Syllabus
MUSI 1313; Survey of Rock and Roll; Fall 2017
MWF 11:00 A.M. – 11:50 A.M.; CARR E.F.A. 208
Dr. Timothy Bonenfant; Carr Education Fine Arts Building (CARR-EFA) #217
Office Phone: 486-6029; Email: tbonenfant@angelo.edu

Office Hours: MTWRF 9-10 AM; M 10-11 AM; MTWR 1-2 PM

Required Text: What’s That Sound; An Introduction to Rock and Its History, 4th edition, by Covach and Flory

Supplemental Texts: (all of these are in the reference section of the library)
Rolling Stone Encyclopedia of rock & roll: by Patricia Romanowski (Ref. ML102.R6 R64 2001)

Course Description: A study of the predecessors to and evolution of rock music from the early 50’s through the developments to the present. The course is designed for non-music majors.

Some of the materials presented in this class, in addition to being historical, are very graphic and direct, using language that some may object to, and referring to practices that are not just outside of the mainstream, but also in many cases, illegal. They are part of the culture we will be studying, and we would be doing the course a disservice by ignoring them.

Major Course Objectives:
• Gaining factual knowledge (terminology, classifications, methods, trends)
• Learning fundamental principles, generalizations, or theories
• Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
• Developing a clearer understanding of, and commitment to, personal values.

Student Learning Outcomes: The students will be able to:
• Recognize, define, and employ significant terms and concepts introduced in the readings or lectures.
• Employ a range of technical language to identify, discuss, compare, and integrate aspects of musical style within the rock, blues, or rhythm and blues idiom.
• Identify representative pieces chosen from each period, and draw intelligent conclusions about probable genre, artist, possible recording labels, and approximate date.
• Listen to an example from a genre of music studied in class, comprehend its distinctive characteristics, and articulate those characteristics.
• Listen, read and think critically about the relationship between musical style and cultural history.
• Listen to an example from a genre of music studied in class, and articulate a comparison to other music genres discussed in class.
• Describe musical examples with regard to the student’s personal likes and dislikes, using factual knowledge gained in class to justify these opinions.
• Demonstrate the ability to work effectively with others to support a shared purpose or goal.

Method of Assessing Learning Outcomes:
Learning outcomes will be assessed by:
• Three Exams (100 points each)
• One CD Review (200 points)
• One Teamwork Project (100 points)
• Final Exam (200 points)
• Total points for course - 800
The grading scale is as follows:

- 90-100% (720 to 800 points): A
- 80-89% (640 to 719 points): B
- 70-79% (560 to 639 points): C
- 60-69% (480 to 559 points): D
- 59% and below (0 to 479 points): F

Exams:
The three exams will be given on the following dates.
   - Friday, September 22, 2017
   - Friday, October 13, 2017
   - Friday, November 10, 2017

The exams/tests will be taken without the use of notes or text. Makeup tests are allowed; however, tests must be completed by the next test date. It is the student’s responsibility to approach the professor to schedule makeup exams. Included in the exams will be a section on Tune Identification. What that means is that I will play a portion of a tune and the students will identify the tune and the artist from a list included on the test.

CD Review Assignment:
The CD Review Assignment will be due on Monday, November 20th, 2017. The student will write a review of an important album assigned at the beginning of the semester. Each album will be chosen by the professor and taken from the professor’s personal collection. In order to receive credit for this assignment, the student must return the recording in the same condition as s/he received it. Failure to do so will result in:

- A score of zero (0) for that assignment, and:
- A hold being placed on the student’s registration until the professor receives a replacement CD in the same (or better) condition.

One other requirement: I am asking that all assignments be turned in electronically, to my campus email address, tbonenfant@angelo.edu. I will not be accepting paper copies of this assignment.

CD Review Form:
There are three parts to this assignment.

