Lamar University
Course Syllabus
Mary Morgan Moore Department of Music

History of Rock and Roll
MUSI 1310 Section 01
Spring 2015 TR 12:45–2:05
Music 202

Prof. Dr. X
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Office Hours: TR xx:xx–xx:xx

Course Description
A survey of the development and history of Rock Music from its origins in earlier styles up to the present. Covers the major styles and musicians with an emphasis on the development of basic listening skills and critical thinking. May require attendance at instructor specified recitals or concerts.

Prerequisites: None.

Course Outcomes and Objectives
Student Learning Outcomes
Upon successful completion of this course, the student will:

1) Be familiar with the broad outlines of Rock music’s style, sounds, history, and development.
2) Have developed an appreciation of music as an expressive art form.
3) Understand the basic ways in which music can be analyzed and understood as an art form.
4) Have an awareness of the social aspects (and social responsibilities) of the business of music, especially as it relates to marketing to younger demographics and “teen culture.”
5) Have a basic knowledge of writing about music in a way that involves arguing and communicating a position through critical thought.
6) Think critically and qualitatively as they evaluate the music to which they listen in the future.
7) Have a basic knowledge of listening skills, the ability to aurally identify different musical elements, and be able to discern different stylistic markers.
8) Discuss their ideas in a team setting and develop the ability to work in groups towards a common goal.
9) Communicate their ideas effectively in writing, oral, and visual mediums.
Core Curriculum Objectives

- Critical Thinking Skills (CT): Course instruction and assessment to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
  - Method of instruction: lecture and discussion, reading of course materials, writing and presentation of assigned topics.
  - Initial performance target: “acceptable” average score on 70% of rubrics.

- Communication Skills (CS): Course instruction and assessment to include effective written, oral, and visual communication.
  - Method of instruction: lecture and discussion, reading of course materials, writing and presentation of assigned topics.
  - Initial performance target: “acceptable” average score on 70% of rubrics.

- Teamwork (TW): Course instruction and assessment to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
  - Method of instruction: lecture and discussion, peer-to-peer feedback and interaction, and group presentation of research.
  - Initial performance target: “acceptable” average score on 70% of rubrics.

- Social Responsibility (SR): Course instruction and assessment to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities.
  - Method of instruction: lecture and discussion, reading of course materials, writing and presentation of assigned topics.
  - Initial performance target: “acceptable” average score on 70% of rubrics.

Course Requirements and Policies

Attendance

Regular attendance in class is expected of all students and should be considered a basic prerequisite to earning a passing grade for the semester. Your absence will have adverse consequences for you directly and for your fellow classmates indirectly.

In all instances, it is the student’s responsibility to initiate contact with the instructor (via email or during office hours) to schedule/determine make-up activities/responsibilities.

Students who miss 10 or more of course meetings without an approved university excuse will be assigned no higher than a D for the final course grade.

Exams missed due to an approved absence must be made up within one week of the end of the excuse period. Students who anticipate missing a class period scheduled for an in-class presentation should notify
the instructor ahead of time that they will need to be placed on a different day. In the event that an absence from an in-class presentation is incurred unexpectedly, the instructor will allow for the writing of a 15-page double-spaced term paper on the topic in lieu of the presentation.

**Electronics, Computers, and Cell Phone Policy**

Recent studies suggest that students learn and retain information better when they use no electronic in class (nothing at all). See this study by Pam A. Mueller of UCLA from 2014 for instance: [http://pss.sagepub.com/content/early/2014/04/22/0956797614524581](http://pss.sagepub.com/content/early/2014/04/22/0956797614524581). She showed that even when using a computer/tablet only to take notes, students performed more poorly than their peers using pen and paper for note taking. The results were strikingly worse for students using the internet (surprise, surprise). Given that you are here to get an education, the following will be this course’s electronics policy.

1. Cell phones are not permitted in class.
2. Computer use (laptops, tablets) is strongly discouraged.

If you are seen using a cell phone (or using your computer for something other than taking notes), I will interrupt class to tell you to stop, because I find it distracting. If you distract me too much (by my own standards), I will ask you to leave class. You will be marked as absent for the period and may be subject to having your grade docked due to such absence (as noted in the attendance policy above). I intend to make a scene out of it, so be prepared.

