

MUS 320 – Roll and Roll: Music for a New Generation

Fall 2018, Monday 5:30-8:15pm EST

Instructor: Anthony Paganelli
Email: anthony.paganelli@wku.edu
Phone: (270) 706-8596

Office Hours: By Appointment
Office: RPC 130 R

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. However, two unexcused absences are allowed. For each unexcused absence after two, 3 points will be deducted from your *final* class grade. Missed quizzes can only be made up by coming early (5min) the day immediately following the absence. If you need to miss your scheduled single presentation please make arrangements PRIOR to the absence to switch your presentation. Medical and family emergencies are the only acceptable reasons for not making prior arrangements.

Grading: Grading will be based on a 100-point scale. The final grade will reflect the following percentages (attendance will then be applied):

Project 1: singles – 25%
Project 2: mid-term – 15%
Project 3: interviews – 5%
Project 4: artist paper – 20%
Final essay/project – 30%
Class participation – 5%

University Grading Scale:

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

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

Students with Disabilities

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A-200. The OFSDS telephone number is 270-745-5004 V/TDD. Please DO NOT request accommodations directly from the instructor without a letter of accommodation from the Office of Disability Services.

MUS 320: Rock and Roll - Student Learning Outcomes

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

- 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.

Academic Integrity

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by committing to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member.

Students who have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or "F" for the course, at the instructor's discretion. The University uses web-based products to detect plagiarism.

MUS 320: Rock and Roll - Projects Overview

Project 1 – Singles

Each student will present a single song (under 5min) 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..

Project 2 – Mid-Term

The mid-term project will be a take home essay and short answer assignment based on topics and artists discussed in class and in your book.

Project 3 – Interviews

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? 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?

Project 4 – Artist Paper

Each student will write a 4-7 page paper on a specific artist or band. The artist may be selected by the student but needs to meet the following criteria: 1) they recorded and released at least three different albums; 2) the preferred time period would be between the 1950s and 1990s, but recent artists will be considered 3) they were influenced by (or influenced themselves) the artist from your group presentation; and 4) Mr. Paganelli must approve your artist.

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 Mr. Paganelli's approval it is recommended that you do some preliminary research to make sure there is enough information available on your artist. You may also want to have a short list of other artists that interest you since Mr. Paganelli may say no (I don't want people to do the same artist).

The paper should be a historical perspective that discusses the following:

- Where and when did the artist get started? Who are/were their musical influences?
- A career description including relevant awards, 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.
- Does the artist fit into a specific style or trend? Were they innovative in moving in new directions? Did they, in turn, influence the next generation?
- Why should this artist be included in musical history books?

Final Project

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.

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.