

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi, 2021-2025

Spring 2-1-2023

MUSI 132L.51: History of Rock and Roll - Online

Jeffrey D. Brandt

University of Montana, Missoula, jeff.brandt@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi2021-2025>

Let us know how access to this document benefits you.

Recommended Citation

Brandt, Jeffrey D., "MUSI 132L.51: History of Rock and Roll - Online" (2023). *University of Montana Course Syllabi, 2021-2025*. 961.

<https://scholarworks.umt.edu/syllabi2021-2025/961>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 2021-2025 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

The History of Rock & Roll Online • MUSI 132L.50-52 • Spring 2023

3-credit course • Satisfies Prospective 2, Literary & Artistic Studies General Education requirement
Course Meets via Moodle • 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, 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 various available streaming services are how students often access the songs featured in this course. Please contact me via email if you have questions.

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 a variety of artists 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 regarding 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.

► Quizzes • Exams

QUIZZES contain matching, multiple-choice, true/false, and fill-in-the-blank type questions and are to be taken on Moodle. The first quiz is entitled “Meet Mr. Moodle.” This quiz will test your knowledge on how Moodle works and require students to answer questions about information contained in several important documents (such as this one!). The Meet Mr. Moodle Quiz is 20 questions in length and worth approximately 4% of your final grade. Students will be allowed unlimited attempts on this quiz only. Until you score 100% on the Meet Mr. Moodle Quiz you will not be allowed to proceed in this course.

IMPORTANT! Students must score 100% on the Meet Mr. Moodle Quiz to proceed.

VIDEO QUIZZES cover selected videos listed on the calendar. Each Video Quiz is 10 questions in length and worth approximately 4% of your final grade. The >Announcements :-)) will let students know when a Video Quiz will post, though it is nearly always the same day the video is scheduled in the calendar. When you take a Video Quiz, you will be expected to work on the quiz while you are viewing the video. All questions are exactly in order with the video and attaining a perfect score is generally effortless. **Students who scan through the video, or watch the video faster than regular speed (i.e. 1.5X) in order to finish their quiz quickly will receive a zero on the exercise.** Students will be allowed only one attempt on Video Quizzes. Missed Video Quizzes will not be rescheduled.

IMPORTANT! Missed Video Quizzes will not be rescheduled under any circumstances.

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 also 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.

► Academic Misconduct • Attendance

ACADEMIC MISCONDUCT is 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 is required in this online course and will improve your grade for many reasons. First, exclusive exam material is discussed in the audio lectures/presentations. If you skip presentations (think “skip class”) your grade on the exams will likely suffer. Second, if you don’t check in as directed below in the “Important” hi-lighted area, you will likely miss Video Quizzes and other extra credit opportunities. Third, students with stellar attendance often gain a full understanding of how this unique social history fits together. **Therefore, please login at least two days per week—preferably Tuesday and Thursday—to “keep up” with attendance.** Remember, Moodle allows instructors to view detailed statistics on student activity so I will be able to note your “attendance” at any given moment.

IMPORTANT! Please login **Tuesday & Thursday** to keep up with this course.

► Grading Breakdown • Grading Percentages

GRADING BREAKDOWN

Q4M + Q4F Assignments ≈ 40%

Midterm Exam + Final Exam ≈ 40%

Video Quizzes ≈ 16%

Meet Mr. Moodle Quiz ≈ 4%

Extra Credit ≈ +6% 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!

► 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 offered twice each semester via the Yellow Video Quiz and the Gray Video Quiz, which are both listed in the syllabus. These quizzes will also be briefly discussed in >Announcements :-)) prior to posting. These two combined quizzes can potentially boost your final grade by 6%.

IMPORTANT! *Extra credit can boost your final grade by 6%.*

► 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.

IMPORTANT! *Check your UM Connect email daily.*

MOODLE and taking an online class may be a new experience for you. Here are a few tips: **I will post an announcement each Tuesday around 10:00 AM.** To find these, simply click on the link >Check This Area... under CONTENT and scroll to the bottom of the screen to find the >Announcements :-)) link. You must read these posts, otherwise it is like you are “sleeping” in class. Please contact me via email if you have difficulty finding the >Announcements :-)) link.

