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**Master Syllabus**

# **Course: MUS 106, The Art of Rock: History of Rock Music**

**Cluster Requirement: Cluster 3 B, Visual and Performing Arts**

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching an approved in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

**Course Overview:**

The Art of Rock: History of Rock Music presents multicultural sources of rock, examined through text-related lectures, listening to recordings, and viewing documentary videos. As an overview for non-music majors, the course is intended to broaden socio-cultural perspectives through the knowledge of the music business as an industry. The diversity of American popular music offers a direct reflection of, and at times a focus for, many factors in identifying and appreciating subcultures of age, ethnicity, gender, race, region, and religion.

This is achieved through a chronological exploration of American popular music’s effects on our culture since the inception of the recording from the late 1880’s to the turn of the millennium. Three main areas of discovery; sociology, musicology, and technology are examined through live performance, text-related lectures, listening to audio recordings, viewing historical videos and music videos plus technological demonstrations.

**Learning Outcomes:**

**Students completing this course will:**

\* Understand the history of rock as a musical genre,

\* Have a familiarity with the major styles of pop and rock music, the elements that define those styles, and some of the more important and influential artists and bands.

\* Understand pop and rock music’s relationship to social and political currents in American society.

\* Have developed active listening skills and the ability to discuss pop/rock music intelligently and with some degree of technical knowledge.

\* Understand the role of racism, genderism, ageism and class in rock and roll's development.

University Studies Learning Outcomes:

After completing this course, students will be able to:

1. Articulate the cultural context, history and formal and conceptual aspects of the art form studied.

2. Interpret and create informed responses (via writing, presentation, performance or artifact) to the art form studied through the analysis of the form, content, context and methods of production using appropriate disciplinary terminology.

3. Explain the ways in which the art form expresses the values that humans attach to their experiences.

**Examples of Texts and/or Assigned Readings:**

Garafolo, R. (2008) *Rockin' Out:**Popular Music in The USA*. Prentice Hall. (Used in sections 1-3)

Campbell M., Brody, J. *Rock and Roll: An Introduction*. Schirmer. (Used in section 6101)

**Example Assignments:**

**Sample Research Paper and Presentation:**

All students must write a four-page (single spaced, 12 pt. font) research paper about a pop/rock artist or group of their choosing. The due date of the paper is Dec. 8. Late papers will be lowered one full grade (e.g. an A would become a B). Papers received after the last class will receive a 0. The content of the paper must focus on facts about the artists/band (avoid endless lists such as those of awards and tour dates, etc., though you should include important milestones), their style, their influences, the social/political context and influence of the artists, their influence on other artists and their times, and any other significant information related to the artist(s). Also, select at least two songs (up to a maximum of four) and analyze them (discuss the form, instrumentation, texture, lyrics, tempo, dynamics, significance of the songs, and any other important characteristics of the pieces). Use musical terminology and talk in a meaningful way about the artist/music – “I liked it” or “it was cool” will not suffice!

In addition, each student must do a presentation of his/her selected artist/group for the class. Dates for possible presentations are listed on the timeline section of the syllabus. Students must specify in person or by email their desired presentation date. Presentation dates are assigned on a first-come, first-served basis! If you make your request by email, submit at least four date requests, in order of preference, as your first choices may not be available. For the presentation, you must discuss the artist/band (don’t read your paper verbatim, tell the class some of the more important parts from your paper/research) and select one song from the artist to present to the class. You must either bring in a CD with the song on it, or have available a youtube link to a video of that song. You must also present a set of lyrics for the song to share with the class. You must present to the class all the technical analysis of the song that is in your paper. You must also be prepared to take questions about the artist(s)/song from the class and me. The presentation should be approximately ten minutes.

Given that the presentations will begin in September but the actual paper isn’t due till Dec. 8, students presenting before Dec. 8 don’t have to turn in their paper until the Dec. 8. Moreover, all presentations on or before Oct. 6 will receive extra credit of a partial grade (for example, if you were to receive a B on your presentation and paper, your grade will be raised to a B+). Note that you will receive one grade for both the presentation and the paper, given once the paper is submitted.

The subject of the presentations (and hence papers) should be an artist/band roughly from the same time period as that which we’re covering at the given time in class (thus, if you’re presenting in late September, any 60s or early 70s artist would be okay, but a late 70s or 80s artist would not be acceptable).