Part I: (worth 40 points total)
In this format, list the following information:

- Name of the album and of the artist – 4 points
- Name of all songs on the album – 10 points
- Name of the composer(s) for each of those songs – 4 points
- Birth/death dates (years only) of composer(s) – 4 points
- Names of instruments used on the album – 6 points
- Name of musicians playing each of those instruments – 6 points
  (should include soloists, conductors, orchestra name, etc.)
- Year the album was originally released – 2 point
- Name of the album’s producer – 2 point
- Recording label – 2 point

Part II: (worth 100 points total)
In this section the student will, (in paragraph form):

- Provide a short biography of the artists/band – 14 points
  How did the band develop up to the time this album was recorded? As part of this section, be sure to identify three musicians and/or groups that influenced these artists, and three musicians and/or groups that these artists have themselves influenced.

- Provide some historical background on the albums – 14 points
  Include any social significance that this recording has, any awards (Grammy, Oscar, etc.) that this album might have won, any significant sales or chart position that this album may have held. Also talk about the way this album has influenced and/or changed the rock landscape.
• Identify the style(s) of the album in question – 8 points
  Examples of styles include, but are not restricted to, Blues, Country, Tin Pan Alley, Rockabilly, Doo-Wop, Surf, Folk (and Folk Rock), British Invasion, Soul, Acid Rock, Heavy Metal, Disco, Punk, Grunge, Rap, etc.

• Discuss the overall melodic characteristics of the album – 8 points
  Does the melody tend to be sung/played in the high/low range of the performers? Does it have a narrow or wide range? Does it tend to repeat certain ideas frequently? Is there any use of melisma, or the melody more syllabic?

• Discuss the overall harmonic characteristics of the album – 8 points
  Is the harmony in a major or minor key? Or is it blues influenced? Is it consonant or dissonant?

• Discuss the overall rhythm/characteristics of the album – 8 points
  What is the basic meter of the tunes in general? Does the artist tend to play fast or slow? Or is there a wide variety of tempos present throughout the album? Are there any repetitive rhythmic patterns?

• Discuss the dominant formal structures used in each album – 8 points
  What formal structures are used (Contrasting or Simple Verse/Chorus, Blues, AABA, Tin-Pan Alley, etc.)?

• Discuss the way each album uses dynamics – 8 points
  How soft/loud is the music in general? Does it tend to remain the same with this group? Or does it tend to change often?

• Discuss the texture(s) each album uses – 8 points
  Does the music tend to be presented monophonically/homophonically or polyphonically?

• Discuss the relationship between the text and the music throughout the album – 8 points

• Mention any other characteristics of importance that are present in the album – 8 points
  What instruments/voices (includes background vocals) are heard prominently? Mention any significant instrumental solos, important riffs, etc.

Part III: (worth 60 points total)
In this section the student will include his/her thoughts and perspectives of the music. The student’s grammar and spelling will also be assessed here:
  • The student will state his/her opinion of the music on their assigned CD – 4 points
  • The student will justify his/her opinion of the music on their assigned CD, using information derived from Part II – 36 points
  • Grammar and spelling – 20 points.

It is highly recommended that students make an appointment with the professor to discuss his/her particular CD before the end of Week Three of the session. Each album will have its own unique issues which need to be discussed. My office hours are an ideal time to ask questions concerning your specific CD. Please bring your CD with you when visiting during office hours so that I can use it to help demonstrate answers to your questions.

Teamwork Project: Rock and Roll Space Capsule Project: The Golden Record
Pioneers 10 and 11, which preceded Voyager, both carried small metal plaques identifying their time and place of origin for the benefit of any other spacefarers that might find them in the distant future. With this example before them, NASA placed a more ambitious message aboard Voyager 1 and 2, a kind of time capsule, intended to communicate a story of our world to extraterrestrials. The Voyager message is carried by a phonograph record, a 12-inch gold-plated copper disk containing sounds and images selected to portray the diversity of life and culture on Earth.

https://www.jpl.nasa.gov/voyager/golden-record/

Rock and Roll Space Capsule Project
The Rock and Roll Space Capsule Project will be due on Monday, December 4th, 2017. For this project, you will partner with another student from this class. Each team will be responsible to collect a list of music from the entire history of rock and roll that showcases the span of musical achievement and significance in that genre.

