

**MUHL 2310 – Section 001: History of Rock and Roll**  
**SPRING Semester 2015**  
**SYLLABUS and COURSE CALENDAR**

**Section 1: Introduction**

Class Title	MUHL 2310-001: The History of Rock and Roll
Time	MWF 2:00-2:50 PM
Location	Biology LH100
Instructor	Roger Landes
Student Assistants	Mark Gurrola James Patterson Steve Stallings
Office	By appointment
Office Hours	Office hours are by appointment only. Appointments are made via Blackboard message.
E-mail	Please e-mail me via Blackboard. Please put your full name on all correspondence, and fill in the subject line.
Class Website	<a href="http://www.blackboard.ttu.edu">www.blackboard.ttu.edu</a>
Textbook #1 (Required)	<p>Reebee Garofalo: <i>Rockin' Out: Popular Music in the U.S.A.</i> Pearson. Special <b>eText</b>. Available from <b>TTU bookstores or online at:</b>  <a href="http://www.pearsoncustom.com/tx/ttu_popular_music/">http://www.pearsoncustom.com/tx/ttu_popular_music/</a></p> <p><i>Rockin' Out is a chronological history of rock and roll that successfully places the music into the context of the social and political events of its time, telling the story of rock and roll in an engaging and narrative style that also ties in the history of the music industry, radio, and the effect of changing media trends. It is an invaluable aid in recognizing and understanding rock's place in the "big picture" as a major cultural phenomenon of the 20th century. The custom edition of your textbook includes a section of supplemental readings that will also be required for the course. Check the Course Calendar for specific reading assignments.</i></p>
Textbook #2 (Required)	<p>David Brackett. <i>The Pop, Rock, and Soul Reader: Histories and Debates</i>. (3<sup>rd</sup> Edition) Oxford University Press, 2012. <b>It is available at TTU bookstores or online.</b></p> <p><i>The Pop, Rock, and Soul Reader is an anthology of primary sources - that is, a collection of writings from the original time periods and situations of the various rock and roll styles. While you will mostly be tested on the works of journalism and criticism, the interviews and autobiographies are invaluable aids to understanding the musicians and their times, and I would encourage you to eventually read the whole book.</i></p>
Top Hat	A subscription to Top Hat is required. You can access Top Hat via smartphone (there is a free app w/subscription), tablet, or laptop. Cellphones can interact with Top Hat via SMS/text message. <a href="https://tophat.com/">https://tophat.com/</a>
Additional Course Materials	All other course materials are included on the class Blackboard site ( <a href="http://www.blackboard.ttu.edu">www.blackboard.ttu.edu</a> )

## **ADA statement (OP 34.22)**

<http://www.depts.ttu.edu/opmanual/OP34.22.pdf>

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in 335 West Hall or call 806.742.2405.

## **Catalog Course Description**

MUHL 2310 "History of Rock and Roll" will introduce students to the styles and history of the first three decades of rock & roll, from its roots in the traditional music of African-Americans and rural whites, through the 1950's, 60's, and the beginning of the '70s, to the advent of the Punk Rock movement. The course will include lecture, listening, in-class activities and discussion, and web-based quizzes and exams.

## **Course Purpose**

In this course, students will be encouraged to explore the continuity of rock & roll's history, the social and cultural factors that gave rise to it and in turn responded to it, and its important figures, style characteristics, and periods. Together we will develop listening tools and analytical skills which will enrich our understanding of rock & roll's construction, and its social and cultural roles in the first 30 years of its development. *This course satisfies three hours of the Visual and Performing Arts requirement in the Core Curriculum.*

## **Section 2: Course Content, Purpose, Expected Outcomes and Assessment**

### **THECB Creative Arts Core Foundational Component Area Content Description**

- Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.
- Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

### **THECB Core Objectives**

- Critical Thinking Skills (CT): to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- Communication Skills (CS): to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- Teamwork (T): to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
- Social Responsibility (SR): to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

### **TTU Creative Arts Core Competency Statement**

Students graduating from Texas Tech University should be able to construct, present, and defend critical and aesthetic judgments of works in the creative arts.

## **Specific TTU Creative Arts Core Student Learning Outcomes and Methods for Assessment**

*Upon completion of this course, students should be able to:*

1. identify and describe a body or works (individually and collectively) in the creative arts (CT, CS).

***Methods for assessing this expected learning outcome:*** Exams, reading and listening quizzes, assignments, class discussion

2. explain and differentiate creative works as expressions of values within cultural and historical contexts (CT, CS, T, SR)

***Methods for assessing this expected learning outcome:*** Exams, class discussions

3. analyze and summarize aesthetic principles that structure creative works (CT, CS).

