

MUSIC 9: ROCK: THE EARLY YEARS
UNIVERSITY OF CALIFORNIA, IRVINE
SUMMER SESSION II 2021

Rock: the early years is an introduction to the roots of Rock 'n' Roll, and to the music of its most important practitioners from the 1950s through 1974. The course will be taught through period-specific readings and music, with attention to both musical form and style, and to the cultural and historical context in which the music developed. We are going to see and hear the history of Rock through the eyes and ears of the classic Rock critics who elevated the music to its pre-eminent role in reflecting and shaping culture, and we will discuss and debate the influences, styles and values of the music in its era and beyond.

No formal musical training is necessary for class participation.

TIME & PLACE

Time: One video will be posted on **canvas** each Monday, Tuesday, Wednesday and Thursday; the readings and playlists are posted at the **class website** <https://music.arts.uci.edu/abauer/summer21/>
Place: Canvas and Course website

CONTACT INFORMATION

Instructor: Amy Bauer
Email: abauer@uci.edu
Zoom Office hours: Wednesday and Friday at 1pm and by appointment; zoom link on Canvas
For all non-confidential queries, please post questions to Canvas. (See below.)
Please check your UCI email account on a regular basis for important information related to this course.

ASSESSMENT

| | |
|------------------------|-----------|
| Video quizzes | 20% total |
| Weekly essay questions | 30% total |
| Final exam | 20% total |
| Final Paper | 30% total |

COURSE MATERIAL

Texts

Music 9 has a pdf reader for this class available at the class website: https://music.arts.uci.edu/abauer/summer21/notes/Music_9_Reader_2020.pdf (linked to the Canvas site).

Listening

Links to individual streaming playlists for each week are available on each page of the class website, and at <https://music.arts.uci.edu/abauer/summer21/listening.html>

CLASS WEBSITE

URL: <https://music.arts.uci.edu/abauer/summer21/>

COURSE AT A GLANCE: VIDEOS

| week | Video topic | | | |
|------|--|------------------------------------|-------------------------|-----------------------|
| 1 | 8/2: Introduction & Precursors of Rock | 8/3: Precursors of Rock | 8/4: The Early 1950s | 8/5: The Mid 1950s |
| 2 | 8/9: The Late 1950s | 8/10: The early 1960s 1 | 8/11: The early 1960s 2 | 8/12: The mid 1960s 1 |
| 3 | 8/16: The mid 1960s 1 | 8/17: The mid 1960s 2 | 8/18: The mid 1960s 3 | 8/19: The mid 1960s 4 |
| 4 | 8/23: The mid 1960s 5 | 8/24: The late 1960s | 8/25: The late 1960s | 8/26: The late 1960s |
| 5 | 8/30: The early 1970s | 8/31: The early 1970s | 9/1: The early 1970s | 9/2: Review for exam |
| 5 | Final exam | <i>Tuesday September 7, online</i> | | |

HOW TO GET HELP

If you have any questions about the class or need help with any of the assignments, you should do the following:

1. Come to my office hours or email me for an appointment.
2. Use the discussion boards on Canvas. If you are confused about something, there is a fairly good chance someone else is too. Keeping all questions and answers in one place should build a useful resource for the whole class. Feel free to respond if you know the answer.
3. For questions about your individual performance in this class or for anything confidential that cannot be discussed on Canvas, please email us or come talk to us in person.

Note: please use your UCI email account and include your full first and last name in all email correspondence with the TAs or professor. If you are asking about grades, it is helpful to include your student ID number. We will not answer any emails sent from non-UCI account or lacking your full name.

Scott Stone (Research Librarian for Performing Arts) is available to help you. You can contact him via email (stonesm@uci.edu) and/or visit him during one of his office hours (time and place TBA).

If you need help writing your papers, you can also visit UCI's Writing Center. Its staff and peer tutors can help you in person, and their website includes useful online resources:

<http://www.writingcenter.uci.edu/>

CLASS PROTOCOL

This is a class on popular music from the 1940s through 1974, and some of the assigned reading will not conform to the norms of current discourse. Try to see the issues and music discussed from the vantage point of someone from an earlier era. If something in the class is making you uncomfortable, please come to talk to me.

ACADEMIC HONESTY

All your work for this course must be entirely your own, and must conform to UCI's policies on academic honesty, which are explained at <https://aisc.uci.edu/students/academic-integrity/definitions.php>.

You must not collaborate on quizzes. Any violation of academic honesty will be penalized to the full extent allowed by UCI policy. This will mean, at the very least, a failing grade for the assignment in question and a letter in your academic file. It may also result in an F for the entire class.

In addition, the class reader and website are under copyright; you may not distribute them without permission.

SPECIAL NEEDS

If you have a disability that affects your performance in this course and requires special treatment, you must document it through the Disabilities Services Office and have them contact me at the beginning of the quarter to establish the necessary arrangements.

WEEKLY ASSIGNMENTS

You are required to do the assigned listening and reading (where applicable) *before* the first lecture on each topic. The assignments are subject to change. Check the class website for the latest update.

