

MUS 320.001 – Roll and Roll: Music for a New Generation

Winter 2020, MTWRF 9am-12:15pm FAC 354

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Office Hours: By Appointment
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Objective: To study and discuss the development of Rock and Roll as a musical style from the mid-1950's through roughly 1990. Discussions and assignments will be based on musical styles/innovations and trends, cultural and social impacts, and economic/political issues. Developing and expressing creative and critical thinking, through writing and verbal presentation within the prescribed topic area, is a focal point of this course.

Attendance: Is considered mandatory. The winter session demands longer class periods over a shorter semester calendar – these sessions will include lectures, presentations, discussions, and graded material. If you have a pre-existing commitment please communicate that immediately with the instructor. Otherwise, only medical and family emergencies are acceptable reasons for missing class. For any unexcused absence, 80 points will be deducted from your *final* class grade.

Grading: Grading will be based on a 1000-point scale. The final grade will reflect the following percentages (attendance will then be applied):

Project 1: singles	10%	(100pts)
Project 2: interviews	10%	(100pts)
Project 3: artist paper	20%	(200pts)
Final essay/project	30%	(300pts)
Quizzes/class participation	30%	(300pts)

University Grading Scale:	A =	900-1000pts
	B =	800-899pts
	C =	700-799pts
	D =	600-699pts
	F =	599pts and below

Materials: Rock and Roll, its history and stylistic development – 7th edition
Joe Stuessy and Scott Lipscomb (recommended)
Time Life Video Series – The History of Rock and Roll (in class/blackboard)
Music selections/videos as assigned via blackboard/youtube

Prerequisites: 21 hours of Foundations & Explorations courses, or junior level status.

This course counts as an elective in the major in **Popular Culture Studies**. This program offers WKU undergraduates the chance to broaden their understanding of the arts and culture of everyday life including such areas as television, film, music, sports, advertising, customs and rituals. Through innovative interdisciplinary coursework the major helps students critically analyze a wide range of popular cultural forms, their uses by audiences, and their impact on the broader social, political and economic landscape. If you are interested in learning more about this exciting and innovative program, contact your instructor or check out the Popular Culture Studies website at www.wku.edu/pop.

Student Learning Outcomes

Through this course, and within the scope and context of rock music history (1950's-1990), students will:

- be aware of a variety of musical genres, styles and specific works/artists
- understand musical works as human expressions within a social context, including the development of self in relation to others and society
- be aware of the social, political and cultural landscape that influenced the development of musical trends, and vice versa; as well as the diverse values that form civically and informed members of society
- appreciate and understand how rock/popular music evolved from inception to its current form(s)
- respond critically, both orally and in writing, to musical works
- understand the aesthetic principles of music: rhythm, melody, harmony, form, etc.
- be able to use evidence to develop informed opinions and arguments, and evaluate solutions to real-world social and cultural problems related to rock and roll.

Learning Objectives for Colonnade Program: This course fulfills the Colonnade Program's requirements for the Social and Cultural subcategory of the Connections Category. As part of that program, MUS 320 also has the following learning objectives:

Through this course students will develop the ability to:

- Analyze the development of individual musical artists in relation to their peers, audiences, and the broader society of the time.
- Examine how musical trends and innovations influence, and reflect, the diverse values of citizens and society at the time (particularly through the 1960's).
- Evaluate solutions to real-world social and cultural problems, including race relations, celebrity image, and economic impact, as related to music of both the past and present.
- Demonstrate skills in argumentation and the use of evidence within the context of the course in class discussion, oral presentation, and written conclusions.

Students with Disabilities

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

Electronic Device Usage

Due to the distractions from student use of YouTube, chatting/texting, surfing the internet, and checking email and Facebook: laptops, iPods, and cell phones are banned from the classroom. All electronic devices should be turned off and completely placed out of reach prior to entering the classroom. Students requiring computers due to disabilities must get a waiver from the OSFDS in order to use them during class. **Your instructor reserves the right to confiscate electronic devices from any student who abuses this policy.** The class meeting time is assigned for learning about the course content matter, and you will get the most out of it if you focus all of your actions on listening/participating/learning. Research shows that multi-tasking is a hindrance to productivity. Learning to focus on one thing is an important skill to acquire.

MUS 320: Rock and Roll - Day to day syllabus

Each day a chapter/video is noted please read/watch the material PRIOR to that day (please note that we will not always cover the chapters/topics/videos in order). Short 8-10 question quizzes will be given at random throughout the course. D=Disc, E=Episode

Monday, January 6 Introduction What is rock music? Elements of music Brief overview of music history	Wednesday, January 15 (Interviews DUE) Jazz Rock (chapter 11) Art Rock (chapter 12)
Tuesday, January 7 Roots of Rock (chapter 2, D1E1) Early Rock (chapters 3-4) Elvis Presley (D1E2)	Thursday, January 16 Disco/Punk (ch 16/18, D5E1) 1980's Pop/Dance/Divas Music Video (ch 16, D5E2)
Wednesday, January 8 (singles start) 1960's/Beach Boys (ch 5-6, D3E1) British Invasion (D2E1)	Friday, January 17 Heavy Metal/Hair Bands (ch 15) Rap/Alternative (ch 17-18)
Thursday, January 9 The Beatles vs. The Stones (ch 7) Folk Music (chapter 8, D3E2)	Monday, January 20 – MLK Day no class
Friday, January 10 San Francisco (ch 10, D3E2) Festivals	Tuesday, January 21 (TBA no class?)
Monday, January 13 Soul and Motown (ch 9, D2E2) 1970's (chapter 13-18, D4E2)	Wednesday, January 22 (Artist Papers DUE) Latin/Country/Christian (ch 14/16) Music Tech: Vocals
Tuesday, January 14 (TBA no class?)	Thursday, January 23 Music Tech: Guitars (D4E1) Music Tech: Duel Guitars Music Tech: Bass/Drums
	Friday, January 24 (Final Project DUE) Women in Rock Other Notable Bands/Artists Where are we now?