Each team will turn in these two items:
1) Teamwork Assessment Form
2) Rock and Roll Space Capsule Report
Each team will come up with a list of ten musical selections that are significant in the history of rock and roll. Think about your social responsibility to include a diverse body of rock music and musicians for this project. Remember to think globally instead of only locally or individually. It is possible to pick selections of music that you may not personally like or identify with. You may consult with your classmates, friends, and relatives when constructing this list.

Each team will then work together to create a final list of ten rock and roll songs and write the rationale for each song’s inclusion. Once the Teamwork portion is finished, each student will complete and submit a Teamwork Assessment Form. This form evaluates the contributions of each member of the team and will be kept confidential.

The Report
1) List the ten music selections before the report in chronological order: **20 points.**
2) Write a short paragraph for each song in which you discuss the reasons for that song’s inclusion on this list: **20 points.**
3) Each song should include a YouTube link: **10 points.**
4) Things to consider when choosing songs for this list include their influence upon the history of rock music as well as social, political, and cultural issues: **20 points.**

The Teamwork Assessment Form will be worth **30 points.**

Final exam:
The final exam will be given on **Wednesday, December 13th, 2017** from 10:30 AM - 12:30 PM, and is comprehensive in nature. Once you have completed the final exam, you are free to leave.

Cell-Phone Policy:
The use of cellular phones (including for texting) during class, will not be tolerated without prior permission from the professor, and this will only be granted in emergencies. Cell phones will be turned to the “off” or “silent” position for the duration of class. If your phone rings, you will be asked to leave class for the remainder of the day, and you will be marked as absent for the entire lecture.

On test days, if I see that your cell phone is out, you will receive a failing grade (0%) for that test. You will also fail a test if your phone rings or otherwise disrupts the class, even if the phone is put away. There are will be no exceptions to this policy.

Student Responsibilities:
The student should plan on getting started by reading each day’s assignment, and repeatedly listening to the corresponding musical examples. You have been provided with online links to these tunes at the end of this syllabus. The listening examples will take time and concentrated attention in order for the student to gain the needed knowledge of what is happening within each tune. The listening portions of each of the tests will involve playback of short excerpts, not the entire tunes. Exam content will be covered in large part by the group work we will be doing. Note-taking during group and class discussions is suggested. Those of you who are active participants in the class work will be more likely to remember the material.

Attendance: According to the ASU catalog: “Students are expected to be present for all class meetings of the courses for which they are registered. An accurate record of attendance for each student must be maintained by the instructor.”
A large part of student academic responsibility is attendance. The attendance policy for this course is:
- six (6) absences are allowed during this course.
- seven to nine (7-9) absences will result in a reduction of ONE letter grade (ex. B to a C).
- ten (10) or more absences will result in an automatic F for the course.

Students are responsible for material covered in class during their absence. If you know that you will be missing a class, make arrangements with your classmates in advance in order to obtain lecture notes and handouts. If you miss class, I will be happy to answer specific questions in my office, but I will not reproduce
the day’s lecture. Finally, please be aware that class attendance also carries the expectation that you arrive having adequately prepared for that class. It is also expected that all students participate in class discussions.

Academic Honesty:
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. In essence, the willingness to cheat undermines our purpose at the university. Plagiarism is, quite simply, turning in someone else’s language, paragraphs, ideas, or writing for credit without adequately documenting your sources. Plagiarism includes letting your parents write your essay (even small portions) or turning in an essay from high school for credit in this class. To read more, check out the Center for Academic Integrity.

University Course Withdrawal Policy:
The last day to drop or totally withdraw from regular session courses and the University is Friday, November 3rd, 2017. Withdrawal grades will be indicated with W.

Students with Disabilities:
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process.

