to be successful in college. We offer a variety of supports, including:

- Personal, individual counseling, offering a safe place to talk about what’s on your mind and to get support to work through life’s challenges
- Support groups on different topics relevant to college students, such as stress and time management, being a busy parent, anger management, and veteran’s issues
- Stress and time management coaching
- Help developing a stress and time management plan and learning personal organizational skills
- Referrals to community resources, such as:
  - Low-cost medical and dental care
  - Emergency housing
  - Groceries and hot meals
  - Legal services
  - Child care

**Appointments:** Sessions are 45 to 60 minutes long. You can make an appointment at our front desk or by calling the number below, but we also accept walk-ins, so feel free to stop by.

**Location:** Room 1946, Main Building

**Hours:** Monday–Thursday, 9am-5pm; Friday 9am-12pm

**Contact:** 773-907-4786
HERE ARE THE FINAL BIG QUESTIONS;

How will you show me you have done the class reading when there have been no tests or quizzes on them – only discussion and you said nothing?

How will you DISTINGUISH yourself with your participation and work?

Humanities/Music Portfolio Guidelines

Generally defined, your portfolio represents the sum of your work for the course. It is a set of creative pieces collected together in a creative binder to show your relationship to the material we have covered in class. Notice that I have used the word “creative” twice in one sentence. I have done so for emphasis.

At the very least the portfolio should include (creatively):

- All class handouts
- Listening logs
- Class Assignments
- Web assignments
- Class notes

After these things, what you include shows the level of engagement you have in the class. Do not randomly print items from the Web to produce “filler” pages. What you include should show that you have spent some time investigating and researching a concept or topic outside of class which we have covered in class. It could also show that you were inspired to go beyond what we do in class. You are not limited, however, to what we do in class.
You should, finally, be proud of what you include in your portfolio. Again, it represents the sum of your work for the class.

V. Instructor information

Office and office hours: 3422
MW 11:30 AM – 12:15 PM

or by appointment

Email: kpetersen@ccc.edu
Syllabus
Music 124
Fall 2019
Trends in Modern Music
Instructor: Dr. Petersen