You must use at least four sources for your research and include the sources as a bibliography at the end of the paper (the bibliography does NOT count toward the length of the paper). Google and other search engines in and of themselves are not considered resources. DO NOT GO TO WIKIPEDIA (OR ANY OTHER SINGLE SITE) AND REPHRASE THE INFO- DO YOUR OWN RESEARCH!!! Furthermore, you must use at least one book as source material.

**Paper and Presentation Evaluation Process**

The presentation segment of this assignment will be graded based on the content of the material presented, including the depth of information about the given artist and the social/political context which the student presents with respect to the artist. Furthermore, the student is graded on his/her analysis of the song s/he chooses to present. The written segment of the assignment is evaluated with the same criteria in mind, but with a greater expectation of depth and

analysis in terms of research/presentation. Moreover, the papers will be evaluated in terms of their grammar and syntactical quality, although greater emphasis is placed on the research/analytic content.

**Assessment and Corresponding Content/Evaluation:**

A/A-: In depth research and analysis of the material, excellent oral presentation with respect to material presented in class, paper well written in terms of grammar/syntax/structure.

B/B+: Good degree of research and analysis (though missing some important elements), good oral presentation, relatively well written paper in terms of grammar/syntax/structure.

B-/C+: Moderate amount of research/analysis but not sufficiently in depth, somewhat adequate but not detailed oral presentation, paper includes grammatical and syntactical/structural errors.

C/C-: Relatively little in depth research and analysis, oral presentation lacking depth of material, paper has poor grammar/syntax/structure.

D+/D/D-: Very little research and analysis and significant gaps in material presented, poor oral presentation with respect to depth and quality of material, significant grammar/syntactical/structural issues.

F: Sparse research/analysis, oral presentation lacking any substance/depth or student did not present, significant grammatical/syntactical/structural issues, plagiarized segment(s) found in paper.

**Alignment with University Studies Outcomes:**

1. Articulate the cultural context, history and formal and conceptual aspects of the art form studied.

2. Interpret and create informed responses (via writing, presentation, performance or artifact) to the art form studied through the analysis of the form, content, context and methods of production using appropriate disciplinary terminology.

3. Explain the ways in which the art form expresses the values that humans attach to their experiences.

**Sample Weekly Writing Assignments:**

Students receive weekly online writing assignments. The following are several examples of the questions.

**Example 1:**

By World War II, music had become a money-making commodity for musicians, publishers, broadcasters, record labels and royalty collection agencies. Soon broadcasters would be at odds with both publishers and musicians. Discuss the battle between ASCAP and the broadcasters as well as radio's fight with the American Federation of Music. What in the music industry changed as a result of these conflicts?

**Alignment with University Studies Outcomes (Example 1):**

1. Articulate the cultural context, history and formal and conceptual aspects of the art form studied.

**Example 2:**

Sam Phillips and Elvis Presley changed the face of Rock & Roll history. Discuss the role that each of these men played in the business and the music. Include Elvis's manager in your discussion. List other Rockabilly artists that emerged during that time period.

**Alignment with University Studies Outcomes (Example 2):**

1. Articulate the cultural context, history and formal and conceptual aspects of the art form studied.

**Example 3:**

Discuss early folk music and its role in political activism. Be sure to mention the contributions of Pete Seeger and Woody Guthrie. Describe how Bob Dylan became a major musical innovator bridging traditional folk music to rock and roll. Finally, discuss the development of Folk Rock and the bands that defined the style such as The Byrds, The Lovin’ Spoonful and the Mamas and the Papas.

**Example 3 Alignment with University Studies Outcomes (Example 3):**

1. Articulate the cultural context, history and formal and conceptual aspects of the art form studied.

2. Interpret and create informed responses (via writing, presentation, performance or artifact) to the art form studied through the analysis of the form, content, context and methods of production using appropriate disciplinary terminology.

3. Explain the ways in which the art form expresses the values that humans attach to their experiences.

**Example 4:**

Discuss technological advancements that emerged in the 1970's, which affected studio technology, live sound, and FM rock radio. Describe how these developments contributed to the sophisticated sound of Progressive Rock and Art Rock.

**Alignment with University Studies Outcomes (Example 4):**

1. Articulate the cultural context, history and formal and conceptual aspects of the art form studied.

2. Interpret and create informed responses (via writing, presentation, performance or artifact) to the art form studied through the analysis of the form, content, context and methods of production using appropriate disciplinary terminology.