IMPORTANT! *I will post an announcement each Tuesday around 10 AM.*

► 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 a special arrangement 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 and 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 support the UM Allies program and discourage discrimination.*

► Course Rating • Content Warning • Review

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 find some of the material in this course disagreeable from time to time: 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.

PLEASE NOTE that The History of Rock & Roll is an in-depth study of a music culture linked to death, distortion, drugs, hysteria, phobia of LGBTQ+, profanity, racism, rebellion, suicide, sex, violence, and 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” starting circa 1950. Therefore, I’ll do my best to issue a content warning anytime I deem a presentation to include material that may be upsetting to students. Please contact me if you have questions or concerns.

REVIEW the following documents, please, before emailing questions: (1) “Read This First—Or Lose A Finger!”; (2) syllabus; (3) “Course Introduction.” These documents are all located in the >Important Documents... link under CONTENTS on the course homepage on Moodle.

IMPORTANT! *Read the above required documents or risk acquiring a serious infection.*

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

► Spring 2023 Online Calendar

Date	Topics for Class: Part One – 1900 to 1975	Notes	% of Grade
1/17	Syllabus, “Course Introduction,” etc.	Purchase materials right away!	
1/19	*Important* Meet Mr. Moodle Quiz due by 10 PM on 1/26	You MUST score 100% on this item!	4%
1/24	Chapter 01: “The Prehistory of Rock & Roll”	Start your Q4M assignment, like now!	
1/26	Chapter 02: “The ‘Birth’ of Rock & Roll”		
1/31	► Video: <i>Dancin' in the Street</i> [Ep. 1]	► Extra Credit! Take Yellow Video Quiz	+3%
2/2	Chapter 03: “The Establishment Strikes Back”		
2/7	Chapter 04: “American Bandstand, Teen Idols, and Race Lines”		
2/9	Flex Day — take this day to get caught up :-)		
2/14	► Video: <i>Soul Deep: The Story of Black Popular Music</i> [Ep. 3]	► Take Purple Video Quiz	4%
2/16	Chapter 05: “Changin' Times”		
2/21	Chapter 07: “The Summer of Love and Psychedelic Rock”		
2/23	► Video: <i>How the Brits Rocked America</i> [Ep. 3]	► Take Red Video Quiz	4%
2/28	Chapter 08: “Sirens, Soul Singers, and Sellouts”		
3/2	*Important* Q4M due by 10 PM uploaded on Moodle	≈ 20% of final grade	20%
3/7	Flex Day — take this day to get caught up :-)		
3/9+	*Important* Midterm Exam open 3/9 (10 am) to 3/15 (10 pm)	≈ 20% of final grade	20%

Date	Topics for Class: Part Two – 1973 to 2010	Notes	Points
3/14	Chapter 09: “Disco, Punk & New Wave—Strange Bedfellows”	Start your Q4F assignment, like now!	
3/16	Chapter 10: “New Wave & Synth Pop”		
3/28	► Video: <i>Hotel California L.A.—From The Byrds to The Eagles</i>	► Take Blue Video Quiz	4%
3/30	Chapter 11: “Alternative Rock”		
4/4	Chapter 12: “American Punk—The Second Wave”		
4/6	Flex Day — take this day to get caught up :-)		
4/11	Chapter 13: “Hip-Hop and Rap—A Brief History”		
4/13	► Video: <i>Whatever Happened to Hip-Hop?</i>	► Take Green Video Quiz	4%
4/18	Chapter 14: “Smooth Sounds, Slick Packaging, and the Persistence of Pop”		
4/20	Chapter 15: “Hyphenated-Rock & Explorations of the Post-Modern Self”		
4/25	► Video: <i>Good Copy, Bad Copy</i>	► Extra Credit! Take Gray Video Quiz	+3%
4/27	*Important* Q4F due by 10 PM uploaded on Moodle	≈ 20% of final grade	20%
5/2	Flex Day — take this day to get caught up :-)		
5/4+	*Important* Final Exam open 5/4 (10 am) to 5/10 (10 pm)	≈ 20% of final grade	20%

► 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 and the Final Exam! Don't miss out on these points!
- Videos are accessed by locating the >Videos link under CONTENTS on Moodle. These videos have been specially formatted for our class, so please use the links in this folder.
- No class 3/21 or 3/23 (Spring Break)

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