***Methods for assessing this expected learning outcome:*** Exams, reading and listening quizzes, discussion

### **Expected MUHL 2310 Student Learning Outcomes**

*Upon completion of this course, students should be able to:*

1. Listen to an example from a genre of music studied in class, comprehend its distinctive characteristics, and articulate those characteristics. (CT, CS)

2. Listen to an example from a genre of music studied in class, identify its characteristics, and develop conclusions about its genre and historical contexts of its origin. (CT, CS, SR)

3. Identify representative pieces chosen from each period, draw intelligent conclusions about probable genre, artist, and approximate date, and discuss. (CT, CS, T)

4. Recognize, define, and employ significant terms and concepts introduced in the readings or lectures. (CT, CS)

5. Describe and discuss the broad historical context, likely social function, and probable performance circumstances for a piece on the class listening list (and for pieces of similar types). (SR, T, CS, CT)

6. Listen to an example from a genre of music studied in class, and articulate a comparison to other music genres discussed in class. (CT, CS)

7. Employ a range of technical language to identify, discuss, compare, and integrate aspects of musical style within the rock, blues, or rhythm and blues idiom. (CT, CS)

8. Describe and compare a range of music styles, and relate their style characteristics to aspects of cultural history. (SR, CT, CS)

9. Listen, read, speak, and think critically about the relationship between musical style and cultural history. (SR, T, CT, CS)

***Additionally, students should be able to:***

1. Identify the value and necessity of music in culture and society. (SR, CT)
2. Compare the relationship between the audience and the artist. (SR, ST)

3. Describe the artist's responsibilities and activities. (CT, CS)
4. Demonstrate comprehension of musical arts as an historical form of literature and communication through critical analysis presented in written essay or oral presentation. (SR, CT, CS)
5. Develop or improve critical thinking and communication skills such as listening, reasoning, analysis, discussion, and criticism. (CT, CS, T)

#### Section 2.5 Methods for Assessing the Expected Learning Outcomes

The expected learning outcomes will be assessed by a combination of web-based examinations, listening quizzes, quizzes on reading materials, and class discussion.

### Section 3: Course Requirements

#### Section 3.1: Lectures and Regular Class Attendance

In class sessions we will listen to, analyze, and discuss a wide variety of specific styles, artists, and specific pieces from the genres of Blues, Country, Rhythm and Blues, and Rock and Roll. Class time will be spent in lecture, discussion, listening, and viewing.

Lectures will include the following:

- biographical and historical data about artists
- technical and stylistic characteristics of different musical genres
- political, social and cultural history relevant to the musical genres being discussed
- video and audio examples of the musical genres being discussed

Much of the material covered in class will NOT be duplicated in readings or Blackboard listening examples. It should be understood that anything contained in the lectures is "fair game" for all examinations.

Therefore, failure to **attend class consistently** and **take adequate notes** lowers the likelihood of adequate performance on examinations. The Power Point slides used during the lectures will help you with your note-taking, but you are responsible for all the material in the lectures, not just the summarized information on the slides.

#### Section 3.2: Attendance

Attendance in the class is mandatory. Attendance will be taken every day of class via Top Hat. Failure to attend EVERY class session will compromise your final grade. **More than three (3) unexcused absences will affect the final grade for the semester.** Each unexcused absence (after the maximum of three) will reduce the final grade by 1/3 of a letter grade. For instance, six unexcused absences will reduce an "A" to a "B," or a "B+" to a "C+." Four unexcused absences will reduce an "A-" to a "B+," etc. All such grade reductions due to absenteeism are final. Class TAs will handle all excused absences. Excused absences should be dealt with ahead of time if possible, or within 48 hours of the missed class meeting, exam, quiz, etc. There will be NO EXCEPTIONS to this requirement, so DO NOT expect to excuse an absence more than 48 hours after it occurs (or in the case of an online assessment, 48 hours after the assessment is no longer available on Blackboard).

- **You MUST be present in class and respond to both Attendance and Quiz Questions on Top Hat in order to be counted present. (Those who fail to do both will not be given credit for attendance.)**
- **NOTE: If you do not attend class regularly your final grade for the semester will be SEVERELY compromised. You cannot get an A in this class unless you attend class regularly and respond to Attendance and Quizzes on Top Hat.**

### Section 3.3: Class Etiquette

- **Cell phones, smartphones, tablets, and laptops are welcome in class for two and only two reasons:**
  1. **For use of the class Top Hat site (cell phones, smartphones, tablets, laptops).**
  2. **For taking class notes (laptops or tablets ONLY).**
- **No other use of cellphones, smartphones, tablets, or laptops is allowed.**
- **Texting in class is NOT ALLOWED.**
- **Web surfing in class is NOT ALLOWED.**
- **No recording—either audio or video—or still photography—of lectures is allowed.**
- **Those abusing these guidelines will be warned ONCE. Subsequent infractions will result in the student leaving class and losing credit for attendance for that day.**

### Section 3.4: Use of Top Hat ([www.tophat.com](http://www.tophat.com))

- **We use Top Hat during class for tracking attendance and for quiz questions and discussions, etc. You are required to purchase a subscription to Top Hat. You are also required to have a suitable electronic device—cellphone, smartphone, tablet, laptop—on which to run Top Hat in class. This is the student's responsibility.**
- **Any attempt to access the class Top Hat site during class *from outside the classroom* is expressly forbidden. This constitutes cheating and is a serious breach of academic honesty (OP34.12).**

### Section 3.5: Use of the Blackboard site ([www.Blackboard.tltc.ttu.edu](http://www.Blackboard.tltc.ttu.edu))

Using the Blackboard Website is **part of the course requirement**. You are responsible for all the information contained in it.

