

COURSE OUTLINE

Revision: Diane Schmidt, April 2008

DEPARTMENT:	Academic Programs
CURRICULUM:	Visual, Literary, and Performing Arts, Individuals & Societies, Integrated Studies
COURSE TITLE:	Rock Music II
COURSE NUMBER:	MUSC 117Z
TYPE OF COURSE:	Academic Transfer
Special Requirement Met:	Integrated Studies
AREA(S) OF KNOWLEDGE:	Music, Art & Drama and US Cultures
COURSE LENGTH:	1 quarter
CREDIT HOURS:	5
LECTURE HOURS:	55
LAB HOURS:	0
CLASS SIZE:	35
PREREQUISITES:	None

COURSE DESCRIPTION:

Examines rock music as a musical, social, cultural, economic, and political force in the United States. Emphasizes the later decades of rock music development. No prerequisite. Fulfills the Integrated Studies requirement.

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STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communications - To promote learning and clear communications with others, the student is expected to read all assigned work carefully and in its entirety. Fully understanding this material will allow the student to participate thoughtfully in group discussions as well as to write insightful papers and exams. Feedback from other students and the instructor will permit the student to assess and improve his reading and writing skills.

Improving ones listening skills is another critical learning outcome emphasized in this music course. To this end, we will consider what **to listen for** in a piece of music by identifying important musical elements and practicing focused listening.

2. Human Relations - With the many group discussions and other interactions among students or between the student and instructor in this course, there will be many opportunities to be attentive to and respectful of a diversity of cultural influences and values. The nature of our subject area (in part)---rock music as a reflection of various cultural experiences in the U.S.---demands civility and etiquette from each participant.
3. Critical Thinking - All discussion group topics and papers will require some level of critical thinking, encouraging the student to sharpen his ability for higher-level thinking. Students will be asked, for example, to
 - A. Compare/contrast two pieces of music from different artists or times.
 - B. Evaluate the circumstances of a rock artist (and his immediate community) through his lyrics and musical style.
 - C. Show cause and effect between societal changes and new developments in rock music.
4. Technology - This online course requires all participating students to learn to use many aspects of computing technology including skills to conduct academic research via the Internet, to (legally) download media, and even to word process.
5. Personal Responsibility - This course provides opportunities for the student to take active responsibility for his academic and personal growth and enrichment by doing the following:
 - A. Completing all assignments and fully preparing to participate in all discussion group activities
 - B. Seeking appropriate assistance when needed from the instructor, other class members, etc.
 - C. Working collaboratively (group discussions and projects) as well as independently (other assignments)
 - D. Completing all work on time

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Above all, the student should open himself to new experiences, i.e., listening to unfamiliar styles of music.

6. Information Literacy - Students will be required to access and evaluate information from online sources for some of the written assignments in this course. These assignments will encourage students to be more discerning in checking out the relevance, scholarship, and accuracy of each source whether academic sites for U.S. history and music or more commercial ones.

GENERAL COURSE OBJECTIVES:

At the end of the course the student will have

1. An understanding of how some rock music styles have reflected the struggles for racial, class, or gender equality and identity.
2. Insights into how rock music has been a social, political, and cultural force in U.S. society.
3. Knowledge of how some controversial rock musicians have challenged the cultural values of mainstream U.S. society.
4. An understanding of how technological developments and the music business have influenced the development of rock music.
5. An appreciation for various styles of rock music based on their distinctive musical characteristics.
6. Experience conducting academic research appropriate for the subject matter of this course.

TOPICAL OUTLINE:

APPROX. HOURS 55

- I. General Introduction
The State of Popular Music before Rock
Evaluating Rock Music
The Roots of Rock Music
An Overview of Rock Music History to 1970
- II. A Calm after the Turbulence of the 1960s
Introspective Singer/Songwriters (i.e., Van Morrison, Joni Mitchell, James Taylor, Elton John, Billy Joel)
Country Rock: A Nostalgic Return to More Simple Times (i.e., The Eagles, Creedence Clearwater Revival)
Southern Rock: An Infusion of Southern Pride (i.e., Charlie Daniels, Lynyrd Skynyrd)
Jazz Rock (i.e., Chicago, Blood, Sweat and Tears)
Art Rock (i.e., Moody Blues, ELP, Yes)

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TOPICAL OUTLINE: (cont.)

