MUS 102H: Survey of Rock & Roll
3 credits
TBA Classroom

Bacc. core MUS 102. MUSIC APPRECIATION II: PERIODS AND GENRES (3)

Ryan Biesack
541.602.6415
Benton Hall 305
Office Hours TBA
biesackr@oregonstate.edu

Course Description:
This survey is a selected examination and study of musical and social events that have occurred in popular culture over a period of roughly the past 50 years, and what has come to be known generally as “Rock” music. The survey will begin it’s journey looking at the 1950’s and the beginnings of Rock music and conclude with the Rock culture of today. The term “Rock” music will be used as an umbrella or generic term to cover the many variations of popular music that fall under it’s reach; Motown, Soul, R &B, Disco, Acid Rock, Death Metal, Thrash Metal, Punk Rock, Indy Rock, Grunge, etcetera, etcetera. As there are numerous artists and performers who have contributed to Rock music, this survey will focus on a selected group who have significantly changed, or illustrate the change in Rock music.

This course will examine some of the pinnacle recordings, repertoire, artists, concerts, performances, and events to provide insight and meaning as to “how” and “what” this music was changing within pop culture in a historical and social context. By examining different works of Rock music, we can hope to extrapolate broader meaning and understanding of these events in an overarching sense relative to recent history. This course will also examine how Rock music has functioned as a vehicle for commentary on everything from sex, religion, politics and how this music continues to be a relevant and ever changing vehicle in the present day.

The Syllabus is subject to change!

Pre-requisites for this course: Acceptance into the OSU Honors College.

Required Materials:
ISBN/SKU 978-0-393-12043

OR an Ebook is available of this text (for half the price!) at:
Baccalaureate Course Category Learning Outcomes:

This course fulfills the Baccalaureate Core Perspectives category in Literature and the Arts. It does this by tracking the musical development of Rock and Roll alongside the social/political activities in the United States. Students successfully completing this course will be able to:

1. **Recognize literary and artistic forms/styles, techniques, and the cultural/historical contexts in which they evolve.**

   This is covered in part through the listening journals. By listening critically to song structure – AABA popular song, or AAB blues, for example - along with lyrics and artists background, you will be able to place the music within a larger structure and social context. With each listening, the paragraph answer must cover items such as sound (instruments, style of singing) feel of the music (is this dancing, social commentary, background music) and Genre: country, soul, surf etc… – what stylistic influences do you hear in the music. The listening journals tie in with the listening portion of each test.

2. **Analyze how literature/the arts reflect, shape, and influence culture.**

   Through class discussions we will discuss and incorporate the cultural significance of the music/genre. Test questions reveal your understanding of the material by requiring you to identify artists and genres and to be able to place both within the cultural context.

3. **Reflect critically on the characteristics and effects of literary and artistic works.**

   Both the midterm and the final exam has a listening portion where you will be asked to identify the artist, genre and musical characteristics that you hear. The importance of placing the “sound” and “feel” of the music into the appropriate category is critical to the understanding of music. Additionally, the essay portion of each quiz will provide you the opportunity to reflect critically on the characteristics of the artist, music and cultural context of their
Additional Learning Outcomes:
Students will have an understanding of what Rock music is, where it has been and where it is going.

Students will have a general knowledge of key artists; identifying their music and contributions to Rock music.

Students will be able to distinguish between many sub-genres of Rock music, and identify the era and historical events associated with each sub-genre.

Students will be able to listen to Rock music, on a much deeper level, integrating historical, sociological and biographical knowledge they gain from the coursework.

Reading Outlines:
For each chapter of the John Covach text, there are free detailed outlines of each chapter available from the publisher online here: http://www.wwnorton.com/college/music/rockhistory/
Check out the site as well for practice quizzes and other goodies!

Media/Listening and Streaming:
Different songs and performances are provided for each chapter. Though the linked examples do not cover all of the artists mentioned in the reading, they do cover all the musical examples outlined in the book, and then some. The additional clips and media are provided for further study, enjoyment, and may be relative to the online discussion, response assignments and or quizzes for each week.

Honors Elements:
Because this is an Honors section of previously existing course, we will afford the extra time to have guest speakers, in person or via skype, attend concerts when local or appropriate to the material. Additional weekly tasks are given to encourage students to engage with pop culture and music today and synthesize it historically with past patterns in society and entertainment. Much of the class time is spent listening to music, old and new, and discussing possible meanings. Students immediately realize the power of music once they peel back the layers and see the connection to society. Students will be asked to listen “critically” to music, think and form their own opinions on meaning, and how that relates to their own place in the world.

Week 1:
Pre-Rock to Mid-Fifties; Boogie Woogie, The Blues Moves North, White Pop Charts, Country Music & Western Swing, Rhythm & Blues and Record Labels, Elvis & Payola
Week 2: Into the 60's; Folk, Soul, Surf Rock, Rise of the Producer and Girl Groups
Reading John Covach Text: pp.108-155
Listening Journal 2

Week 3: The Beatles, The British Invasion and American Response
Reading: Covach Text pp.156-220
Listening Journal 3

Week 4: Psychedelia
Reading: Covach pp. 261-302
Listening Journal 4

Week 5: Motown Pop and Southern Soul
Reading: Covach pp. 230-259
Mid-Term Exam

Week 6: Rock Grows, and Grows.....
Reading: Covach pp. 304-367
Listening Journal 6

Week 7: Black Pop, Disco, Mainstream Rock, Punk, and New Wave
Reading: Covach pp. 369-443
Listening Journal 7

Week 8: I Want My MTV
Reading: Covach pp. 444-485
Listening Journal 8

Week 9: Heavy Metal, Rap and Alternative Rock
Reading: Covach pp. 487-517
Listening Journal 9

Week 10: The 90’s and Beyond
Reading: Covach pp. 518-566
Listening Journal 10

FINAL EXAM Thursday FINALS WEEK 9:30am
**Grading Policy:**
Listening Journals 20%
Weekly Class Participation & Discussions 15%
Weekly Quizzes/Assignments TBA 10%
Concert Report 15%
Midterm Exam 20%
Final Exam 20%

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59</td>
</tr>
</tbody>
</table>

**Expectations for Student Conduct:**
Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct: information and regulations

**Plagiarism:**
Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

**Statement Regarding Students with Disabilities:**
Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 541-737-4098.