- The class Blackboard site is full of information about the class, including listening resources. It is an integral part of the class -- PLEASE USE IT.
- Take some time to click on every single icon on the homepage, plus all the Course Tools in the left-hand column, and see what's contained on all the pages
- Remember also that Blackboard also lets professors track individual student usage of the website, page by page.
- **It is the student's responsibility to make sure that he or she has access to good, reliable computer resources.**
- You must have a current e-Raider account in order to access the Blackboard site.
- If your computer is slow, doesn't support audio applications, or if your internet connection is unreliable, use a computer on-campus (for example, at ATLC in the basement of the Tech Library; bring headphones.)
- It is also the student's responsibility to address technical problems if they come up. You **MUST** report the technical problem to ITHelp or ATLC when it happens, so they have a record of what occurred and when it occurred. "Technical problems," "My computer froze," and "The Internet kicked me out" are NOT acceptable excuses for not completing class requirements. "My computer froze," in particular, has become the 21st century version of "The Dog Ate My Homework."
- **NOTE: it is the responsibility of every student to check the class Blackboard site at least daily. Failure to check Blackboard messages is not an acceptable excuse for missing important announcements.**
- Once the semester begins (on January 14<sup>th</sup>), under no circumstances will any student use the instructor's TTU.EDU email address. All communication about the course **MUST** occur via Blackboard messages only. After January 14<sup>th</sup> messages to the instructor's TTU.EDU email account **WILL BE IGNORED AND DELETED**.
- Once the semester begins (on January 4<sup>th</sup>), under no circumstances will any student use their TA's TTU.EDU email address for class business. All communication **MUST** occur via Blackboard messages only.

### Section 3.6: Required Readings

*Assigned Readings* (in your textbooks), *Readings Quizzes* (in class), *Reading component on Exams*

The Rock History course requirements include a \*substantial\* amount of reading. Most of it is a "fast read," but it is still a LOT of reading. Please keep this in mind when assessing how much work the class will entail. There will be four readings quizzes over the course of the semester, so keep up with the readings. More information on the quizzes is given below in Section 4. **It is suggested that students begin assigned readings sooner rather than later (see assigned readings in the Course Calendar at the end of this Syllabus).**

### Section 3.7: Listening Materials (Blackboard)

There will be a number of listening examples available through the Blackboard site. The same exact materials can be accessed two ways: Via the "Listening Lists" icon on the "Course Content" homepage on the class Blackboard site.

***The Blackboard listening examples are not MP3s, and they are not intended for download in any way, shape or form. You must listen to the "stream" via the password-protected Blackboard site.***

## Section 4: Quizzes, Exams, and Grading

### Readings Quizzes (via Blackboard)

- The Reading Quizzes will focus on concepts, trends and ideas, and NOT on tiny biographical details or other minutiae.
- Many of the readings cover material that is **NOT COVERED IN CLASS**.
- The assigned readings for MUHL2310 will be taken from the two required textbooks.
- A detailed list of the Assigned Readings, along with a suggested reading Schedule, is given in the Course Calendar.
- There will be FOUR Reading Quizzes, administered on Blackboard and available on Blackboard each for 3 days.
- In addition, there will be a reading component included on the Midterm and the Final exams.
- On each quiz, there will be 15 questions worth 1 point apiece. The quizzes will be timed; you will have 45 minutes to complete each reading quiz.
- Please see the **Course Calendar** at the end of this **Syllabus** for the specific dates of these Reading Quizzes.
- **There are no make-ups for the Reading Quizzes**

### Listening Exams (via Blackboard)

- There will be two Listening Exams. Dates are on the Course Calendar at the end of this **Syllabus**.
- Each Listening Exam will be available for only 3 days.
- Each Listening Exam has 25 questions, two points for each, for a total of 50 points.
- One prepares for Listening Exams by listening to the on-line Blackboard Listening Lists and studying the materials contained in the accompanying slides. Don't try to do all this the night before the exam opens—it is not possible to "cram" for the Listening Exams.
- The Listening Exams involve listening to brief audio examples and answering at least one multiple-choice question about that example.
- There is a Practice Listening Exam on the Blackboard site which you can take at any time. Please do it before attempting the first "real" Listening Exam!
- Please see the **Course Calendar** at the end of this **Syllabus** for the specific dates of the two Listening Exams.
- **The instructor of the Rock History Class reserves the right to restrict the Listening Exam so that it may only be taken in a certain computing center on the Tech campus. If this is the case, THIS WILL BE POSTED on the class Blackboard website AND announced in class.**

**IMPORTANT!!**

The Listening Exams will be open on Blackboard for **three days ONLY**.  
**The on-line Listening List slides and music will be taken OFFLINE for the duration of the Listening Exam's availability. This means you CANNOT study the Listening Examples during the three day period when the exam is open.**

**You must do the studying BEFORE the exam opens! Plan accordingly.**

***There are no make-ups for the Listening Exams.***

**Midterm and Final Exams (via Blackboard)**

- There will be a Midterm exam and a Final exam, administered via Blackboard.
- Both the Midterm and the Final are timed exams (120 minutes) consisting of multiple-choice and true/false questions. Each exam will contain 100 questions, worth 1 point each.
- Material for the exams will be drawn from historical and musical facts and insights covered in the lectures, reading assignments, and listening examples.
- **There are no make-ups for the Midterm or Final.**

**MIDTERM**

- The Midterm will cover every lecture **before** the Beatles, plus readings indicated in the Course Calendar at the end of this **Syllabus** under "Midterm." Please see the Course Calendar at the end of this **Syllabus** for specific opening and closing times for the Midterm exam.
- **There are NO MAKEUPS for the Midterm Exam.**