III. The Harder Edge of Rock in the 1970s

British Heavy Metal (i.e., Black Sabbath, Led Zeppelin, Judas Priest, Queen)
 American Heavy Metal (i.e., Aerosmith, Van Halen)
 Heavy Metal Theatre and Glam Rock (i.e., Alice Cooper, KISS, David Bowie)

IV. Black Music in the 1970s: From Soft Soul to Social Criticism to Extravagance

Soft Soul (i.e., Philadelphia International, Stevie Wonder)
 Funk (i.e., Sly and the Family Stone, Earth, Wind, and Fire, Stevie Wonder)
 Theatrical Funk (George Clinton)
 Jazz/Rock Fusion (Miles Davis)
 Reggae and Its Influence on Rock
 Disco

V. Punk: Protest Against the Excesses of Corporate Rock in the 1970s and 1980s

Punk Culture in the U.S. (i.e., Richard Hell, Patti Smith, The Ramones)
 The London Scene (The Sex Pistols, The Clash)
 Punk's Aftermath:
 New Wave (i.e., The Police, Elvis Costello)
 Hardcore (i.e., Black Flag, the Dead Kennedys)
 Industrial (i.e., Nine Inch Nails)

VI. The Many Faces of Hip Hop

The Old School (i.e., Afrika Bambaataa, Grandmaster Flash, Kool Herc)
 East Coast Rap (i.e., Run-DMC, Beastie Boys)
 West Coast Rap (i.e., NWA, Ice Cube, Tupac Shakur)
 Other Styles Incorporating Rap

VII. Rock Music in the 1980s

MTV: Entertainment for Video-Obsessed Youth of the Reagan Era (i.e., Michael Jackson, The Eurythmics, Madonna, Prince)
 Bruce Springsteen: Rock and Roll's Working Class Hero
 Charity Rock
 World Beat: Influence from Other Cultures (i.e., Paul Simon, Peter Gabriel)
 Alternative Rock (i.e., R.E.M., Red Hot Chili Peppers)
 Metal in the 1980s
 Pop Metal (i.e., Van Halen, Def Leppard, Bon Jovi)
 Speed Metal (i.e., Anthrax, Megadeth, Metallica)
 Pop Rock (i.e., U2, Phil Collins)

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VII. Rock Music in the 1990s and Beyond

- Grunge and Alternative Rock (i.e., Nirvana, Radiohead)
- Country Rock (i.e., Garth Brooks)
- Elements of Metal and Punk with Rap (i.e., Limp Bizkit, Korn, Rage Against the Machine)

AA Degree Student Learning Outcomes Addressed:

Course work completed in MUS 117Z supports the following A.A. degree outcomes:

- (1) **VLPA:** Creative musicians ranging from rebellious primitives to highly trained sophisticates populate the world of rock music. Through the diverse circumstances of their lives or aesthetic goals, these musicians collectively express nearly all aspects of human experience in their music.
- (2) **US Cultures:** To understand the history and development of rock music, one must embrace a comparative/relational study of various American cultures. The most significant of these interactions in rock music is between African Americans and European Americans.
- (3) **Integrated Studies:** This course emphasizes active learning through asynchronous discussions and other group activities as well as writing.

REVISED BY: Diane Schmidt
DATE: April 2008

Course Prefix and Number: MUSC 117
 Course Title: Rock Music II

SLO #	Included in Course Objective Number	SSCC Student Learning Outcomes
SLO 1.1	5	Communication - Read and listen actively
SLO 1.2	1	Communication - Speak and write effectively
SLO 2.1		Computation - Use mathematical operations
SLO 2.2		Computation - Apply quantitative skills
SLO 2.3		Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills
SLO 3.1		Human Relations - Use social interactive skills to work in groups effectively
SLO 3.2		Human Relations - Recognize the diversity of cultural influences and values
SLO 4.1	1, 2, 3, 4	Critical Thinking and Problem Solving -
SLO 5.1		Technology - Select and use appropriate technological tools
SLO 6.1		Personal Responsibility - Be motivated and able to continue learning and adapt to change
SLO 6.2		Personal Responsibility - Value one's own skills, abilities, ideas and art
SLO 6.3		Personal Responsibility - Take pride in one's work
SLO 6.4		Personal Responsibility - Manage personal health and safety
SLO 6.5		Personal Responsibility - Be aware of civic and environmental issues
SLO 7.1	6	Information Literacy - Access and evaluate information
SLO 7.2	6	Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society

PREPARED BY: D. Schmidt
 DATE: April 2008