ASSESSMENT IN DETAIL

There is a **final exam** for this class, administered through Canvas.

Video Quizzes (20%)

Multiple choice and short answer quizzes will be based on material presented in the videos and on the playlist, and will be posted on Wednesday at noon, with responses due on Friday at noon.

Weekly Essay Questions (30%)

Weekly essay Questions will open on canvas Friday at noon, with replies due the following Monday at noon. Essay questions will be based on the videos, playlists, and on articles in the class reader.

Final Exam (20%)

The final Exam will be delivered via Canvas on September 7, 2021. The final video will be a review for the exam.

1 paper (30% total)

You will write one short paper for this class. You will find the details below and at the website under “paper.”

But first: a warning. Short writing assignments like these are both easier and harder than longer essays. On the one hand, you only have to write two to three pages; on the other, it is all too easy to say nothing at all in 500–750 words. Treat these short papers as clear, well-reasoned, and articulate pieces of music criticism. You should formulate your opinion in the first sentences, and then use a series of short paragraphs to present evidence to back up your opinion. You must discuss the music as part of the way you bolster your argument, i.e., you must write about what it sounds like. Don’t fall into the common trap of discussing just the words and/or the visual aspects. This is a class on music.

You do not have to consult outside sources. But you may wish to, in which case you must cite your sources, all of which (internet or written) must include an author. Failure to cite sources is a violation of UCI’s Academic Honesty policy. (See above.) Use the guidelines set out by the *Chicago Manual of Style*. You can access the entire manual via ANTPAC, and this website has a good overview:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

Prose style counts. Proof read! Your grade will be lowered for poor writing (including spelling errors, grammatical errors, disorganized paper, poorly-worded writing, incorrectly formatted footnotes, etc.)

Feel free to write in the first person and to express your own opinions, but make sure you support your thoughts with appropriate evidence.

Make sure your paper conforms to the following format:

- Use double spacing.
- Use 1” margin on all 4 sides.
- Include page numbers.
- Use size 12 font. No novelty fonts.
- Include page numbers.
- Make sure your name and student ID number is on the paper.
- If you use secondary sources, you must include a bibliography on a separate page. All citations must conform to the *Chicago Manual of Style*.
- Please upload your files as PDFs.
- If you cite a **recording** not found on our playlist, use the format of the *Chicago Manual of Style*: Last name, First name of performer/band name. Album Title. Record label Number of recording, Year of recording, format.
- If you watch any online **video** as part of your research, use the format of the *Chicago Manual of Style*: “Title.” YouTube Video, [Duration]. From [information about production, if available]. Posted by [username], [Date]. URL.

Your grade will be lowered if you do not follow these guidelines

Late assignments will be deducted one full grade per day, e.g., an “A” paper will become a “B” paper.

Paper

Due: Wednesday September 8, Noon. (DropBox in Canvas)

Length: 2–3 pages (if it’s a little bit longer, that’s OK)

Choose one of the following topics:

1. **Scenes:** Choose **one** of the following three seminal rock cities—Memphis, New York City, or Los Angeles—and describe how the popular musical scene changed over the period of time covered by this course. Refer to those articles in your readings that discuss music in each city, and discuss the career of musicians associated with that musical scene, as well as the music businesses that may be found there (this could include radio, recording companies, recording studios, or well-known clubs).
2. **The Songwriter’s Art.** Discuss how song-writing has changed from the early 1950s to 1972. Who wrote the majority of songs at the dawn of rock? When does this model change? What factors complicate the notion of a “composer” in rock and roll? How were composers paid for their contributions? Refer to those articles in your readings that discuss songwriters, and discuss the musicians associated with those writers.
3. **The Rock Writer.** Little was written about Rock 'n' Roll during its formative years in the 1950s, but by the mid-1960s a new generation of journalists, historians and arts critics began writing about the music with passion and verve, convinced of the cultural and musical value of Rock. Pick two or more of the writers included in your anthology (or look up more of their work), and compare and contrast their writing topics and styles. How did they treat Rock music? Did their writing tend

toward the personal, the sociological, or the historical? How do you see them fitting into the modern history of how we think of Rock music?

4. **Music Analysis.** Choose at least **three songs** from our listening list that have something in common (they may be by the same artist, or they may be on the same theme, or they may have the same instrumentation). Discuss the musical structure, instrumentation, arrangement, and production sound of the songs. Compare and contrast the songs, and evaluate why they are successful. You may refer to cover versions of each song to make your argument (see above for how to cite videos and songs.)

5. **Album review.** Pick an entire album from any of the artists we touch on. Review it as a whole, and compare it to either other albums made by similar artists at the same time, or to the artist(s)'s work as a whole. Refer to our playlists, and any relevant articles in your class reader.

6. **Documentary review.** Watch one of the recommended documentaries. Compare what you learn in the documentary with relevant articles in your reader, and critique the documentary regarding how well it represents the artists or topics it covers.