**FINAL EXAM**

- The FINAL is NOT comprehensive: it will cover class lectures from The Beatles through the end of the semester, plus the readings indicated in the Class Calendar under "Final." Please see the Course Calendar at the end of this **Syllabus** for specific opening and closing times for the midterm exam.
- **There are NO MAKEUPS for the Final Exam.**

**IN-CLASS QUIZ QUESTIONS**

- There will be a large quantity of Quiz Questions administered each day in class via **Top Hat**.
- Each Quiz Question answered will be worth one point total (½ point for completion and ½ point for correctness) which will count toward the Attendance and Participation Grade (15% of your final grade for the semester).
- You **MUST** be present in class and respond to both Attendance and Quiz Questions on Top Hat in order to be counted present. (Those who fail to do both will not be given credit for attendance.)
- **NOTE: If you do not attend class regularly your final grade for the semester will be SEVERELY compromised. You cannot get an A in this class unless you attend class regularly and respond to Attendance and Quiz Questions on Top Hat.**

**IF YOU MISS AN EXAM OR QUIZ for any of the following "officially excused" reasons:**

1. Death in the family or family emergency
2. Documented illness
3. Religious Holiday
4. **Technical problem confirmed by ITHelp (MUST be officially reported to ITHelp)**

You **MUST** INFORM your TA via Blackboard message **WITHIN 48 HOURS OF THE END OF THE EXAM OR QUIZ PERIOD. (NOTE: DO NOT USE TTU EMAIL TO CONTACT YOUR TA!)**

Exam and Quiz grades will always be available in the MyGrades tab on Blackboard once the assessment period has ended.

### ***One more thing regarding exams...***

Blackboard maintains a record of every student access, including the opening of quizzes and exams, even if those quizzes and exams are only open for one second. It also tells us very accurately if an exam has never been accessed. If Blackboard tells me that your quiz or exam was "not submitted" that means it was never opened. Every semester there are a few characters who tell us that they have "a grade that isn't showing up" when in fact they did not take the exam. **Do not be one of these people!**

### **GRADE CALCULATION**

MUHL2310 is graded on a point system. The final grade is based on the total number of accumulated points for the online Quizzes and Exams (85% of final grade), plus the score for the Class Participation (15% of final grade).

The highest possible number of points you can accrue on the online Quizzes and Exams is 360. To this is added your score for the Practice Quiz (possible 10 extra credit pts). This total is then divided by 360. The resulting number is 85% of your final grade. The remaining 15% is calculated from the Class Participation score.

Example: "Joe" had the following scores:

Reading Quiz 1	Reading Quiz 2	Listening Exam 1	Midterm	Reading Quiz 3	Reading Quiz 4	Listening Exam 2	Final	Total
14	13	48	87	15	14	50	95	336

Joe's total number of online points—his **Online Score**—is 336. Divide this by 360, and you get 93.33%. Joe's **Online Percentage** is 93.33%. Joe gets an "A" for the online Quizzes and Exams. (And if Joe had taken the Practice Quiz he could have raised this grade even higher.)

But we're not done. Joe's Online Quizzes and Exams percentage is then multiplied by .85. Joe's Online Quizzes and Exams **grade** is now 79.33%.

Next, we'll figure Joe's grade for Attendance and Class Participation. Let's say Joe only attended class 39\* out of 44 class days and answered 116 out of a total of 132 in-class Quiz Questions. Joe will receive 58 points for **completion** (1/2 pt for 116 questions answered). If Joe answered 8 out of 10 correctly, he will receive 46.4 pts for **correctness**. Joe's total Attendance and Class Participation **score** is  $58 + 46.4 = 104.4$  (out of a total possible of 132). Joe's Class Participation score is then divided by 132. Joe's Attendance and Class Participation **percentage** is 79.09%. Joe gets a "C" for Attendance and Class Participation. This percentage 79.09% is then multiplied by .15.  $79.09 \times .15 = 11.86\%$ . Joe's Attendance and Class Participation **grade** is 11.86% (out of 15%).

To figure Joe's **final grade** for the semester, add the 11.86% Attendance and Class Participation grade to the 79.33% online Quizzes and Exams grade for a total of 91.19%. This is an A-. But remember that Joe had 5 unexcused absences\*, in which case his grade will drop by 1/3 of a letter grade for two of those unexcused absences (there is no penalty for the first three unexcused absences). Joe's A- now drops to a B. If he had attended two more days of class he would have made an A- for the course.

(\*The number of class days and in-class quiz questions may vary; "39" class days and "132" in-class quiz questions were chosen just as an illustration.)

**NOTICE: If you want an A in this course, YOU MUST ATTEND CLASS. Poor attendance can drastically lower your final grade for the semester.**

Percentages for grades:  
90-100% = A



80-89% = B  
70-79% = C  
60-69% = D  
0-59% = F

You can keep track of your grades by going to the "My Grades" tab on the class Blackboard site. Please do not ask your instructor to calculate your grade "so far" at any point in the semester—all you need to do it yourself is elementary school math and a calculator. Final grades will be posted by **May 18<sup>th</sup>, 2015 (May 13<sup>th</sup> for graduating seniors)**.

PLEASE NOTE: Due to a change in University policy, it is no longer possible to receive a grade of "WF" for a course. If a class has not been dropped within the specified time period, the student must complete the course and receive a grade.