Official ASU Policy on Religious Holiday absence exemptions
1. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.
2. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.
3. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Notes</th>
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<tbody>
<tr>
<td>Wk. 1: 8/28/17</td>
<td>Syllabus; Hand out CD’s for CD review assignments.</td>
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<tr>
<td>9/1/17</td>
<td>Intro: Typical Format Types in Am. Pop. Music (cont.); Who's Playing What?;</td>
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<td>Wk. 2: 9/4/17</td>
<td>No classes: Labor Day Holiday</td>
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<td>9/6/17</td>
<td>Introduction: Terms In the Studio:... : Viewing Rock</td>
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<td>9/8/17</td>
<td>Chapter 1: Building a Nat. Audience; Tin Pan Alley; The Singer Steps Forward</td>
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<td>9/13/17</td>
<td>Ch. 1: Rural/Urban Blues : R&amp;B as a &quot;Dangerous Influence&quot;</td>
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<td>9/15/17</td>
<td>Ch. 2: Rise of Youth Culture in 50's thru 1st Rock &amp; Rollers Cross Over</td>
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<td>Wk. 4: 9/18/17</td>
<td>Chapter 2: 1st Rock &amp; Rollers Cross Over; The Rise of Elvis Presley; In Steps Corporation America; Rockabilly in Wake of Presley; The Day The Music Died</td>
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<td>9/20/17</td>
<td>Chapter 3: Splitting Up The Market: Tennyboppers &amp; Their Older Siblings: Ambitious Pop; Rise of The Producer</td>
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<td>9/22/17</td>
<td>Test No. 1: Introduction &amp; Chapter 1-2</td>
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<td>Wk. 5: 9/25/17</td>
<td>Chapter 3: Sweet Soul on the Rise: Rockabilly Popsters: Surfin' USA: ...; Narr. Lyrics Run Amok:...:</td>
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<td>9/27/17</td>
<td>Ch. 4: Brit. Pop in the 50's/early 60's; thru Beatlemania 1963-1966</td>
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<td>9/29/17</td>
<td>Chapter 4: The British Invade: Rolling Stones &amp; the British Blues Revival: The Mop Tops Threaten the Big Wigs</td>
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<td>Wk. 6: 10/2/17</td>
<td>Chapter 5: Folk Rock</td>
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<td>10/4/17</td>
<td>Chapter 5: American Pop on Both Coasts; : Garage Bands: No Exp. Nec.; TV Rock: The Industry Tries to Take Over</td>
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<td>10/6/17</td>
<td>Chapter 6: Berry Gordy Jr. and Black Music for White Audiences: Chicago R&amp;B</td>
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<td>Wk. 7: 10/9/17</td>
<td>Chapter 6: Southern Soul; J. Brown: On The Way:...:</td>
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<td>10/11/17</td>
<td>Chapter 7: Drugs &amp; Quest for Higher Consc.; Psych. Ambition: Beach Boys &amp; The Beatles</td>
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<td>10/13/17</td>
<td>Test No. 2: Chapters 3-6</td>
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<td>Wk. 8: 10/16</td>
<td>Chapter 7: The SF Scene and Haight-Ashbury: The London Scene; LA and NY; Woodstock Nation: Fest., Audiences, &amp; Radio</td>
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<td>10/18/17</td>
<td>Chapter 8: The Hippie Aesthetic; Blues-Based British Rock; American Blues Rock and Southern Rock</td>
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<td>10/20/17</td>
<td>Chapter 8: Progressive Rock: Big Ideas &amp; High Ambitions; Jazz-Rock Fusion &amp; Jazz-Influenced Rock</td>
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<td>Wk. 9: 10/23</td>
<td>Chapter 8: Glam Rock and Rock Theater: Singer-Songwriters; Country Rock</td>
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<td>10/25/17</td>
<td>Chapter 9: Black Pop in the 1970's: Motown</td>
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<td>Wk. 10: 10/30</td>
<td>Chapter 9: Reggae: Rise of Disco; Disco &amp; the Hippies</td>
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<td>11/1/17</td>
<td>Ch. 10: Mainstream Rock: 75-80; The Big Album; Rethinking Prev. Approaches: New Arrivals in Late 70s</td>
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<td>Wk. 11: 11/6</td>
<td>Chapter 11: MTV is On The Air: Dance Music of the 1980's</td>
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<td>Test No. 3: Chapters 7-10</td>
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<td>Wk. 12: 11/13</td>
<td>Chapter 11: The New Traditionalists; Adapting to Newer Styles: Older Musicians in the 1980's:</td>
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<td>Chapter 12: Heavy! Duty! Heavy Metal in the 1980's: The Emergence of Rap</td>
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<td>11/17/17</td>
<td>Chapter 12: The Emergence of Rap: Punk Goes Hardcore; Indie &amp; College Rock</td>
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<td>11/22/17</td>
<td>No classes: Thanksgiving Holiday</td>
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<td>11/24/17</td>
<td>No classes: Thanksgiving Holiday</td>
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<td>Wk. 14: 11/27</td>
<td>Chapter 13: Indie Rock</td>
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<td>11/29/17</td>
<td>Chapter 14: Rise/Classic Rock; New Rock Trads: Rock is Still Pop</td>
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<td>12/1/17</td>
<td>Chapter 14: Female Singer/Songwriters: Teen Idols; Beat-Based Pop</td>
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<td>12/6/17</td>
<td>Chapter 15: Country and Beat-Based Styles</td>
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<td>12/8/17</td>
<td>Chapter 15: Indie Rock Sells; Rock as Discourse</td>
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<td>12/13/17</td>
<td>Final exam: 10:30 AM to 12:30 PM</td>
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Links:
Below is a list of links to most of the tunes we will listen to in class. I am providing these so that you, the students, will not be required to purchase these same tunes on iTunes. This will be helpful for the listening identification portion of the three tests and final exam.

