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Fall 9-1-2022

MUSI 132L.01: History of Rock and Roll

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The History of Rock & Roll • MUSI 132L.01 • Fall 2022

3-credit course • Satisfies Prospective 2, Literary & Artistic Studies General Education requirement
Course Meets Tue/Thu, 12:30 – 1:50 PM in Music 115 • School of Music • The University of Montana

► The Instructor • Prerequisites • Required Materials

THE INSTRUCTOR is Jeff Brandt: Percussionist, Author, Feminist, Environmentalist, *blah blah blah* who cares. On Tuesdays/Thursdays I will normally occupy *an* office on campus, though this term I'll likely hold office appointments in the UC until my office is fully set up. **Office hours are by appointment only.** Please *don't* call me at +1 (406) 243-6880 because that is a general Music Office phone used for old-timey voice messages that are in turn written down and delivered to me by donkey. Please instead email me at jeff.brandt@umontana.edu and make sure to include your full name and class/section in each message. I *will* reply to each message—usually within 24 hours—that contains the previously stated info unless it is a “thank you.”

IMPORTANT! Students must put first/last name and class/section in each email!

PREREQUISITES or in-depth knowledge of music are *not* required for this course. You can literally crawl out of a cave, stumble onto campus, register, take this course, and do quite well. However, a sense of humor is required. You need to be able to laugh at the fact that some rock stars became important by happenstance or about trivial facts like this one: KISS first considered naming themselves FUCK. Laugh. It's *actually* funny.

REQUIRED MATERIALS are the text *THINK Rock, Custom Edition for University of Montana* (Pearson, 2015), notebook, computer access, and a writing utensil. NOTE: you may also use the text *THINK Rock “National Edition”* (Pearson, 2011) which does not contain my PowerPoint slides. It is nearly impossible to pass this class without access to a text.

IMPORTANT! It is nearly impossible to pass this class without access to a text.

► Listening • Learning Outcomes

LISTENING to music via YouTube or streaming is how students often access the songs featured in this course. To do this go to YouTube.com, enter the song title, the artist's name, and select the appropriate link. Note that exams require students to know information *about* the song as discussed in class, rather than how the song “sounds.”

SPECIFIC LEARNING OUTCOMES: (1) Gain an understanding of the historical roots of rock & roll and study trends in popular music along the timelines 1900 to 1975, and 1975 to 2010. (2) Examine both African-Americans and Caucasians within rock & roll. (3) Formulate answers to questions that require students to list, outline and contrast various concepts from the course text. (4) Differentiate four key artists/performers from each chapter given in the text and slide programs. (5) Learn the importance of how the synthesizer and computer software have changed the recording process in rock & roll since 1975. (6) Study issues of sexism in rock & roll especially in regards to the punk/grunge movement of the 1990s.

GENERAL EDUCATION LEARNING OUTCOMES (for Literary & Artistic Studies): (1) Analyze works of art (rock & roll) with respect to structure and significance within literary and artistic traditions, including emergent movements and forms. In English this means that by the end of this course students should understand, for example, how the structure of the blues came to influence much of the music within rock & roll. (2) Develop coherent arguments that critique these works (rock & roll) from a variety of approaches, such as historical, aesthetic, cultural, psychological, political, and philosophical. In English, this means that by the end of this course students should be able to, for example, identify how 1960s psychedelic era rock & roll sought to create change of the political landscape regarding foreign involvement in the Vietnam War.

IMPORTANT! Carefully note the learning outcomes listed above.

► Assignments • Due Dates

ASSIGNMENTS in this class are *directly* correlated with the Midterm and Final Exam and are specifically designed to maximize learning, boost exam scores, and improve your final grade. The Questions for the Midterm assignment (Q4M) covers the reading in chapters 1 through 8 and is worth approximately 20% of your final grade. The Questions for the Final assignment (Q4F) covers the reading in chapters 9 through 16 and is worth approximately 20% of your final grade.

Details for completing these are located under the >Assignments link located under the CONTENTS area on Moodle. While students *are* encouraged to work together when completing these assignments, *directly copying* another person's assignment will result in academic sanctions.

DUE DATES are important as late work will not be accepted in this course. Make sure to carefully note the important dates on the calendar at the end of this document.

IMPORTANT! Late work will not be accepted in this course.

► Midterm & Final Exams

EXAMS are 64 questions in length and are to be taken on Moodle. Exams draw from a random question bank and include matching, multiple-choice, true/false, and fill-in-the-blank type questions. The Midterm Exam covers chapters 1 through 8 and is worth approximately 20% of your final grade. If you miss the Midterm Exam your final grade will drop by 20%. The Final Exam covers chapters 9 through 16 and is worth approximately 20% of your final grade. If you miss the Final Exam your final grade will drop by 20%. Students are encouraged to use their text, notes, and work with a partner when taking exams. Please do not "save" your exams and try to return later to finish since this may cause you to lose your one and only attempt!