**If you need to drop the course for any reason, you MUST do so by **March 25<sup>th</sup>, 2015**.**

## **Section 5: Additional Syllabus items required by Texas Tech University:**

**Absences due to official university business** (OP 34.04)

<http://www.depts.ttu.edu/opmanual/OP34.04.pdf>

**Absence due to officially approved trips**

The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructors of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed.

**Observance of a religious holy day** (OP 34.19)

<http://www.depts.ttu.edu/opmanual/OP34.19.pdf>

**Civility in the Classroom**

<http://www.depts.ttu.edu/studentaffairs/CampusCrime/documents/CivilityInTheClassroom.pdf>

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. ***See more detailed information at the link directly above and the link to the Code of Student Conduct directly below.***

**Code of Student Conduct** (Student Handbook)

<http://www.depts.ttu.edu/dos/handbook/>

**Grade appeals** (OP 34.03)

<http://www.depts.ttu.edu/opmanual/OP34.03.pdf>

**Content Disclosure:** Content in the arts can sometimes include works, situations, actions, and language that can be offensive to some students on the grounds of sexual explicitness, violence, or blasphemy. As the College of Visual & Performing Arts is devoted to the principle of freedom of expression, artistic and otherwise, and it is not the college's practice to censor these works or ideas on any of these grounds, students who might feel unduly distressed or made uncomfortable by such expressions should withdraw at the start of the term and seek another course.

**Syllabus Changes:** Should any changes be necessitated during the course of the semester, in-class announcements and/or postings on eLearning will be made in advance.

**Academic Integrity** (OP 34.12)

<http://www.depts.ttu.edu/opmanual/OP34.12.pdf>

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offence and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic Dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

See more detailed information at the link directly above and the link to the Code of Student Conduct below.

<http://www.depts.ttu.edu/opmanual/OP34.12.pdf>

a. **Cheating** includes, but is not limited to:

- (1) Copying from another student’s test paper;
- (2) Using during a test materials not authorized by the person giving the test;
- (3) Failing to comply with instructions given by the person administering the test;
- (4) Possession during a test of materials that are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.
- (5) Using, buying, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test, test key, homework solution, or computer program;
- (6) Collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with other assignment without authority;
- (7) Discussing the contents of an examination with another student who will take the examination;
- (8) Divulging the contents of an examination for the purpose of preserving questions for use by another when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
- (9) Substituting for another person or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- (10) Paying or offering money or other valuable thing to or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
- (11) Falsifying research data, laboratory reports, and/or other academic work offered for credit; and
- (12) Taking, keeping, misplacing, or damaging the property of the university or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.

b. **Plagiarism** includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one’s own academic work being offered for credit.

c. **Collusion** includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

d. **Falsifying academic records** includes, but is not limited to, altering or assisting in the altering of any official record of the university and/or submitting false information or omitting requested information that is required for or related to any academic record of the university. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

e. **Misrepresenting facts** to the university or an agent of the university includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; or providing false or misleading information in an effort to injure another student academically or financially.

**MUHL 2310: The History of Rock and Roll**  
**Course Calendar: SPRING 2015**  
*(includes Reading Assignments)*

*Please make sure you check the Blackboard DAILY for announcements for possible changes in this schedule, plus upcoming events and other important messages. Hint: please make a habit of looking ahead at the reading assignments so you will not be behind when quiz times come.*

*The class calendar is subject to change, depending on how quickly we progress through the material.*

<b>WEEK 1: January 14-16</b>
<b><u>Class Lectures &amp; Discussion</u></b> (CT, CS, T, SR) <b>TOPIC:</b> Introduction to the Class Roots of Rock and Roll: Blues
<b><u>READING ASSIGNMENTS</u></b> (CT, SR) <b>TO PREPARE FOR READING QUIZ #1, you need to read the following:</b> <b>Rockin' Out: Introduction, Chapters 2 and 3 (all)</b> <b>Rockin' Out Supplemental Readings:</b> Reading 1 (starts on p.539); Reading 2 (starts on p.565); Reading 4 (starts on p.593); Reading 6 (starts on p.621) <b>Brackett: Pop-Rock-Soul Chapters [most are only a couple pages long] [Note: if the chapter numbers don't match the titles in your edition of Brackett, go by the <u>titles</u>]:</b> 2 "Technology, the Dawn of Popular Music, and the 'King of Jazz'," p.9 3 "Big Band Swing Music," p.14 5 "Hillbilly and Race Music," p.25 6 "Blues People and the Classic Blues," p.30 8 "At the Crossroads with Son House," p.44 10 "Jumpin' the Blues with Louis Jordan," p.51 11 "On the Bandstand with Johnny Otis," p.56 12 "The Producers Answer Back," p.58
<b><u>EXAMS/QUIZZES</u></b> (CT, CS, SR)

**JANUARY 19<sup>TH</sup>: MARTIN LUTHER KING DAY HOLIDAY**

<b>WEEK 2: JANUARY (19)-21-23</b>
<b><u>Class Lectures &amp; Discussion</u></b> (CT, CS, T, SR) <b>TOPIC:</b> Roots of Rock and Roll: Blues
<b><u>READING ASSIGNMENTS</u></b> (CT, SR) See Week 1
<b><u>EXAMS/QUIZZES</u></b> (CT, CS, SR)