3. Explain the ways in which the art form expresses the values that humans attach to their experiences.

All written assignments are stored on myCourses and are available for assessment.

**Assessment: Questions are worth seven points each and graded according to the following parameters:**

**0 credit** - The student does not respond to the question or provides inaccurate historical information.

**1 point**- The student's answer contains both accurate and inaccurate historical information and is under the 250 word minimum response criteria

**2 points-** The student's answer contains both accurate and inaccurate historical information but has reached the 250 word minimum response criteria

**3 points -** The student's response contains accurate information but does not reach the 250 word response criteria and does not address all components of the question.

**4 points -** The student responds to the question with accurate historical information meeting the 250 word response criteria.

**5 points -** The student has written a well thought out, grammatically correct response addressing all components of the question.

**6 points -** The student's response is well-written and developed using examples and/or descriptions appropriate to the question and period.

**7 points -** The student, in a well-written, developed response, connects the information with personal insights and opinions appropriate to the subject matter.

**Sample Reading Assignments, Listening Assignments, Study Guide and Assessment:**

Assignments for reading, listening and web sites are assigned for review on pertinent topics for each three-chapter grouping in preparation for a quarterly exam given in class. In addition, an iClicker Response System is used to review material covered in each lecture by posing a daily question to the class. A detailed description of a single quarter's material covered in the class is presented below. All work culminates in assessed quarterly exams.

**Reading Assignments**

Students are given online daily reading assignments from the class text in a three-chapter grouping in preparation for a quarterly exam. A sample three-chapter grouping is listed as follows:

Tue. 10/04  
**Chapter 4  
Crossing Cultures: The Eruption of Rock ’n’ Roll: 77**Cultural Diversity: The Root of Rock ‘n’ Roll: 78  
Structural Changes in the Music Industry: 81  
Sounds of the Cities: 84  
New Orleans: The Fertile Crescent of Rock 'n' Roll 84Los Angeles: From Jump Blues to Chicano Rock 89Chicago: The Blues Electrified 92Cincinnati: The Crossroads of Blues and Country 95

Thur. 10/06  
R&B Sanctified: The Gospel Connection 96  
Doo Wop: The Intersection of Gospel, Jazz, and Pop 101  
Rockabilly: The Country Strain 110  
**Ch. 5 The Empire Strikes Back: The Reaction to Rock ‘N’ Roll** 123  
The Established Powers Fight Back 125Covering the Bases 127

Tues. 10/11**Follow Monday's Schedule due to Columbus Day**

Thur. 10/13Pop Diversions: From Kingston Town to the Kingston Trio 130Schlock Rock: Enter the White Middle Class 132  
Television's Greatest Hits 136The Brill Building: The New Tin Pan Alley 138The Official Attack on Rock 'n' Roll 140

Tues. 10/18  
Surf's Up! 145

**Chapter 6  
Popular Music and Political Culture: The Sixties** 151  
The Civil Rights Movement and Popular Music 152The "Girl Groups " and the Men Behind Them 153Motown: The Integration of Pop 158Folk Music: The Voice of Civil Rights 162  
The British Invasion Occupies the Pop Chart 166  
Breaking the Sounds of Silence 174

Thur. 10/20  
Folk Rock: Adding Substance to Form 174Black (Music) Is Beautiful 177  
Against the Grain: The Counterculture 181  
Blues on Acid: Psychedelic Rock 182Commercializing the Counterculture: The Monterey Pop Festival 185Riding the Storm 189Woodstock and Altamont: Reaching the Heights, Taking the Fall 193

Tues. 10/25  
**Exam II on Chapters 4-6 Bring two No. 2 pencils to class**

**Daily Questions**

Daily Questions are posed in class using the iClicker response system which allow the assessment of the student's level of understanding of the material. The iClicker questions are taken from material discussed within the daily class lecture are also eventually given on a quarterly given exam throughout the semester based on the material cover in the lecture and on the myCourses materials including web site, music listening and reading assignments given on each three chapter grouping throughout the semester.

**Example of a Daily Question Posed:**

As rock & roll became too popular for the established music industry to ignore, it also attracted a new breed of professionals to its ranks, songwriters with a respect for the Tin Pan Alley tradition who could write (and sometimes sing) in teenage idiom. Writers like Paul Anka, and song writing duos like Gerry Goffin & Carole King, Barry Mann & Cynthia Weil, Howard Greenfield & Neil Sedaka, Jeff Barry & Ellie Greenwich and Doc Pomus & Mort Shuman.

