



History of Rock and Roll

History of Rock and Roll, MUSC 1165, 3 semester hours, lecture

Spring 2021

Dr. Joseph Amante

Instructor Contact Information:

Class location information (Room #0562)

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Course Description (no prerequisites)

This course covers the history of rock music, its diverse American influences, its emergence as a recognizable style in the 1950s and its symbiotic relationship with 20th century and contemporary society. Students will learn to become active listeners and to articulate the ways in which various compositional techniques and performance practices in rock music express aspects of the human condition. *Lecture: 3 hours*

Course delivery mode (hybrid, online, or Bb enhanced)

This is a lecture-type course geared toward music “listening”. Internet access is recommended for several listening examples also found on iTunes as issued by W.W. Norton Publishing, Youtube, etc.

Course expectations –

Perceptive listening is encouraged through illustrated classroom lectures, listening assignments and student projects. Attendance at “live” performances is encouraged. Students are responsible for following the policies set forth in the Student Handbook (http://www.ccri.edu/advising/student_services/handbook.html) and College Catalog (<http://www.ccri.edu/catalog/>)

Student Learning Outcomes (as approved by the department and/or Curriculum Committee)

Course Objective #1. Identify and understand specific elements and assumptions of music:

Upon completion of this course, the student will be able to identify and understand specific elements and assumptions of rock music through some first-hand experiences in the basic art of song-writing, and by close examination of the ways in which certain performers and song-writers manipulate various musical elements for expression. (1.B.4, 1.B.5)

Course Objective #2. Understand how historical context, cultural values and gender roles influenced perceptions and interpretations:

Upon completion of this course, the student will be able to understand how race, gender, sexual preference, geographic location, and socio-economic backgrounds effect musical style, interpretation, and the perception of music by its listeners. Time will also be devoted to the impact that popular music has on society. (4.A.1)

Course Objective #3. Understand the role of critical analysis in the interpretation and evaluation of music in the human experience:

Upon completion of this course, the student will be able to understand the role of critical analysis in interpreting and evaluating musical expressions of human experience by studying the rock music criticism and its commercial and social impact on the music industry. (4.A.3)

Required textbooks and materials

Materials: What's that sound?, 5th ed.
 by John Covach & Andrew Flory
 Publisher: W.W. Norton & Company, Inc.
 ISBN: 978-0-393-93229-4

Grading Scale and policies (college policy)

Evaluation: The student is evaluated through three written exams which will include identification of listening examples. No make-up exams will be given! The student is also required to present a 10 minute report on a musical topic relating to the subject time period of Rock and Roll.

- 10% -- In-class participation
- 10% -- Paper on how rock relates to or has affected society (to be discussed)
- 25% -- In-class presentation (instructor will discuss parameters)
- 15% -- First Exam
- 15% -- Second Exam
- 25% -- Third Exam (given during exam week)

The student is allowed five absences without penalty. Thereafter, for every two absences, the final grade will be lowered by one letter grade.

Services for Students with Disabilities

Any student with a documented disability may arrange reasonable accommodations. As part of this process, students are encouraged to contact the office of Disability Services for Students as early in the semester as possible (<http://www.ccri.edu/dss/index.shtml>).

History of Rock 1165-001 schedule

January:

- 1/21 Introduction, elements of music and musical style
Pre-Rock, pp. 3-43
- 1/28 Jazz, Country Western, Mahalia Jackson, pp. 46-69

February:

- 2/4 Early Rock and Roll, rockabilly, pp. 79-100
- 2/11 Teenyboppers and older siblings, producer, soul, pp. 105-134
- 2/18 Buddy Holly, splatter platter, pp. 105-147
- 2/25 The British Invasion; Beatles, pp. 151-184

March:

- 3/4 Pop & Folk, pp. 189-206
Black pop, Motown, instrumentalists, pp. 217-244
Psychedelia, drugs, etc., pp. 249-280
Society and music paper topics due as well as class presentation topics

SPRING BREAK

- 3/18 The 1970s, Southern Rock, Classical Music/Symphonic, Progressive, pp. 289-330
- 3/25 Progressive cont., Eagles pp. 312-330
- 4/1 Mainstream Rock, Punk, New Wave, Lilli/Hi-Beams, Eurythmics, pp. 367-418

April:

- 4/8 MTV, New Wave cont., The Police, U2, Peter Gabriel, Traditionalists, pp. 405-434
- 4/15 Metal, Scandinavian Metal, virtuosity, Alternative, Ska, pp. 437-486
- 4/22 Student class presentations
- 4/29 Student class presentations continued
-All presentation materials and music/society papers due by this date
- TBA FINALS WEEK

Student Presentation

Band/Instrument(s)/Genre&style/Business oral presentation assessment:

1. General overview of Band/Instrument(s)/Genre&style/Business and position of importance in his/her musical decade. (10pts)
2. Discussion of Band/Instrument(s)/Genre&style/Business primary compositional styles with appropriate audio/video examples as demonstration. (5pts)
3. A bibliography with all materials and information cite correctly is given to the instructor at after the presentation. (5 pts)
4. Quality of oral presentation including preparation, usage of media, communication of content. (5 pts)

Presentations are to be @10 minutes in length, including audio/audio-visual examples.

Written report about music and society

You are to write the equivalent of a 10-page report giving a thorough review of the concert you attended. Please write your report as an essay, using complete sentences and paragraph form.

The focus of the paper will be how social events have affected music or the reverse. You get to choose which direction to go but below are listed some possibilities to start the thought process:

- How does rock music affect Classical music?
- Rock music used as propaganda
- Gender inequality and how rock women are portrayed in media
- Dylan's protest music of the 1960s
- Impact of African-American music in the development of rock & roll
- Pro and anti-gun control rock in the 21st century
- Was Southern rock originally political?
- The big business of Christian rock

Classroom behavior:

We seek to build a culture that fosters mutual respect, inclusion and a drive toward learning and self-improvement. (see Student Conduct Code)

This includes, but is not limited to:

- Conducting oneself appropriately in the classroom, participating, arriving on time, avoiding distracting or disruptive situations, respecting differences of opinion, completing work in a timely manner and being respectful of others' needs in the classroom that may be different from your own.
- Understanding that, as the state's only community college, all residents of the state who seek to learn and improve themselves are welcome and belong here.
- Acknowledging that the diversity of the state and our college is a strength and that no one should be made to feel inferior or treated as anything other than a human being worthy of respect.
- Affirming that, when we disagree, we do so respectfully, without anger or resorting to personal attacks, and that we will seek to understand why others think or believe as they do in a spirit of honest inquiry.
- Accepting that our disputes should be resolved by designated parties when they cannot be resolved by ourselves. There is no place for violence, verbal or mental abuse, or harassment in higher education or in our community.
- Avoiding inflammatory, rude, sarcastic, obscene or disrespectful speech and disruptive behavior that has a negative impact on everyone's learning.

This syllabus is subject to change at any time at the discretion of the instructor. Students are responsible for keeping current with changes made to this syllabus.