### WEEK 3: JANUARY 26-28-30

**Class Lectures and Discussion (CT, CS, T, SR)**

**TOPIC: Roots of Rock and Roll: Country**

**READING ASSIGNMENTS (CT, SR)**

**EXAMS/QUIZZES (CT, CS, SR)**

### WEEK 4: FEBRUARY 2-4-6

**Class Lectures & Discussion (CT, CS, T, SR)**

**TOPIC: Roots of Rock and Roll: Rhythm & Blues**

**READING ASSIGNMENTS (CT, SR)**

**TO PREPARE FOR READING QUIZ #2, you need to read the following:**

**Rockin' Out: Chapter 4 (all)**

**Rockin' Out Supplemental Readings:**

**Reading 7 (starts on p.623)**

**Brackett: Pop-Rock-Soul Chapters:**

17 "Ray Charles, or, When Saturday Night Mixed It Up with Sunday Morning," p.82

19 "The Growing Threat of Rhythm and Blues," p.94

"Langston Hughes Responds," **NOTE: THIS READING IS ON BLACKBOARD!**

**EXAMS/QUIZZES (CT, CS, SR)**

**READING QUIZ #1 (online on Blackboard)**

**OPENS: MONDAY 2/2 at 12:00 AM**

**CLOSES: WEDNESDAY 2/4 at 11:55 PM**

**NOTE THE QUIZ IS OPEN FOR THREE DAYS ONLY**

***The quiz will cover the following readings:***

**Rockin' Out: Introduction, Chapters 2 and 3 (all)**

**Rockin' Out Supplemental Readings:**

Reading 1 (starts on p.539); Reading 2 (starts on p.565); Reading 4 (starts on p.593); Reading 6 (starts on p.621)

**Brackett: Pop-Rock-Soul Chapters [most are only a couple pages long] [Note: if the chapter numbers don't match the titles in your edition of Brackett, go by the titles]:**

2 "Technology, the Dawn of Popular Music, and the 'King of Jazz'," p.9

3 "Big Band Swing Music," p.14

5 "Hillbilly and Race Music," p.25

6 "Blues People and the Classic Blues," p.30

8 "At the Crossroads with Son House," p.44

10 "Jumpin' the Blues with Louis Jordan," p.51

11 "On the Bandstand with Johnny Otis," p.56

12 "The Producers Answer Back," p.58

**WEEK 5: FEBRUARY 9-11-13**

Class Lectures & Discussion (CT, CS, T, SR)

**TOPICS:** Elvis; Rockabilly

READING ASSIGNMENTS (CT, SR)

EXAMS/QUIZZES (CT, CS, SR)

**WEEK 6: FEBRUARY 16-18-20**

Class Lectures & Discussion (CT, CS, T, SR)

**TOPICS:** New Orleans

Chicago and Chess Records

READING ASSIGNMENTS (CT, SR)

EXAMS/QUIZZES (CT, CS, SR)

**READING QUIZ #2** (online on Blackboard)

**OPENS: MONDAY 2/16 at 12:00AM**

**CLOSES: WEDNESDAY 2/18 at 11:55 PM**

**NOTE THE QUIZ IS OPEN FOR THREE DAYS ONLY**

**The quiz will cover the following readings:**

**Rockin' Out: Chapter 4 (all)**

**Rockin' Out Supplemental Readings: Reading7 (starts on p.623)**

**Brackett: Pop-Rock-Soul Chapters 18, 20, 21**

17 "Ray Charles, or, When Saturday Night Mixed It Up with Sunday Morning," p.82

19 "The Growing Threat of Rhythm and Blues," p.94

"Langston Hughes Responds," **NOTE: THIS READING IS ON BLACKBOARD!**

***There are no make-ups for the reading quizzes.***

**WEEK 7: FEBRUARY 23-25-27**

Class Lectures & Discussion (CT, CS, T, SR)

**TOPICS:** Doo-wop; Atlantic and the Rise of Soul Music

READING ASSIGNMENTS (CT, SR)

**Start reading the following, which will be COVERED ON THE MIDTERM:**

**Rockin' Out Chapter 5 (all)**

**Rockin' Out Supplemental Readings:**

**Reading 5 (starts on p.605)**

**Reading 8 (starts on p.637)**

**Reading 9 (starts on p. 645)**

**Brackett: Pop-Rock-Soul, short chapters:**

23 "Rock and Roll Meets the Popular Press," p.118

24 "The Chicago Defender Defends Rock and Roll," p120

25 "The Music Industry The Music Industry Fight against Rock and Roll," p.123

26 "Brill Building, the Girl Groups, and Phil Spector," p.131

**EXAMS/QUIZZES** (CT, CS, SR)

**LISTENING EXAM #1** (online on Blackboard)

Listening Exam #1 covers the Listening Modules from Blues through Doo Wop.