Who founded the Brill Building and Aldon Music?  
a. Phil Spector  
b. Don Kirshner  
c. Neil Sedaka  
d. Carole King

After the question is answered I receive an evaluation of the students’ understanding of the question.

**Sample Listening Assignments**

Students are given online listening assignments that correspond to the reading assignments. The links listed below are active.

**Chapter 4**[Bill Haley - "Rock Around The Clock"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/01-%20Bill%20Haley%20-%20Rock%20Around%20The%20Clock0.mp3)  
[Sixty Minute Man - Billy Ward & The Dominoes](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/02%20-%20Bull%20Durham%20-%20Sixty%20Minute%20Man%20-%20Billy%20Ward%20%26%20The%20Dominoes.mp3)  
[Fats Domino - "Lets Twist"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/03%20-%20Fats%20Domino%20-%20Lets%20Twist%20Again.mp3)  
[Ruth Brown - "Mama He Treats your Daughter Mean"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/05%20-%20Ruth%20Brown%20-%20Mama%20He%20Treats%20Your%20Daughter%20Mean.mp3)  
[Chuck Berry - "Johnny B. Goode"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/08%20-%20Chuck%20Berry%20-%20Johnny%20B%20Goode.MP3)  
[Ray Charles - Georgia on My Mind" live](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/09%20-%20Ray%20Charles%20-%20Georgia%20On%20My%20Mind%20%28Live%29.mp3)  
[Sam Cooke - "You Send Me"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/10%20-%20Sam%20Cooke%20-%20You%20Send%20Me0.mp3)  
[Johhny Otis - "Willie and The Hand Jive"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/04%20-%20The%20Johnny%20Otis%20Show%20-%20Willie%20And%20The%20Hand%20Jive.mp3)  
[T-Bone Walker - "Call It Stormy Monday"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/05%20-%20T-Bone%20Walker%20-%20Call%20It%20Stormy%20Monday.mp3)  
[Little Richard - "Twist and Shout"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/06%20-%20Little%20Richard%20-%20Twist%20And%20Shout.mp3)  
[The Champs - "Tequilla"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/07%20-%20Champs-Tequila.mp3)  
[Richie Valens - "La Bamba"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/08%20-%20Richie%20Valens%20-%20La%20Bamba.mp3)  
[Delmore Brothers - "Deep River Blues"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/14%20-%20Delmore%20Brothers%20-%20Deep%20river%20blues.mp3)  
[Ivory Joe Hunter - "Since I Met My Baby"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/15%20-%20Ivory%20Joe%20Hunter%20-%20Since%20I%20Met%20You%20Baby.mp3)  
[Mahalia Jackson - "Take My Hand Precious Lord"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/16%20-%20Mahalia%20Jackson%20-%20Take%20My%20Hand%20Precious%20Lord0.mp3)  
[Rev. James Clevland - "I Don't Feel No Ways Tired"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/17%20-%20Rev.%20James%20Cleveland%20-%20I%20Don%27t%20Feel%20Noways%20Tired.mp3)  
[The Soul Stirrers - "Lord remember Me"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/18%20-%20Sam%20Cooke%20%26%20The%20Soul%20Stirrers%20-%20Lord%20remember%20me.mp3)  
[Sonny Till & The Orioles - "Crying In The Chapel](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/02%20-%20Sonny%20Till%20%26%20The%20Orioles%20-%20Crying%20In%20The%20Chapel.mp3)  
[The Chords - "Sh' Boom"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/03%20-%20The%20Chords--Sh%27Boom.mp3)[The Platters - "Smoke Gets In Your Eyes"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/05%20-%20Platters%20-%20Smoke%20Gets%20in%20Your%20Eyes.mp3)  
[Dion and The Belmonts - "Teenager in Love"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/06%20-%20Dion%20and%20The%20Belmonts%20-%20Teenager%20In%20Love.mp3)  
[Del Vikings - "Come Go With Me"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/07%20-%20Del%20Vikings%20-%20Come%20Go%20With%20Me.mp3)  
[Chantels - "Maybe"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/08%20-%20Chantels-Maybe.mp3)  
[Carl Perkins - "Blue Suede Shoes"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/10%20-%20Carl%20Perkins%20-%20Blue%20Seude%20Shoes.mp3)  
[Elvis Presley - "Blue Suede Shoes"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/11%20-%20Elvis%20Presley%20-%20Blue%20Suede%20Shoes.mp3)  
[Elvis Presley - "Hound Dog"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/12%20-%20Elvis%20Presley%20-%20Hound%20Dog.mp3)  
[Willie Mae (Big Mama) Thornton - "Hound Dog"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/13%20-%20Willie%20Mae%20%28Big%20Mama%29%20Thornton%20-%20Hound%20Dog.mp3)  
[Jerry Lee Lewis - "Great Balls of Fire"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/00%20-%20Jerry%20Lee%20Lewis%20-Great%20Ball.mp3)  
[Buddy Holly - "Peggy Sue"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/15%20-%20Buddy%20Holly%20-%20Peggy%20Sue.mp3)