**Important Information about Course Content**

Given the nature of Rock history, students are forewarned that there is a possibility that they may find certain topics covered to be offensive. Rock has, from the beginning, been closely tied with teenage rebellion—sexual, religious, racial, cultural, etc.—and this course will by its very nature cover these things openly. The student is advised that these topics will be covered from as historical and unbiased a perspective as is possible, but nevertheless these topics may engender a strong emotional response either on the part of the student, his/her peers, or even the professor. If you feel that you might be uncomfortable or take offense to explicit lyrics, candid or graphic references to sexuality, references to the consumption of illegal drugs, overtly partisan political statements (anti-war, anti-troops, anti-politicians or political parties), obviously racist statements, and/or outright attacks on Christianity or other forms of organized religion, you should drop this class in favor of another. It is not the place or goal of the professor to change your views on issues of morality, religion, or politics, but it is integral to the course and your understanding of the history of Rock that they be covered and addressed within the context of the music examined. Students are expected to be tolerant of differing viewpoints, to not seek consciously offend or incite others, and to treat each other with civility at all times.

**Participation**

Although this course is technically a “lecture” class, the nature of music history is such that participation in discussions and by asking questions benefits everyone involved. You are strongly encouraged to ask questions early and often—don’t wait until the next class to ask because the next class might be on a new topic.

**Evaluation and Grading Standards**

60% - Tests (4 at 15% each)
15% - Group Presentation and Debate
25% - Term Paper (5% for “first draft,” 20% for final draft)

100-90: A  89-80: B  79-70: C  69-60: D  59 or lower: F

Assignments collected for grading should be turned in at the beginning of class and must be turned in within 7 days of the due date or will receive a 0%. Exceptions will be made on a case-by-case basis in the event of university-approved absences or documented illness. Assignments turned in after the due date but before the 7 day grace period ends will be accepted with a 15% late penalty. All graded work, regardless of medical/approved excuses, must be submitted prior to the beginning of the final exam for the class.

Assignments
The group presentation and debate will occur on one of three days in the semester designated as “Short Presentation and In-Class Debate” on the course schedule. Each student will complete this task once, and will be an interested observer on the other two days. The topics and a brief overview are appended at the end of this syllabus. There are two distinct portions to this assignment: the formal presentation and the more informal oral.

1) The students will collaborate in groups to create an outline and aesthetically pleasing powerpoint slides outlining the problem as they see it and their position on the issue. They will present a ten minute summary of their position to the class. Research in addition to the textbook’s information, using scholarly journals and books (not just random websites) is expected. The textbook often provides useful bibliographic resources, which should be consulted by the student.

2) The students will also serve as “panelists” on their chosen debate day. They will, in an informal roundtable environment, defend their group’s position from the opposing group and respond to questions. They will have consulted with their colleagues taking the same position in an effort to discern the best way to argue their points potentially raised by the other side. Students who do not participate in a thoughtful way during the debate portion of the assignment will have their overall grade for this assignment lowered.

A Term Paper has been assigned in this class. The paper will be a 5,000-word essay (excluding footnotes and bibliography) requiring extensive research outside of class. The topic will be an analysis of a “one hit wonder.” A book listing the historical Billboard Top 40 charts will be placed on reserve in the library (second floor). You will find a song that charted by a group not covered in the textbook.

1) Listen to the song, and more broadly to that group’s music to get a grip on their sound.

2) Analyze the song in the way that the textbook does, and research the history of the group (both before and after the song charted).
   a. Describe the song’s distinctive musical features (lyrics, form, arrangement, musical elements generally, etc.). Make special note of instances of similarity/contrast with the group’s other songs and with those
by other groups from the same point in time.

3) Provide information that contextualizes the song in a larger historical context
   a. Who were they competing against
   b. How do they sound similar to or different than their competition from the time?
   c. How was their image/marketing similar to or different from that of their competition/rivals?

4) Speculate as to why your chosen group was only a “one hit wonder” instead of a “big name” in the way that warranted coverage in the textbook. What about this group/song made it less important insofar as the textbook’s authors might have been concerned? Did the authors of the text do the group/song an injustice by not giving them more air time, or were they correct in not including it as significant?

The term paper will be done in two blocks: a first draft (a 6-page minimum first-draft to show that work is being done and to make sure you are on the “right track” regarding your ideas and sources/research, and the final polished draft at the end of the semester).

