Montgomery County Community College
MUS 111
History of Rock and Roll
3-3-0

COURSE DESCRIPTION:
This course will explore the origins and development of popular music in America, from ragtime and blues, through rockabilly and the British invasion, to punk, rap, and heavy metal. Students will gain an understanding of a variety of popular styles and artists, as well as discover how popular music reflected and influenced the changing social and cultural norms of America. In addition to the in-class activities and assessments, every student will be required to write a research paper on a specific topic related to the course (approved by the instructor).

REQUISITES:
Previous Course Requirements
- ENG 010A Basic Writing or ENG 011 Basic Writing II or ESL 011 Basic Writing II
- REA 011 Fundamentals of College Reading or REA 017 Vocabulary and Reading Comprehension Development II

Concurrent Course Requirements
None

LEARNING OUTCOMES Upon successful completion of this course, the student will be able to:	LEARNING ACTIVITIES	EVALUATION METHODS
1. Explain how popular music in the 20th century reflected and influenced the political, social, economic, and cultural norms of America.	Written Assignments Library and Web-Based Research Assignments Research Paper Short In-Class Writing Assignments Guided Listening Activities Viewing and Discussion of Video Performances and Documentaries	Research Paper Weekly Assignments Written Tests
2. Recognize and identify specific examples of American popular music genres including ragtime, rockabilly, swing, blues, rock, disco, punk, rap, and heavy metal.	Written Assignments Library and Web-Based Research Assignments Research Paper Short In-Class Writing Assignments Guided Listening Activities Viewing & Discussion of Video Performances & Documentaries	Weekly Assignments Written Tests

LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION METHODS
3. Explain the lyrical and musical content (instrumentation, form, harmony, and rhythm) associated with specific examples of American popular music.	Written Assignments Library and Web-Based Research Assignments Research Paper Short In-Class Writing Assignments Guided Listening Activities Viewing and Discussion of Video Performances and Documentaries	Written "Blues" Assignment Written Tests Weekly Assignments

At the conclusion of each semester/session, assessment of the learning outcomes will be completed by course faculty using the listed evaluation method(s). Aggregated results will be submitted to the Associate Vice President of Academic Affairs. The benchmark for each learning outcome is that *70% of students will meet or exceed outcome criteria.*

SEQUENCE OF TOPICS:
I.   The World Before Rock and Roll
      A.   Jazz becomes popular music
            1.   The Original Dixieland Jazz Band
            2.   Louis Armstrong
            3.   Swing music
      B.   Tin Pan Alley
            1.   George Gershwin
            2.   Irvin Berlin
            3.   Tin Pan Alley song form
            4.   Crooners
      C.   Technology
            1.   Phonograph
            2.   AM radio
            3.   Microphone
II.   Blues
      A.   Mississippi delta
      B.   Chicago blues
      C.   Boogie-woogie
      D.   Jump bands
      E.   Blues shouters
III.   Three Tributaries
      A.   Pop music
      B.   Country music & western swing
      C.   Rhythm & blues

IV. Rock Erupts
    A. Baby boomers (youth culture)
        1. Hollywood
        2. Alan Freed
    B. Technology
        1. Television
        2. 45 RPM record
        3. Electric guitar
    C. Independent record labels "*indies*"
    D. Early rock styles
        1. Doo-wop
        2. Gospel shouters
        3. White covers
        4. Rockabilly
V. End of the Golden Era
    A. The payola hearings
    B. The day the music died
VI. Calm Before the Storm (The Camelot Years)
    A. Production rock
        1. American bandstand
        2. Brill building
        3. Motown
        4. Teen idols
        5. Dance craze
        6. Girl groups
    B. Soul
        1. Soulsville (Stax records)
        2. Muscle Shoals sound
    C. Surf rock
        1. Vocal
        2. Instrumental
VII. The British Invasion
    A. The skiffle craze
    B. Beatlemania
        1. The merseybeat sound
    C. The London sound
        1. British blues
    D. The mods
    E. American reaction to the British invasion
VIII. The Music of the Counterculture
    A. The beats
    B. The folk-revival
    C. Folk-rock
    D. Psychedelic rock
        1. Electric kool-aid acid test
        2. Acid rock (Los Angeles)

E. San Francisco
  1. Flower power
IX. Rock & Roll Sub-Styles of the 1970s
 A. British rock
 B. Heavy metal
 C. Progressive rock
 D. Glitter glam rock
 E. Theatre-rock
 F. Art rock
 G. American styles
  1. California country rock
  2. Southern rock
  3. American progressives
  4. Roots rock
  5. Funk
  6. Disco
X. Generation X (mid-1970s - early 1980s)
 A. New York's art rock
 B. Shock rock
 C. Punk music
  1. New York
  2. Britain
 D. New wave
  1. New York
  2. Britain
 E. British rock
 F. Techno-rock
 G. British post-punk
 H. Jamaican influences
  1. Ska
  2. Reggae
XI. 1980s: The MTV Generation
 A. Rap/hip-hop
  1. Old school rap (1974-1983)
  2. Rhyme new style (1982-1989)
  3. Popular dance rap (1984-1989)
  4. Bass rap (1985-1989)
  5. West coast gangsta rap (late 1980s)
 B. Rock/pop styles (mid 1980s-1990s)
  1. Heavy metal (1980s)
  2. Mainstream pop
  3. Neo-folk (1980s-1990s)
  4. Hard-core punk (1980s)
  5. Athens, Georgia

C. MTV
D. Benefit concerts
XII. The Last Decade of the 20th Century (1990s)
A. Industrial rock
B. Alternative rock
C. Rapcore
D. The female rock explosion
E. Boy group craze
F. The decline of the rock industry

LEARNING MATERIALS: Update if needed
Covach, J. (2006). *What's That Sound? An Introduction to Rock and Its History*. New York: W.W. Norton & Co.

Other learning materials may be required and made available directly to the student and/or via the College's Libraries and/or course management system.

COURSE APPROVAL:
Prepared by: Michael Simmons and Andrew Kosciesza   Date: 9/9/2011
VPAA/Provost or designee Compliance Verification:
          Victoria L. Bastecki-Perez, Ed.D.   Date: 11/21/2011

Revised by: Andrew Koscieza   Date: 3/7/2013
Revised by: Andrew Koscieza   Date: 1/2014
VPAA/Provost or designee Compliance Verification:
          Victoria L. Bastecki-Perez, Ed.D.   Date: 1/5/2014

This course is consistent with Montgomery County Community College's mission. It was developed, approved and will be delivered in full compliance with the policies and procedures established by the College.