**Chapter 5**[Fats Domino - "Ain't That A Shame"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/01%20-Fats%20Dominoe%20-%20Ain%27t%20that%20a%20Shame.mp3)  
[Pat Boone - "Ain't That A Shame"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/02%20-%20Pat%c2%a0%20Boone%20-%20Ain%27t%20that%20a%20shame.mp3)  
[Big Joe Turner - "Shake Rattle & Roll"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/03%20-%20Big%20Joe%20Turner%20-Shake%2c%20Rattle%20and%20Roll.mp3)  
[Bill Haley - "Shake Rattle & Roll"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/04%20-Bill%20Haley%20-%20Shake%20Rattle%20and%20Roll.mp3)  
[Big Mama Thornton - "Hound Dog"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/05%20-%20Willie%20Mae%20%28Big%20Mama%29%20Thornton%20-%20Hound%20Dog.mp3)  
[Elvis Presley - "Hound Dog"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/12%20-%20Elvis%20Presley%20-%20Hound%20Dog.mp3)  
[Harry Belafonte - "Day O"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/07%20-%20Henry%20Belafonte%20-%20DayO.mp3)  
[The Kingston Trio - "Tom Dooley"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/08%20-%20Kingston%20Trio%20-%20Tom%20Dooley.mp3)  
[Fabian - "Turn Me Loose"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/01%20-%20Fabian%20-%20Turn%20Me%20Loose.mp3)  
[Frankie Avalon - "Venus"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/02%20-%20Frankie%20Avalon%20-%20Venus.mp3)  
[Chubby Checker - "Twist & Shout"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/06%20-%20Chubby%20Checker%20-%20The%20Twist.mp3)  
[Paul Anka - "Diana"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/07%20-%20Paul%20Anka%20-%20Diana.mp3)  
[Howard Greenfield & Neil Sedaka - "Happy Birthday Sweet Sixteen"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/08%20-%20Howard%20Greenfield%20%26%20Neil%20Sedaka%20-%20Happy%20Birthday%20Sweet%20Sixteen.mp3)  
[Barry Mann & Cynthia Weil - Righteous Brothers - "You've Lost That Loving Feeling"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/09%20-%20Barry%20Mann%20%26%20Cynthia%20Weil%20-%20Righteous%20Brothers%20-%20You%27ve%20Lost%20That%20Loving%20Feeling.mp3)  
[Gerry Goffin & Carol King - "I Feel The Earth Move"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/10%20-%20Gerry%20Goffin%20%26%20Carol%20King%20-%20I%20Feel%20The%20Earth%20Move.mp3)  
[The Surfaris - "Wipe Out"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/11%20-%20The%20Surfaris-Wipe%20Out.mp3)  
[Dick Dale & the Del-Tones - "Let's Go Trippin'"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/12%20-%20Let%27s%20Go%20Trippin%27.mp3)  
[Beach Boys - "Surfin' USA](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/03%20-%20Beach%20Boys%20-%20Surfin%27%20USA.mp3)  
[Beach Boys - "California Girls"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/04%20-%20Beach%20Boys%20-%20California%20Girls.mp3)  
  
