| MUMH 2060 **History of Rock** Fall 2021 |
| In-Person Monday/Wednesday/Friday 9:00am-9:50am |
| MUSI 301 [Recital Hall] |

Instructor:

Dr. Brian F. Wright (he/him/his)

Email: brian.wright@unt.edu

Office: MUSI 305

Zoom Office Hours: Monday/Wednesday 1:00pm-2:00pm, and by appointment

> Meeting ID: 953 6902 9660   Passcode: 081651

In-person Office Hours: Available by appointment

Teaching Assistants:

Jacob Collins, jacobcollins@my.unt.edu

Hunter Hancock, hunterhancock@my.unt.edu

Communication Expectations:

For questions regarding course material and content, please reach out directly to Dr. Wright via email. For questions about grading, Canvas, or any other matters, please reach out to the TAs first. When in doubt, feel free to email all three of us together. While we will try to reply promptly, given the size of this class, it may take up to a few days for us to respond.

For students new to college, you may first want to consult UNT's Center for Learning, Experimentation, Application and Research (CLEAR) list of Online Communication Tips (https://clear.unt.edu/online-communication-tips).

Welcome to UNT!:

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Course Description:

This course investigates key moments in the history of American popular music from 1945 to 2000, exploring popular music's effect on American society; the expression of ethnic, racial, and gender identity through musical performance; the evolution of recording and listening technology; and the business practices of the music industry.

Regular use of sound and video recordings of music will play an integral role in the class, but prior musical ability (including the ability to read music) is not required or expected. There are no prerequisites for this course, and it fulfills the Creative Arts and Component Area Option A of the UNT Core Curriculum.

Course Objectives:

By the end of the course:

- Students will identify, examine, and describe the role of popular music in the formation of identity. In order to most effectively examine these issues, students will introduce problems and questions; present, interpret and analyze historical documents and contemporary scholarship related to the music being studied in this course; consider the context and credibility of source material; develop and present arguments; and present conclusions, while assessing their implications. (**Core LO: Critical Thinking**)
- Students will evaluate and communicate how popular music has both reflected and shaped American society. To communicate effectively, students will be asked to present a central idea; organize material cohesively; develop content; and apply rules of Standard English in their arguments. (**Core LO: Communication**)
- Students will identify issues of social responsibility by engaging with musics from a wide variety of cultural contexts. Students will acknowledge and apply diverse perspectives; acknowledge and apply civic responsibility; and articulate insights about personal attitudes, behaviors, or beliefs as they relate to the history of American popular music. (**Core LO: Social Responsibility**)
- Working as a part of a team, students will participate in frequent in-class group activities and will work together to complete a final creative project. Throughout these activities, students will reflect frequently on how best to contribute to a group; prepare and collaborate with a team; foster a constructive team climate; and respond to feedback constructively. (**Core LO: Teamwork**)

Course Materials:

Required:
- **Theo Cateforis, *The Rock History Reader*, 3rd Edition (Routledge, 2019).**
- **iClicker Student Account** (provided by UNT) and **a compatible device**, such as a laptop or smartphone, to use in class each day.
- Access to **Microsoft Word** (provided by UNT)

Suggested:

- Access to a **music streaming service** such as Spotify, Tidal, Apple Music, etc.

All other course materials will be uploaded to our course's Canvas site

Rules of Engagement:

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Proofread and fact-check your sources.

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.

Course Requirements (Assignments):

1. Course Overview Quiz (5% of your final grade)
    a. A short 50-point quiz designed to demonstrate your understanding of the course and its expectations. DUE BEFORE CLASS ON 8/27.
2. iClicker Reef Polling (26% of your final grade)
    a. During lectures, you will be asked some interactive questions via iClicker, for a total of 10 points per day. There are 28 opportunities to earn full points. Your two lowest scores will be dropped. DATES VARY

3. Group Discussions (7% of your final grade)
    a. Over the course of the semester, there are 7 days set aside for group discussions, each worth 10 points. DATES VARY.
4. Music & Media Reports (30% of your final grade)
    a. Over the course of the semester, there are 7 written assignments, worth 40 points each. THESE ASSIGNMENTS ARE DUE BEFORE CLASS ON THE DAY THEY ARE DUE. Your lowest score will be dropped. DATES VARY.
5. Final Group Project (worth 32% of your final grade)
    a. For your final class project, you will work in groups to produce a 1,500-to-2,000-word essay. Your grade is comprised of the following:
        i. 4 in-class workdays, each worth 25 points (10% of your final grade)
        ii. The overall grade of your entire essay, worth 90 points (9% of your final grade)
        iii. Your individual contribution to your group project, worth 90 points (9% of your final grade)
        iv. A group assessment assignment, worth 40 points, in which you reflect on the project and your groupmates (4% of your final grade)