IMPORTANT! Use your text, notes, and work with a partner when taking exams.

► Credit/No Credit • Extra Credit

CREDIT/NO CREDIT is an option available in this course. Students with a final grade of 60% or higher will receive credit for the course. To see if you are eligible for "Credit/No Credit," you may need to visit the registrar.

EXTRA CREDIT is available on Bonus Attendance Days (BADs) and via Video Quizzes. BADs happen twice each term and students in attendance can receive up to 4% extra credit above their final grade. The Video Quizzes listed in the syllabus offer another 4% extra credit above your final grade. Video Quizzes will be briefly discussed in class prior to posting.

IMPORTANT! Extra credit can boost your final grade by 8%.

► Academic Misconduct • Attendance • Outro Presentation

ACADEMIC MISCONDUCT is highly discouraged. It should be noted that students who cheat in essence cheat themselves—if not now, later. The official word on the Student Conduct Code is as follows: *All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).*

ATTENDANCE will improve your grade in this course for many reasons. First, exclusive exam material is discussed in class. Second, students with stellar attendance often gain a full understanding of how this unique social history fits together. Third, 14% of your grade is based on seven (7) Random Attendance Days (RADs). Essentially, RADs are a simple way to track attendance—which in my experience fairly represent a student's overall standing.

The OUTRO PRESENTATION is presented during finals week—the day when many instructors give in-person exams. The Outro Presentation is a full-course review designed to increase retention. Attendance at this session is worth 6% of your final grade and simply requires that you attend the entire presentation, take notes, and fill out a form.

IMPORTANT! Please attend each scheduled class, which will likely boost your exam scores.

► Grading Breakdown • Grading Percentages

GRADING BREAKDOWN

Q4M + Q4F Assignments ≈ 40% of your final grade
Midterm Exam + Final Exam ≈ 40% of your final grade
Random Attendance Days ≈ 14% of your final grade
Outro Presentation ≈ 6% of your final grade
Extra Credit ≈ +8% **above your final grade**

GRADING PERCENTAGES

A: 90% to 100% (A minus if you bump up from 89.5%)
B: 80% to 89% (B+ = 87% or above)
C: 70% to 79% (C+ = 77% or above)
D: 60% to 69% (D+ = 67% or above)
F: 0% to 59% (57% or above = "failing with style")

IMPORTANT! The Midterm Exam & Final Exam together ≈ 40% of your final grade!

▶ UM Connect • Moodle

UM CONNECT email should be used for communication with the instructor or other students. If you have questions regarding UM Connect you may need to go to UM IT or call +1 (406) 243-4357 to get connected. On occasion, I will send mass email messages instead of posting an announcement. Therefore, please check your UM Connect daily.

MOODLE and taking an online class may be a new experience for you. With Moodle you'll be able to access the syllabus and other documents, check your grades, send your professor an email, etc. However, note that I do not post my slides on Moodle, which I have found improves attendance. I encourage you to take some time to explore the Moodle platform when you have a moment. If you have questions, please don't hesitate to contact me.

IMPORTANT! Please check your UM Connect email daily and please explore the Moodle platform.

▶ Special Arrangements • Diversity

SPECIAL ARRANGEMENTS are as follows: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors and the Office for Disability Equity (ODE). If you think you may have a disability adversely affecting your academic performance please visit Lommasson 154 or visit [Office for Disability Equity](#). I will gladly work with you and ODE to provide an appropriate accommodation in this course.

IMPORTANT! Please contact me if you need special arrangements in this course.

DIVERSITY is recognized by The University of Montana by embracing the differences in age, ideas and perspectives, disabilities, abilities, creed, ethnicity, gender identity, gender expression, veteran status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, and the socioeconomic and geographic composition of its faculty, administrative professionals, staff, and students. In its effort to enhance diversity, The University of Montana recognizes that particular focused effort must be placed on including members of groups who have historically been subject to discrimination and are still underrepresented in the campus community.

IMPORTANT! I wholeheartedly support the UM Allies program and discourage discrimination.

▶ Audio Recordings

AUDIO RECORDINGS are made of all class meetings. Montana State Law requires that this information appear in the syllabus, since on occasion a class participant will end up on the recording. These files are used to help the instructor improve future presentations but can also be made available to a student by special request. Please contact me if you have any questions about audio recordings.

IMPORTANT! Audio recordings are made of all class meetings.