Chapter 1:
Over The Rainbow: http://www.youtube.com/watch?v=oydgXZa_fzw&list=PLdhbqTUuIF6WMvg3tWjYBMK4XSdl5Sc1I&index=1
All or Nothing At All: https://www.youtube.com/watch?v=eO1q7dako_w
Sittin' on Top of The World: https://www.youtube.com/watch?v=PCd6FtyMg54
Hey Good Lookin': http://www.youtube.com/watch?v=kZ3xDxr2rkq&list=PLdhbqTUuIF6WMvg3tWjYBMK4XSdl5Sc1I&index=12
I'm Your Hoochie-Coochie Man: https://www.youtube.com/watch?v=ZXBqB7SMIsY
Shake Rattle & Roll (Bill Haley): http://www.youtube.com/watch?v=V9wTQsAgktg&list=PLdhbqTUuIF6WMvg3tWjYBMK4XSdl5Sc1I
Shake Rattle & Roll (Big Joe Turner): http://www.youtube.com/watch?v=Vr9pZt1gkgtq&list=PLdhbqTUuIF6WMvg3tWjYBMK4XSdl5Sc1I

Chapter 2:
Blueberry Hill: http://www.youtube.com/watch?v=bQQCPwKzdo&list=PLdhbqTUuIF6XiqtuFHUxIFwo-rSqiDt8&index=1
Johnny B. Goode: http://www.youtube.com/watch?v=ZFo8-lqzSCM
Tutti Frutti (Little Richard): http://www.youtube.com/watch?v=F13JNj3t56c
That's All Right (Mama) - Elvis: https://www.youtube.com/watch?v=NmopYuF4BzY
That's All Right (Mama) - Crudup: http://www.youtube.com/watch?v=uxHQUvCkV20