Grading:
   A: 895-1000 points (89.5%-100.0%)
   B: 795-894 points (79.5%-89.4%)
   C: 695-794 points (69.5%-79.4%)
   D: 635-694 points (63.5%-69.4%)
   F: 0-634 points (0.0%-63.4%)

Rubric for Music & Media Reports (40 points possible):

	Advanced	Proficient	Developing	Beginning
Acknowledge Perspectives	Exceptional ability to articulate insights into diverse cultural/ intercultural perspectives including one's own cultural rules and biases in relationship to musical genre at hand	Advanced recognition and articulation of diverse cultural/intercultural perspectives including one's own cultural rules and biases in relationship to musical genre at hand	Adequate understanding of diverse cultural/ international perspectives including one's own cultural rules and biases in relationship to musical genre at hand	Surface understanding of and insights into diverse cultural perspectives including one's own cultural rules and biases in relationship to musical genre at hand
Points	8	6	4	2

Apply Perspectives	Demonstrates exceptional ability to assume a perspective other than one's own and express empathy for diverse perspectives	Demonstrates advanced ability to assume a perspective other than one's own and express empathy for diverse perspectives	Demonstrates adequate ability to assume a perspective other than one's own and express empathy for diverse perspectives	Demonstrates minimal ability to assume a perspective other than one's own and expresses limited empathy for diverse perspectives
Points	8	6	4	2
Acknowledge Civic Responsibility	A complex and fully developed combination of knowledge, skills, values, and motivation as they relate to the community/civic issue that song/genre explores, advocates, or critiques	An advanced and well developed combination of knowledge, skills, values, and motivation as they relate to the community/civic issue that song/genre explores, advocates, or critiques	An adequate and acceptably developed combination of knowledge, skills, values, and motivation as they relate to the community/civic issue that song/genre explores, advocates, or critiques	A surface understanding of knowledge, skills, values, and motivation involved in civic responsibility and difficulty relating to the community/civic issue that song/genre explores, advocates, or critiques
Points	8	6	4	2
Apply Civic Responsibility	Demonstrates an exceptional understanding of community/civic engagement through reflection on community based action that the song/genre explores, advocates, or critiques	Demonstrates an advanced understanding of civic engagement through reflection on community based action that the song/genre explores, advocates, or critiques	Demonstrates an adequate understanding of civic engagement through reflection on community based action that the song/genre explores, advocates, or critiques	Demonstrates a surface understanding of civic engagement through reflection on community based action that the song/genre explores, advocates, or critiques
Points	8	6	4	2
Personal Development	Articulates insights about personal attitudes, behaviors or beliefs seeking complexity and understanding and recognizing cultural biases, resulting in a shift in self-description.	Recognizes new perspectives about own personal attitudes, behaviors or beliefs (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own personal attitudes, behaviors or beliefs (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own personal attitudes, behaviors or beliefs (even those shared with own cultural group(s)(e.g. uncomfortable with identifying possible cultural differences with others.)
Points	8	6	4	2

Course Evaluation:

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the

course. SPOT evaluations will be conducted in the final weeks of class and all students that complete this course's evaluation will be given extra credit.

Course Policies:

Face Coverings

UNT strongly encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance

Attendance is important to your success in this course. Rather than take formal attendance, your attendance will be recorded based on your participation via iClicker. If you cannot attend class, for whatever reason, please contact me or one of the TAs directly. While I will try to be lenient, discretion over whether you will be able to make up (or be excused from) coursework will take place on a case-by-case basis.

COVID-19 impact on attendance

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19.

If you are experiencing cough, shortness of breath or difficulty breathing, fever, or any of the other possible symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider.

While attendance is an important part of succeeding in this class, your own health, and that of others in the community, is far more important.

Course Materials for Remote Instruction

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a computer, stable internet connection, webcam, access to Zoom, and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn

Late Work Policy:

Late work will not be accepted in this class without a reasonable excuse. If you must submit something late, please contact me or the TAs as soon as possible. As with attendance, whether you will be able to submit (or be excused from) from late work will take place on a case-by-case basis at the instructor's discretion.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Plagiarism and Academic Integrity:

NOTE: ALL WRITTEN MATERIALS IN THIS CLASS WILL BE AUTOMATICALLY SCANNED FOR PLAGIARISM VIA TURNITIN

Class Guidelines:

It is important when writing a research paper to make it absolutely clear when you are using someone else's idea(s). This is done through proper attribution and citation practices, which we will discuss multiple times in class. Plagiarism occurs when you accidentally or purposefully do any of the following:

-Use someone else's words either verbatim or nearly verbatim without attribution
-Use someone else's evidence, line of thinking, or idea without attribution
-Turn in someone else's work as your own
-Turn in previously submitted work as new work without instructor approval

If you are unsure if something constitutes plagiarism, please consult me, the TAs, and/or the web resources I've linked to in Canvas.