**Chapter 6**[The Ronnettes - Sleigh Ride"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/01%20-%20The%20Ronettes%20-%20Sleigh%20Ride.mp3)  
[Martha Reeves & The Vandellas - "Heat Wave"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/02%20-%20Martha%20Reeves%20%26%20The%20Vandellas%20-%20Heat%20Wave.mp3)  
[The Crystals - "Then He Kissed Me"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/03%20-%20Crystals%20-%20Then%20He%20Kissed%20Me.mp3)  
[The Chiffons - "One Fine Day"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/04%20-%20Chiffons%20-%20One%20Fine%20Day.mp3)  
[The Righteous Brothers - "You've Lost That Loving Feeling"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/05%20-%20Righteous%20Brothers%20-%20You%27ve%20Lost%20That%20Loving%20Feeling.mp3)  
[Diana Ross & The Supremes - "Baby Love"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/06%20-%20Diana%20Ross%20%26%20The%20Supremes%20-%20Baby%20Love.mp3)  
[The Temptations - "Since I Lost My Baby"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/07%20-%20The%20Temptations%20-%20Since%20I%20Lost%20My%20Baby.mp3)  
[Pete Seeger - "Solidarity Forever"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/09%20-%20Pete%20Seeger%20-%20Solidarity%20Forever.mp3)  
[Odetta - "House Of The Rising Sun"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/10%20-%20Odetta%20-%20House%20Of%20The%20Rising%20Sun.mp3)  
[Bob Dylan - Blowin in the Wind](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/11%20-%20Bob%20Dylan%20-%20How%20Does%20It%20Feel.mp3)  
[Kingston Trio - Tom Dooley](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/12%20-%20Kingston%20Trio%20-%20Tom%20Dooley.mp3)  
[Sam Cooke - "You Send Me"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/14%20-%20Sam%20Cooke%20-%20You%20Send%20Me.mp3)  
[The Beatles - "I Wanna Hold Your Hand"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/01%20-%20Beatles%20-%20I%20Wanna%20Hold%20Your%20Hand.mp3)  
[Little Richard - "Twist & Shout"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/06%20-%20Little%20Richard%20-%20Twist%20And%20Shout0.mp3)  
[The Beatles - "Twist & Shout"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/02%20-%20Beatles%20-%20Twist%20and%20shout.mp3)  
[The Rolling Stones - "Satisfaction"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/03%20-%20Rolling%20Stones%20-%20Satisfaction.mp3)  
[Herman's Hermits - "I'm Into Something Good"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/05%20-%20Hermans%20Hermits%20-%20I%27m%20Into%20Something%20Good.mp3)  
[The Byrds - "Turn Turn Turn"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/06%20-%20Byrds%20-%20Turn%20Turn%20Turn.mp3)  
[Turtles - So Happy Together](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/09%20-%20Turtles%20-%20So%20Happy%20Together.mp3)  
[Kinks - All Day And All Of The Night](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/10%20-%20Kinks%20-%20All%20Day%20And%20All%20Of%20The%20Night.mp3)  
[Animals - House of the Rising Sun](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/11%20-%20Animals%20-%20House%20of%20the%20Rising%20Sun.mp3)  
[Aretha Franklin - "A Natural Woman"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/04%20-%20Aretha%20Franklin%20-%20A%20Natural%20Woman.mp3)  
[James Brown - I Feel Good](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/James%20Brown%20-%20I%20Feel%20Good.mp3)  
[Jefferson Airplane - "White Rabbit"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/01%20-%20Jefferson%20Airplane%20-%20White%20Rabbit.mp3)  
[Jimi Hendrix - Purple Haze](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/Jimi%20Hendrix%20-%20Purple%20Haze.mp3)  
[Grateful Dead - Friend of the Devil](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/03%20-%20Grateful%20Dead%20-%20Friend%20of%20the%20Devil.mp3)  
[Joan Baez - "Joe Hill"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/04%20-%20Joaan%20Baez%20Joe%20Hill.mp3)  
[Peter, Paul & Mary - "Puff The Magic Dragon"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/05%20-%20Peter%2c%20Paul%2c%20and%20Mary%20-%20Puff%20the%20Magic%20Dragon.mp3)  
[The Doors - "Light My Fire"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/06%20-%20Doors%20-%20Light%20My%20Fire.mp3)  
[Janis Joplin - "Take A Piece of My Heart"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/07%20-%20Janis%20Joplin%20-%20Take%20a%20peice%20of%20my%20Heart.mp3)  
[Santana - "Black Magic Woman"](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/08%20-%20Santana%20-%20Black%20Magic%20Woman.mp3)  
[Sly And The Family Stone - Dance To The Music](https://learning.umassonline.net/webct/urw/lc14223697226161.tp14224202504181/displayContentPageTargetedResource.dowebct?tocID=-1&tocLinkID=-1&pageID=-1&newWindow=true&relativePath=/09%20-%20Sly%20And%20The%20Family%20Stone%20-%20Dance%20To%20The%20Music.mp3)

**Study Guide**

Students are given a study guide defining areas of discovery from each three-chapter grouping in preparation for a quarterly exam.