Academic Integrity

Academic honesty is expected of all students at Western Kentucky University. Western Kentucky University's policy on plagiarism and other forms of academic dishonesty is one of "zero tolerance." As a student at Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the University Statement on Student Rights and Responsibilities (WKU Catalog, 282) in all coursework. Violations of this code of conduct include but are not limited to cheating (by giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and/or lying) and plagiarism. Plagiarism consists of turning in work that is not your own - including quoting material in a paper and not crediting the original author through a citation, copying from a book, pasting the text from web pages, or using an Internet source to obtain a full paper or part of a paper. Student work may be checked using plagiarism detection software. See Academic Dishonesty, Plagiarism, Cheating, and Other Types of Academic Dishonesty in Catalog, p. 282.

Projects Overview

Singles (100pts): Each student will present a single song of their choice to the class - the more obscure the better! As part of your presentation tell the class the following: title, performing artist, writer, producer, album, recording or release date, chart information (if known or available), internet presence, and any other interesting facts or information about the song. Most importantly tell us why this song is interesting or important to YOU. These short presentations will begin on Wednesday, January 8 and one student will present each day. A written copy of your information should be turned in after your presentation.

Interviews (100pts, due January 15): Using the following questions (and any you would like to add) interview two people from older generations who went to high school BEFORE 1985. Try to find individuals from *different* generations, for instance one who grew up in the 1960's and one who grew up in the 1970's. Since many musical trends happened in different parts of the country, choosing people from different geographic backgrounds is also recommended.

The interviews may be done in the format of your choice, based on your own personal circumstances. For instance, you can do it in person, over the phone (with a recorder), through the mail (if time allows), or via email. A live interview is preferred because a two-way conversation can lead into many different directions that will stimulate new and interesting questions. Before starting, be sure to introduce yourself and explain the circumstances around the interview (meaning it is a project for a rock music class). The turned in project should be written down in a question and answer format, like in a magazine. Interview Questions (you are welcome to add your own):

1. Where (city/state), and in what year, did you graduate from high school?
2. What kind of music was popular during those years? Do you remember specific artists or groups that made an impact on your high school years?
3. How much did you pay for an album? a single? When you bought music did you generally buy the whole album or just the single?
4. How did you hear about new music? Radio, TV, magazines, friends?
5. Did you attend any live concerts? Can you describe what those were like at the time?
Cost, length, security, beverage availability etc.
6. What kind of music did your parents listen to or like?
7. How did they (your parents) feel about the music you were listening to?
8. What, if anything, was considered controversial about the popular music of the time?
Are there any specific events or personal memories that stand out?
9. What kind of musical, social or cultural trends did you see in popular music as you grew older? Did you like what was happening?
10. Are you familiar with the popular music of today in 2018? If yes, which artists/bands do you enjoy and why? If no, can you pinpoint when and why you lost interest in the current popular music?
11. Is the music you enjoyed while growing up still the music you enjoy listening to today? Would you call it your favorite? Assuming the answer is yes, do you think you genuinely love the music or is it more about nostalgic memories? If the answer is no, why don't you like the music anymore?

12. Are there any other comments you would like to make about rock music and your personal experiences/background with it?

Artist Paper (200pts, due January 22): Each student will write a 4-6 page paper comparing and contrasting two artists/bands. The artists may be selected by the student but both artists need to meet the following criteria: 1) they recorded and released at least three different albums; 2) they first appeared/recorded before 1990, but not before 1960 (artists from the 70's and 80's are preferred); 3) they were contemporaries/competitive with each other (like the Beatles/Stones); and 4) Dr. Harris must approve your artists.

This is a research paper (using standard fonts, size and form) and you are encouraged to use any and all resources available to you. While you are not required to provide footnotes, a standard bibliography that lists all sources (including time stamped web sites) should be included. Before getting Dr. Harris' approval it is recommended that you do some preliminary research to make sure there is enough information available on your artists. You may also want to have a short list of other artists that interest you since Dr. Harris may say no (I don't want people to do the same pairs).

Possible examples:

Led Zeppelin/The Who	Journey/Foreigner
Kiss/Alice Cooper	David Bowie/Elton John
Van Halen/Guns and Roses	Motley Crue/Poison
Def Leppard/Bon Jovi	Madonna/Prince
Blood, Sweat, and Tears/Chicago	Ramones/New York Dolls
Run DMC/Beastie Boys	Pink Floyd/ELP
Judas Priest/Iron Maiden	<i>Endless possibilities....</i>

The paper should be a historical perspective that discusses the following (150pts):

How did the two artists get started? Who are/were their musical influences?

How did their careers compare to each other including relevant awards, tours and concerts, special appearances, turning points, record labels and/or producers.

A discussion of any relevant non-musical issues such as image, politics, behavior/arrests, or personal relationships.

Did the artists fit into a specific style or trend? Were they innovative in moving in new directions? Did they, in turn, influence the next generation?

What did each artist contribute to our rock history? Will one be better remembered than the other? Or is one artist more significant than the other? Why?

Proofread for grammar, sentence structure, and writing style (50pts).

Final Project (300pts):

The final project will be a take home essay and short answer assignment based on topics and artists discussed in class and in your book. It will be handed out on Friday, January 17 and due by Friday, January 24.

All turned in work must be typed, organized, and proofread for grammatical and spelling errors. Please be sure that your name appears on the FIRST page of all work.