▶ Course Rating • Trigger Warning

THIS COURSE IS RATED 'R' due to the subject matter, nature of the material, etc. The following is a short list of those who may at times find *some* of course material disagreeable: students, professors, administrators, conservatives, liberals, moderates, Christians, Atheists, Agnostics, environmentalists, non-environmentalists, bankers, lawyers, fire fighters, police officers, construction workers, military personnel, bikers, cowboys, politicians, sports fans, Bon Jovi fans, Nickelback fans, Mumford & Sons fans, civil servants, healthcare professionals, volunteers, drummers, bassists, guitarists, vocalists, keyboard players, homeless people, women, men, "gurls," "boyz," homies, sistahs, gang members, non-gang members, news anchors, record executives, foreigners, domestics, space aliens, people who shop at Walmart, and certain members of the NASA team. But in all seriousness...

...TRIGGER WARNING: The History of Rock & Roll is an in-depth study of a music culture linked to death, distortion, drugs, hysteria, LGBTQ+ phobia, profanity, racism, rebellion, suicide, sex, violence, and *many* other controversial areas. As an experienced instructor, I choose to bring these topics to the fore rather than sugar-coat rock & roll simply as a "hip style of music" that started circa 1950. Therefore, I will do my best to issue trigger warnings anytime I deem a presentation to include material that may be upsetting to students. **Please contact me if you have any questions or concerns about taking this course.**

IMPORTANT! Please contact me if you have concerns about taking this course!

► Fall 2022 Calendar

Date	Topics for Class: Part One – 1900 to 1975	Notes	% of Grade
8/30	Chapter 01: “The Prehistory of Rock & Roll”	Start your Q4M assignment!	
9/1	Syllabus review • <i>Finish up Chapter 01...</i>	Purchase materials right away!	
9/6	Chapter 02: “The ‘Birth’ of Rock & Roll”		
9/8	<i>Finish up Chapter 02...</i>		
9/13	Chapter 03: “The Establishment Strikes Back”		
9/15	<i>Finish up Chapter 03...</i>		
9/20	Chapter 04: “American Bandstand, Teen Idols, and Race Lines”		
9/22	Chapter 05: “Changin’ Times”		
9/27	<i>Finish up Chapters 04 & 05...</i>		
9/27	*Extra Credit* • Purple Video Quiz	Take Quiz on Moodle	+2%
9/29	Video: <i>Britain Invades, America Fights Back</i> (In place of Chapter 06 presentation)		
10/4	Chapter 07: “The Summer of Love and Psychedelic Rock”		
10/6	<i>Finish up Chapter 07...</i>		
10/11	Chapter 08: “Sirens, Soul Singers, and Sellouts”		
10/11	*Important* Q4M assignment due • Make a copy!	Late Work = Zero Credit	20%
10/13	<i>Finish up Chapter 08</i> • Exam review		
10/13	*Important* Midterm Exam • 10/13 (2 PM) – 10/17 (10 PM)	Take Exam on Moodle	20%

Date	Topics for Class: Part Two – 1973 to 2010	Notes	Points
10/18	Chapter 09: “Disco, Punk & New Wave—Strange Bedfellows”	Start your Q4F assignment!	
10/20	<i>Finish up Chapter 09...</i>		
10/25	Chapter 10: “New Wave & Synth Pop”		
10/27	<i>Finish up Chapter 10...</i>		
11/1	Chapter 11: “Alternative Rock”		
11/3	<i>Finish up Chapter 11...</i>		
11/10	Chapter 12: “American Punk—The Second Wave”		
11/15	<i>Finish up Chapter 12...</i>		
11/15	*Extra Credit* • Blue Video Quiz • Available on Moodle	Take Quiz on Moodle	+2%
11/17	Chapter 13: “Hip-Hop and Rap—A Brief History”		
11/22	Chapter 14: “Smooth Sounds, Slick Packaging, and the Persistence of Pop”		
11/29	<i>Finish up Chapters 13 & 14...</i>		
12/1	Chapter 15: “Hyphenated-Rock & Explorations of the Post-Modern Self”		
12/6	<i>Finish up Chapter 15...</i>		
12/6	*Important* Q4F assignment due • Make a copy!	Late Work = Zero Credit	20%
12/8	Video: <i>Good Copy, Bad Copy</i> (In place of Chapter 16 presentation) • Exam review		
12/8	*Important* Final Exam • 12/8 (2 PM) – 12/12 (10 PM)	Take Exam on Moodle	20%
12/13	Outro Presentation • Tue 12/13 (10:10 AM – 12:10 PM)	Note Time Change!	6%

► More Information

- Quizzes and exams are located in the >Quizzes & Exams :-(link under CONTENTS on the Moodle homepage.
- Note the dates/times of the Midterm Exam, the Final Exam, and the Outro Presentation!
- No class will be held: 11/8 (Election Day) and 11/24 (Fall Break)

All of this information is **IMPORTANT**. Read this document carefully or suffer an untimely, academic death!