**NOTE THE QUIZ IS OPEN FOR THREE DAYS ONLY**

**OPENS: WEDNESDAY 2/25 at 12:00 AM**

**CLOSES: FRIDAY 2/27 at 11:55 PM**

**YOU MUST DO IT during these THREE days – there are NO MAKE UPS for the Listening Exam**

**PLEASE NOTE THAT THE BLACKBOARD LISTENING LISTS WILL BE INACCESSIBLE DURING THE EXAM PERIOD – do not wait until the last minute to cram, because the materials will be gone!**

#### **WEEK 8: MARCH 2-4-6**

**Class Lectures & Discussion** (CT, CS, T, SR)

**TOPICS: Buddy Holly, Early 60's Pop**

**READING ASSIGNMENTS** (CT, SR)

**EXAMS/QUIZZES** (CT, CS, SR)

#### **WEEK 9: MARCH 9-11-13**

**Class Lectures & Discussion** (CT, CS, T, SR)

**TOPIC: THE BEATLES**

**READING ASSIGNMENTS** (CT, SR)

**EXAMS/QUIZZES** (CT, CS, SR)

**MIDTERM** (online on Blackboard)

**OPENS: MONDAY 3/9 at 12:00 AM**

**CLOSES: FRIDAY 3/13 at 11:55PM**

**NOTE THE MIDTERM IS OPEN FOR FIVE DAYS ONLY—MONDAY THROUGH FRIDAY**

**THERE ARE NO MAKE-UPS FOR THE MIDTERM.**

**YOU MUST DO IT DURING THE PERIOD WHEN IT IS OPEN.**

**The midterm will cover class lectures up to and including “Buddy Holly” and “60s Pop” (everything before the Beatles).**

**PLUS THE FOLLOWING READINGS:**

**Rockin’ Out Chapter 5 (all)**

**Rockin’ Out Supplemental Readings:**

**Reading5 (starts on p.605)**

**Reading8 (starts on p.637)**

**Reading9 (starts on p. 645)**

**Brackett: Pop-Rock-Soul, short chapters 25, 26, 27, 28**

**23 “Rock and Roll Meets the Popular Press,” p.118**

**24 “The Chicago Defender Defends Rock and Roll,” p120**

**25 “The Music Industry The Music Industry Fight against Rock and Roll,” p.123**

**26 “Brill Building, the Girl Groups, and Phil Spector,” p.131**

**SPRING BREAK - MARCH 14-22**

**WEEK 10: MARCH 23-25-27**

**Class Lectures & Discussion (CT, CS, T, SR)**

**TOPICS: The British Invasion; Rolling Stones**

**READING ASSIGNMENTS (CT, SR)**

**BEFORE YOU TAKE READING QUIZ #3, you need to read the following:**

**Rockin' Out: Chapter 6 (all)**

**Rockin' Out Supplemental Readings:**

**Reading10 (starts on p.657)**

**Reading11 (starts on p.673)**

**Brackett: Pop-Rock-Soul, short chapters:**

28 "Urban Folk Revival" p.144

29 "Bringing it All Back Home" p.153

32 "No Town Like Motown" p.1173

33 "The Godfather of Soul and the Beginnings of Funk" p.178

35 "Aretha Franklin Earns Respect" p.194

36 "The Beatles, the 'British Invasion,' and Cultural Respectability" p.200

37 "A Hard Day's Night" p.205

38 "England Swings, and the Beatles Evolve on Revolver and Sgt. Pepper" p.213

**EXAMS/QUIZZES (CT, CS, SR)**

**WEEK 11: MARCH 30-APRIL 1-3**

**Class Lectures & Discussion (CT, CS, T, SR)**

**TOPICS: Bob Dylan and The Folk Revival; Motown/Stax-Volt**

**READING ASSIGNMENTS (CT, SR)**

**EXAMS/QUIZZES (CT, CS, SR)**

**READING QUIZ #3 (online on Blackboard)**

**OPENS: MONDAY 3/30 at 12:00 AM**

**CLOSES: WEDNESDAY 4/1 at 11:55 PM**

**NOTE THE QUIZ IS OPEN FOR THREE DAYS ONLY**

**The quiz will cover the following readings:**

**Rockin' Out: Chapter 6 (all)**

**Rockin' Out Supplemental Readings:**

**Reading10 (starts on p.657)**

**Reading11 (starts on p.673)**

**Brackett: Pop-Rock-Soul, short chapters:**

28 "Urban Folk Revival" p.144

29 "Bringing it All Back Home" p.153

32 "No Town Like Motown" p.1173

33 "The Godfather of Soul and the Beginnings of Funk" p.178

35 "Aretha Franklin Earns Respect" p.194

36 "The Beatles, the 'British Invasion,' and Cultural Respectability" p.200

37 "A Hard Day's Night" p.205

38 "England Swings, and the Beatles Evolve on Revolver and Sgt. Pepper" p.213

***There are no make-ups for the reading quizzes.***

**WEEK 12: APRIL 6-8-10**

**Class Lectures & Discussion (CT, CS, T, SR)**

**TOPICS: California; Hendrix; Metal**

**READING ASSIGNMENTS (CT, SR)**

**BEFORE YOU TAKE READING QUIZ #4, you need to read the following:**

**Rockin' Out: Chapter 7 (all)**

**Rockin' Out Supplemental Readings:**

Reading 15 (starts on p.717)

Reading 16 **NOTE: THIS READING IS ON BLACKBOARD! ("My Father Always Said")**

Reading 17 (starts on p.733)