UNT Policy:
Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students (Office of Academic Integrity), who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
LINK: https://policy.unt.edu/sites/default/files/06.003.pdf

Student Behavior:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.
LINK: Student Code of Conduct - https://deanofstudents.unt.edu/conduct

Access to Information – Eagle Connect

Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect.
LINK: eagleconnect.unt.edu/

ODA Statement

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Access.
LINK: disability.unt.edu. (Phone: 940-565-4323)

UNT Policy Statement on Diversity

The University of North Texas values diversity and individuality as part of advancing ideals of human worth, dignity and academic excellence. Diverse viewpoints enrich open discussion, foster the examination of values and exposure of biases, help educate people in rational conflict resolution and responsive leadership, and prepare us for the complexities of a pluralistic society. As such, the University of North Texas is committed to maintaining an open, welcoming atmosphere that attracts qualified students, staff, and faculty from all groups to support their success. The University of North Texas does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, or veteran status in its application and admission process, educational programs and activities, employment policies and use of university facilities.
LINK: https://policy.unt.edu/sites/default/files/04.018_PolicyStateOnDiversity .pub 8 .18.pdf

Registration Information for Students

See: Registration Information
Link: https://registrar.unt.edu/students

Academic Calendar at a Glance, 2020-2021

See: Academic Calendar
Link: https://registrar.unt.edu/sites/default/files/Fall_2021_Academic_Calendar.pdf

Final Exam Schedule

See: Fall Final Exam Schedule
https://registrar.unt.edu/exams/final-exam-schedule/fall

Financial Aid and Satisfactory Academic Progress

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total hours registered.   Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

Students holding music scholarships must maintain a minimum 2.5 overall cumulative GPA and 3.0 cumulative GPA in music courses.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. It is recommended that you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course before doing so.
> See: Financial Aid
> LINK: http://financialaid.unt.edu/sap

Retention of Student Records
> Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.
> > See: FERPA
> > Link: http://ferpa.unt.edu/

Counseling and Testing
> UNT's Center for Counseling and Testing has an available counselor whose position includes 16 hours per week of dedicated service to students in the College of Music and the College of Visual Arts and Design. Please visit the Center's website for further information:
> > See: Counseling and Testing
> > Link: http://studentaffairs.unt.edu/counseling-and-testing-services.

For more information on mental health issues, please visit:
> See: Mental Health Issues
> Link: https://speakout.unt.edu.

The counselor for music students is:
> Myriam Reynolds
> Chestnut Hall, Suite 311
> (940) 565-2741
> Myriam.reynolds@unt.edu

Add/Drop Policy
> Please be reminded that dropping classes or failing to complete and pass registered hours may make you ineligible for financial aid. In addition, if you drop below half-time enrollment you may be required to begin paying back your student loans. After the 12th class day, students must first submit a completed "Request to Drop" form to the Registrar's Office. The last day for a student to drop a class in Fall, 2021 is November 12. Information about add/drop may be found at:
>> See: Dropping a Class
>> Link: https://registrar.unt.edu/registration/dropping-class

Campus Resources

General:
The University of North Texas has many resources available to students. For a complete list, go to: https://www.unt.edu/sites/default/files/resource_sheet.pdf

Writing Resources:
Visit the UNT Writing Lab for tutoring, workshops, and more: writinglab.unt.edu
> Other UNT Writing Resources can be found at:
> https://tsgs.unt.edu/new-current-students/writing-resources

UNT CARE Team:
Please visit the CARE Team website to tips to recognize students in distress and what you need to do in cases of extreme behavior or references to suicide:
http://studentaffairs.unt.edu/care

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MUSI 301 [Recital Hall]

Course Schedule
All Readings and Music & Media Reports to Be Completed Before the Class for Which They Are Assigned