Tests and Exams
Tests will be given in this class. They will be written in-class (i.e. not “take home” exams). In essence, they will review the topics and assignments given over the course of the semester. Tests in this class may be cumulative at the instructor’s discretion.

Required Course Materials (Textbook and Recording Access)

Recordings: There is no set of recordings sold to accompany the course, but the textbook lists the recordings that will be used for lectures on pages xv-xvii. Access to these tracks will be required over the course of the semester. The textbook’s accompanying website includes links to purchase files from iTunes and MSN. A better suggestion might be to subscribe to Spotify or Amazon Prime (both have streaming music content)—available at a very reasonable cost. Youtube and other free/shared media services will often not provide reliable access to recordings, as they actively fight against such abuses of copyright law.

The instructor will not share recordings with students in any format (digital or otherwise), as this would be a violation of US Copyright law—do not bother to ask me to email you recordings or burn you a CD.

Course Schedule (subject to change)
Class #1: Intro to course, syllabus, etc., Introduction: “Studying Rock”
Class #2: Introduction: “Studying Rock” continued
Class #3: Chapter 1: “The World Before Rock”
Class #4: Chapter 2: “The Birth and First Flourishing of Rock”
Class #5: Chapter 3: “The Demise of Rock and the Promise of Soul”
Class #6: Chapter 3: continued
Class #7: Short Presentation and In-Class Debate: “The Visual Appeal of Rock Music”
Class #8: Test #1 (on Intro and Chapters 1-3)
Class #9: Chapter 4: “The Beatles and the British Invasion”
Class #10: Chapter 4: continued
Class #11: Chapter 5: “American Responses”
Class #12: Chapter 6: “Motown Pop and Southern Soul”
Class #13: Short Presentation and In-Class Debate: “Marketing Motown Across Race”
Class #14: Chapter 7: Psychedelia; Note: you should be working on your term paper by now
Class #15: Chapter 7: continued
Class #16: Test #2 (on Chapters 4-7)
Class #17: Chapter 8: “The Growing Rock Monster”
Class #18: Chapter 8: continued; Term Paper First Draft Due
Class #20: Chapter 10: Mainstream Rock, Punk, and New Wave
Class #21: Chapter 10: continued, Short Presentation and In-Class Debate: “Disco Sucks?”
Class #22: Test #3 (on Chapters 8-10)
Class #23: Chapter 11: “I Want My MTV”
Class #24: Chapter 12: “Heavy Metal, Rap, and the Rise of Alternative Rock”
Class #25: Chapter 13: “Widening Gaps”
Class #26: Chapter 14: “A Very Different Industry”
Class #27: catch-up and review day; Term Paper Final Draft Due
DAY & TIME: Final Exam
UNIVERSITY MANDATED POLICIES:

**Disability Resource Center**
Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications Building, Room 105. Office staff members collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

For students:
If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

**Academic Dishonesty**
Students are specifically warned against all forms of cheating and plagiarism. The Lamar University Student Handbook states:

Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Punishable offenses include, but are not limited to, cheating on an examination or academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

One aspect of the Handbook’s definition of cheating is, “purchasing, or otherwise acquiring and submitting as one’s own any research paper or other assignment.”

Students seeking guidance to avoid plagiarism should consult the course instructor, recent handbooks, or the University Writing Center.

Punishments for academic dishonesty range from F in the course, to an F on the assignment, to re-submission of the work. Punishments are at the discretion of the faculty member, and may be appealed to the department chair, dean, and Associate Vice President for Academic Affairs. Flagrant or repeat violations may warrant further discipline by the university including probation and suspension.

**Academic Continuity/Campus Closure.**
In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University’s website’s homepage (www.Lamar.edu) for instructions about continuing courses remotely.

**EMERGENCY PROCEDURES:**
Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at: http://www.lamar.edu/about-lu/administration/risk-management/index.html. Following are procedures for the first two:

**Severe Weather:**
- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

**Violence/Active Shooter (CADD):**
- **CALL** - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
- **AVOID** - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY** - Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND** - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**Texas State Educator Standards**
The portions of the Texas State Educator Standards in Music (EC-12) that are addressed in this course are as follows:
- Standards: I, V, VI, VIII, X
- Applications: 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 5.1s, 5.2s, 5.3s, 5.6s, 5.7s, 6.1s, 6.2s, 6.3s, 6.8s, 8.1s, 8.2s, 10.1s, 10.2s, 10.3, 10.4s, 10.7s