**Brackett: Pop-Rock-Soul Chapters:**

42 "The Kozmic Blues of Janis Joplin," p.235

43 "Jimi Hendrix and the Electronic Guitar," p.240

44 "Rock Meets the Avant Garde," p.244

45 "The Aesthetics of Rock," p.249

46 "Festivals," p.254

"Where did the Sixties Go?," **NOTE: THIS READING IS ON BLACKBOARD!**

52 "Heavy Metal Meets the Counterculture," p.290

**EXAMS/QUIZZES (CT, CS, SR)**

**WEEK 13: APRIL 13-15-17**

**TOPICS: Class Lectures & Discussion (CT, CS, T, SR)**

**TOPICS: Hendrix; Metal (Continued)**

**READING ASSIGNMENTS (CT, SR)**

*Suggested reading schedule: during the week, read:*

**Rockin' Out: Chapter 8 (all)**

**EXAMS/QUIZZES (CT, CS, SR)**

**READING QUIZ #4 (online on Blackboard)**

**OPENS: MONDAY 4/13 at 12:00 AM**

**CLOSES: WEDNESDAY 4/15 at 11:55 PM.**

**NOTE THE QUIZ IS OPEN FOR THREE DAYS ONLY**

**The quiz will cover the following readings:**

**Rockin' Out: Chapter 7 (all)**

**Rockin' Out Supplemental Readings:**

Reading 15 (starts on p.717)

Reading 16 **NOTE: THIS READING IS ON BLACKBOARD! ("My Father Always Said")**

Reading 17 (starts on p.733)

**Brackett: Pop-Rock-Soul Chapters: 44, 45, 46, 48, 49, 50, 56**

42 "The Kozmic Blues of Janis Joplin," p.235

43 "Jimi Hendrix and the Electronic Guitar," p.240

44 "Rock Meets the Avant Garde," p.244

45 "The Aesthetics of Rock," p.249

46 "Festivals," p.254

"Where did the Sixties Go?," **NOTE: THIS READING IS ON BLACKBOARD!**

52 "Heavy Metal Meets the Counterculture," p.290

**There are no make-ups for the reading quizzes.**



**WEEK 14: APRIL 20-22-24**

**TOPICS: Class Lectures & Discussion (CT, CS, T, SR)**

**TOPICS: 70's Subgenres, Punk Rock**

**READING ASSIGNMENTS (CT, SR)**

**Start reading the following, which will be covered on the Final:**

**Rockin' Out: Chapter 8 (all), PLUS "Popular Music After 9/11," p. 437-450**

Reading 18 (starts on p. 749)

Reading 19 (starts on p.773)

**Brackett: Pop-Rock-Soul Chapters:**

49 "Sly Stone," p.270

57 "Get Up on Disco," p.328

58 "Punk," p.339

59 "Punk Crosses the Atlantic," p.345

**EXAMS/QUIZZES (CT, CS, SR)**

**WEEK 15: APRIL 27-29-MAY 1**

**Class Lectures & Discussion (CT, CS, T, SR)**

**TOPIC: Summary 12/1-3**

**READING ASSIGNMENTS (CT, SR)**

**Start reading the following, which will be covered on the Final:**

**Rockin' Out: Chapter 8 (all), PLUS "Popular Music After 9/11," p. 437-450**

Reading 18 (starts on p. 749)

Reading 19 (starts on p.773)

**Brackett: Pop-Rock-Soul Chapters:**

49 "Sly Stone," p.270

57 "Get Up on Disco," p.328

58 "Punk," p.339

59 "Punk Crosses the Atlantic," p.345

**EXAMS/QUIZZES (CT, CS, SR)**

**LISTENING EXAM #2 (online on Blackboard)**

**Listening Exam #2 covers listening modules Atlantic through Punk**

**NOTE THE QUIZ IS OPEN FOR THREE DAYS ONLY**

**OPENS: WEDNESDAY 4/29 at 12:00 AM**

**CLOSES: FRIDAY 5/1 AT 11:55 PM**

**YOU MUST DO IT during these 3 days – there are NO MAKE UPS for the Listening Exam**

**PLEASE NOTE THAT THE BLACKBOARD LISTENING LISTS WILL BE INACCESSIBLE DURING THE EXAM PERIOD – do not wait until the last minute to cram, because the materials will be gone!**

**WEEK 16: MAY 4**

**Class Lectures & Discussion** (CT, CS, T, SR)

**TOPIC:** Summary

**READING ASSIGNMENTS** (CT, SR)

**EXAMS/QUIZZES** (CT, CS, SR)

**FINAL EXAM** is on Blackboard

**OPENS: THURSDAY 5/7 at 12:00 AM**

**CLOSES: TUESDAY 5/12 at 11:55PM**

**NOTE THE FINAL IS OPEN DURING FINALS WEEK ONLY –**

**THERE ARE NO MAKE-UPS FOR THE FINAL. YOU MUST DO IT DURING THE PERIOD WHEN IT IS OPEN.**

*The FINAL is NOT comprehensive. It will cover class lectures from Week 8 (Buddy Holly) through the end of the semester, plus readings:*

**Rockin' Out: Chapter 8 (all), PLUS:**

**"Popular Music After 9/11," p.437-450**

Reading 18 (starts on p. 749)

Reading 19 (starts on p.773)

**Brackett: Pop-Rock-Soul Chapters: 53, 61, 62, 63:**

49 "Sly Stone," p.270

57 "Get Up on Disco," p.328

58 "Punk," p.339

59 "Punk Crosses the Atlantic," p.345