**EXAM II Study Guide/Sample questions and topics For Chapters 4 – 6:**1. What are the 3 definitions of Rock & Roll?   
2. What are the first Rock & Roll recordings?   
3 Name the cities associated with the beginning of Rock & the music from each of them  
4. Name the musical acts associated with Doo Wop.  
5. Who are the innovators of Gospel music?  
6. Who invented the Top 40 radio concept (and when)?   
7. Who are the Rock & Roll musicians of Rhythm & Blues and Rockabilly fame?   
8. What are Covers and crossovers?   
9. Name the musicians, writers and producers of The Brill Building.   
10. Name the dates and hosts of Bandstand and American Bandstand   
11. Discuss the Payola Hearings of 1959  
12. The death of early Rock & Roll artists by 1959   
13. West Coast Surf music both instrumental and vocal   
14. Authentic Folk musicians of the early 1960s and their effects on the late 60's   
15. The British Revolution, its musicians and their cities of origin   
16. The rise of Black Power and the musicians of Southern R&B   
17. The rise and fall of the counterculture and its historical festivals

**Assessment:** The exam questions are closely aligned to the study guide questions/topics and are based on the daily questions and the reading and listening assignments. The exam is assessed on a standard 100-point grading scale.

**Alignment with University Studies Outcomes (Exams)**

1. Articulate the cultural context, history and formal and conceptual aspects of the art form studied.

2. Interpret and create informed responses (via writing, presentation, performance or artifact) to the art form studied through the analysis of the form, content, context and methods of production using appropriate disciplinary terminology.

3. Explain the ways in which the art form expresses the values that humans attach to their experiences.

**Sample Course Outline:**

**(From the Garafolo text)**

Wed. 09/07 Class Orientation / **Ch. 1: Mass technology Tin Pan Alley Era**

Fri. 09/09

Mon. 09/12 **Ch. 2: Blues & Country Music**

Wed. 09/14

Fri. 09/16 **Ch. 3: The Rise of Rhythm and Blues**

Mon. 09/19

Wed. 09/21

**Fri. 09/23 Exam I on Chapters 1-3 Bring two No. 2 pencils to class**

Mon. 09/26 **Ch. 4 Crossing Cultures: The Eruption of Rock ’n’ Roll**

Wed. 09/28

Fri. 09/30   
Mon. 10/03 **Ch. 5 The Empire Strikes Back: The Reaction to Rock ‘N’ Roll**

Wed. 10/05

Fri. 10/07

Mon. 10/10 *Columbus Day - No Class*

Tues. 10/11 **Ch. 6 Popular Music and Political Culture: The Sixties**

Wed. 10/12

Fri. 10/14

Mon. 10/17

**Wed. 10/19 Exam II on Chapters 4-6 Bring two No. 2 pencils to class**

Fri. 10/21 **Ch. 7 Music Versus Markets: The Fragmentation of Pop**

Mon. 10/24

Wed. 10/26

Fri. 10/28

Mon. 10/31 **Ch. 8 Punk and Disco: The Poles of Pop**

Wed. 11/02

**Sample Course Outline, continued:**

Fri. 11/04

Mon. 11/07 **Ch. 9 Music Videos, Superstars, and Mega‑Events: The Eighties**

Wed. 11/09

Fri. 11/11 *Veteran's Day - No Class*

Mon. 11/14

**Wed. 11/16 Exam III on Chapters 7-9 Bring two No. 2 pencils to class**

Fri. 11/18 **Ch. 10 Rap and Metal: Youth Culture and Censorship**

Mon. 11/21   
Wed. 11/23

Fri. 11/25 *Thanksgiving Break*

Mon. 11/28

Wed. 11/30 **Ch. 11**  **Alternative to What?: Packaging Pop in the Nineties**

Fri. 12/02

Mon. 12/05

Wed. 12/07

Fri. 12/09 **Ch. 12 The Future of Music**

Mon. 12/12

**Wed. 12/14 Exam on Chapters 10-13 Bring two No. 2 pencils to class**