Date	Topic	Reading(s)	Assignment(s)
American Popular Music Prior to 1950			
8/23	Intro to Class / Why Study Popular Music?		
8/25	Foundations I: Blues, Country, and Pop	"Hillbilly and Race Music" [Online]	
8/27	Foundations II: New Technologies, Crooners, and Rhythm & Blues	"Solo Pop Singers and New Forms of Fandom" [Online]	Course Overview Quiz
The 1950s			
8/30	Early Rock 'n' Roll	"'Leer-ics': A Warning to the Music Business"	**Music & Media Report 1**
9/1	Elvis Presley and Rockabilly	"Elvis Presley and 'The Craze'" "Elvis Defends Low-Down Style" "Experts Propose Study of 'Craze'"	
9/3	Discussion: Race, Cover Songs, and Appropriation	"'Miss Rhythm' Speaks Out" "Langston Hughes Responds" [Online]	Group Activity 1
9/6	NO CLASS [LABOR DAY]		
9/8	Doo Wop, Girl Groups, and Early Soul	"Phil Spector and the Wall of Sound"	
9/10	Payola, the Twist, Surf Music	"The Rock 'n' Roll Audience" "Music Biz Goes Round and Round: It Comes Out Clarkola"	
The 1960s			
9/13	Motown, Stax, and Atlantic	"Motown: 'A Whiter Shade of Black'"	
9/15	The Beatles & the British Invasion	"The Beatles, Press Conference, 1964" "U.S. Musicians' Union Says, 'Beatles Stay Home'"	**Music & Media Report 2**

9/17	Discussion: Beatlemania and Moral Panic	"Beatlemania Frightens Child Expert" Excerpt of *Communism, Hypnotism, and the Beatles* [Online]	Group Activity 2
9/20	Garage Rock and Blues Revivals	Elijah Wald, "The Blues Cult" [Online]	
9/22	Urban Folk, Soul, and Folk Rock	"Understanding Dylan"	
9/24	Discussion: Music and Protest	"Music in the Civil Rights Movement" [Online]	Group Activity 3
9/27	Psychedelic Rock and Music Festivals in the 1960s	"Gimme Shelter: Woodstock and Altamont"	**Music & Media Report 3**
9/29	Early Funk, Late-'60s Soul, and Black Pride	"James Brown: Soul Brother No. 1"	
10/1	Discussion: The Live Concert Experience	"Live Music Matters" [Online]	Group Activity 4
The 1970s			
10/4	Hard Rock and Heavy Metal	"How Black Was My Sabbath" [Online]	
10/6	Glam Rock and Shock Rock	"I Have No Message Whatsoever" [Online]	
10/8	Discussion: Misogyny and Rock Culture	"Cock Rock: Men Always Seem to End Up on Top"	Group Activity 5
10/11	Singer-Songwriters	"Sweet Baby James: James Taylor Live" "Carly Simon on Music and the Women's Movement"	**Music & Media Report 4**
10/13	From Funk to Disco	"Disco! Disco! Disco?: Four Critics Address the Musical Question"	
10/15	In-Class Workday: Brainstorming Topics		**Final Project Part I**
10/18	American Punk & New Wave	"Why Don't We Call It Punk?"	**Music and Media Report 5**
10/20	British Punk and Post-Punk	"The Subculture of British Punk"	

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10/22	In-Class Workday: Dividing the Work and Finding Sources		**Final Project Part II**
The 1980s			
10/25	MTV, pt. 1	"'MTV Ruled the World': The Early Years of Music Video"	**Music & Media Report 6**
10/27	MTV, pt. 2	"Madonna—Finally, a Real Feminist" "Can Madonna Justify Madonna?"	
10/29	Discussion: Can You Separate the Art from the Artist?	"Gaslight of the Gods: Why I Still Play Michael Jackson and R. Kelly for My Students" [Online]	Group Activity 6
11/1	Hair Metal	"Heavy Metal and the Highbrow/Lowbrow Divide"	
11/3	Hip Hop	"Hip Hop Nation" "Public Enemy's Bomb Squad"	
11/5	Discussion: Music and Censorship	"Is *As Nasty as They Wanna Be* Obscene?"	**Music & Media Report 7** Group Activity 7
11/8	College Rock	"Punk Goes Hardcore" "College Rock: 'Left of the Dial'"	
The 1990s			
11/10	Grunge and Alternative Rock	"Kurt Cobain and the Politics of Damage"	
11/12	**CLASS CANCELLED [AMS CONFERENCE]: WORK ON FINAL PROJECTS INDIVIDUALLY**		
11/15	Pop Stars, Boy Bands, and the Macarena	"Boy Band 101" [Online]	
11/17	Electronic Dance Music	"'Electronic Eden': Techno Goes Mainstream" "Electronica is in the House" [Online]	
11/19	Country Music: Back in the Mainstream	"Why Country is the New Classic Rock"	

	The 21st Century		
11/22	In-Class Workday: Workshopping First Drafts		**Final Project Part III**
11/24	In-Class Workday: Revising and Polishing Drafts		**Final Project Part IV**
11/26	NO CLASS [THANKSGIVING BREAK]		
11/29	Select Final Project Presentations I		
12/1	Select Final Project Presentations II		

Final Project Group Essay and Group Assessments Must Be Submitted Through Canvas by Wednesday December 8th at 10:00 am