Chapter 3:
Tom Dooley: https://www.youtube.com/watch?v=AoBLGE2cDdU&feature=BFa&list=PL6CDD0DAE5BF799B2
Down in Mexico: http://www.youtube.com/watch?v=EBW6aZsNsqY
Be My Baby: https://www.youtube.com/watch?v=CwbaGKwjiM&feature=BFa&list=PL8E430A79EA896F3F
There Goes My Baby: http://www.youtube.com/watch?v=npSF4_oEakI
All You Have To Do I Dream: http://www.youtube.com/watch?v=tbU3zdAdIX8
Only The Lonely: https://www.youtube.com/watch?v=2whGEvy13Ag
Surfin’ USA: http://www.youtube.com/watch?v=2fGa8v8pAMA
Chapter 4:
I Wanna Hold Your Hand: http://www.youtube.com/watch?v=hFuZjUupgz
Tomorrow Never Knows: http://www.youtube.com/watch?v=sjpcP54ekOA
House of the Risin’ Sun: https://www.youtube.com/watch?v=34lyzITYvKs&feature=BFa&list=PL8E430A79EA896F3F
Satisfaction: https://www.youtube.com/watch?v=3a7chHpy0s8
You Really Got Me: https://www.youtube.com/watch?v=2GmzyeeNvQ&s=PL8E430A79EA896F3F
My Generation: https://www.youtube.com/watch?v=qN5zw04WxcC

Chapter 5:
Positively 4th Street: https://www.youtube.com/watch?v=WOP6R3JvNHg
Mr. Tambourine Man (Byrds): https://www.youtube.com/watch?v=moJH1d9_lgw
California Girls: https://www.youtube.com/watch?v=0a49McFOFp0
Louie, Louie: https://www.youtube.com/watch?v=7Vae_AkLb4Q
Last Train to Clarksville: https://www.youtube.com/watch?v=ZcXpKiyY2MXE

Chapter 6:
Baby Love: http://www.youtube.com/watch?v=9_y6nFjoVp4
The Way You Do: http://www.youtube.com/watch?v=cDakhsaPTE0
People Get Ready: https://www.youtube.com/watch?v=9yYOWQj2Wdo
In The Midnight Hour: http://www.youtube.com/watch?v=FGVGJfJPOA
Respect (Aretha): http://www.youtube.com/watch?v=6FOUqQt3Kg0
Papa’s Got A Brand New Bag: http://www.youtube.com/watch?v=90gGAIyjMN

Chapter 7:
Good Vibrations: https://www.youtube.com/watch?v=Eab_bbeh07HU
A Day In The Life: https://www.youtube.com/watch?v=P-Q9D4dcYng
White Rabbit: https://www.youtube.com/watch?v=WANqr-vnx0&feature=mr_meh&list=PL8E430A79EA896F3F&playnext=0
Sunshine of Your Love: https://www.youtube.com/watch?v=IDZqmF3zS04
Purple Haze: https://www.youtube.com/watch?v=ZKRQvzv4HhI

Chapter 8:
Whole Lotta Love: http://www.youtube.com/watch?v=OhmmAFHwlEk
Whipping Post: http://www.youtube.com/watch?v=S2dpqXYvMhl
Evil Ways: http://www.youtube.com/watch?v=tKIPuLfeKg
Roundabout: http://www.youtube.com/watch?v=Tdu4uK5233M&feature=mr_meh&list=PL29F1229C358637CE&playnext=0
You’ve Got A Friend: http://www.youtube.com/watch?v=Ko_vnGuVMHAF&feature=related
Take It Easy: http://www.youtube.com/watch?v=AEzTdBjUHO8

Chapter 9:
Thank You (Falettinme Be Mice Elf): http://www.youtube.com/watch?v=SYXPJOUD7G0
Papa Was A Rolling Stone: http://www.youtube.com/watch?v=R6cOP5ssWCWg
Livin’ For The City: http://www.youtube.com/watch?v=Vfbvm52G8fe&list=PL29F1229C358637CE
Tear The Roof Off The Sucker (Give Up The Funk): http://www.youtube.com/watch?v=ImI78s638hQ
Get Up, Stand Up: http://www.youtube.com/watch?v=X2W3aG8uizA
Love to Love You, Baby: https://www.youtube.com/watch?v=ZcZnnGIYpGA

Chapter 10:
Show Me The Way: http://www.youtube.com/watch?v=A19WmowJ3bQ
More Than A Feeling: http://www.youtube.com/watch?v=SSR6ZzjDZ94
Feels Like The First Time: http://www.youtube.com/watch?v=nk5x8bPtsStOy
Anarchy in the U. K.: http://www.youtube.com/watch?v=0TZ_9-rbslo&feature=BFa&list=PLD5252EA720E7BB9D

My Best Friend’s Girl: http://www.youtube.com/watch?v=XkSmLh2Hbi0

Pump It Up: https://www.youtube.com/watch?v=tpprOGlsLWUo

Chapter 11:
Billie Jean: http://www.youtube.com/watch?v=Zi_XLOBDo_Y
Like A Virgin: http://www.youtube.com/watch?v=s_rRX_WL100

Born In The U.S.A.: http://www.youtube.com/watch?v=IZD4ezDbbu4
Don’t Stand So Close to Me: http://www.youtube.com/watch?v=KNIZofPB8ZM
Pride (In The Name of Love): http://www.youtube.com/watch?v=LLhcP4MWABGY

Sledgehammer: http://www.youtube.com/watch?v=OJWJE0x7T4Q

Chapter 12:
Shout at the Devil: http://www.youtube.com/watch?v=aqO8LpE0GU4

One: http://www.youtube.com/watch?v=WM8bTvDs-cw

Rock Box: http://www.youtube.com/watch?v=GND7sPNwWko

Don’t Believe The Hype: http://www.youtube.com/watch?v=Lk8xsnxSWaU

Straight Edge: https://www.youtube.com/watch?v=Ypkmp6D90KU&index=7&list=PLdhbqTUuI6W6VBd3-wvghklfZgyv5bks

Color Me Impressed: https://www.youtube.com/watch?v=9_350h1Rqo&index=8&list=PLdhbqTUuI6W6VBd3-wvghklfZgyv5bks

The One I Love: http://www.youtube.com/watch?v=s7oQEPfeO-8

Chapter 13:
Smells Like Teen Spirit: http://www.youtube.com/watch?v=hTWKbfoikeg
When I Come Around: https://www.youtube.com/watch?v=I8dh9gDzmz8

Hurt: https://www.youtube.com/watch?v=66GHZ-H4k6M

In The Aeroplane Over The Sea: http://www.youtube.com/watch?v=Sjdr_qMQFIM

Loser: https://www.youtube.com/watch?v=YgSPaXgAđzE&list=PLdhbqTUuI6Veu4dzqH8lveKy8_OnYQG&index=5

Chapter 14:
All I Wanna Do: http://www.youtube.com/watch?v=l6zIEdSxqkg

Crucify: https://www.youtube.com/watch?v=9jpCKlxdHTs&index=4&list=PLdhbqTUuI6UXc9oiPR60a-ky-xyN927

End of the Road: http://www.youtube.com/watch?v=zDKO6XYXioç

Nothin’ But a G’ Thang: http://www.youtube.com/watch?v=_qkP85vHvaU

Chapter 15:
Photograph: http://www.youtube.com/watch?v=BB0DU4DoPP4

Rope: https://www.youtube.com/watch?v=kbpqZT_56Ns&list=PLdhbqTUuI6Vv2go7cpK4YA78y3Vz5s_d&index=2

Before He Cheats: http://www.youtube.com/watch?v=WaSy8yy-mr8

Hey Ya: http://www.youtube.com/watch?v=gWgvGflAHvW

Ashes of American Flags: http://www.youtube.com/watch?v=CqWRZxdaG-Y

Hold On: https://www.youtube.com/watch?v=Le-3MfBxQTw&list=PLdhbqTUuI6Vv2go7cpK4YA78y3Vz5s_d&index=6
**Terminology for Listening Guides and CD reviews:**

**Rhythm; Meter:** Most tunes in Rock and Roll will be in what is called 4/4 time; that is, patterns of 4 beats in a repetitive manner. See “Will You Still Love Me Tomorrow?” above. Other common meters are ¾ (see “If You Don’t Know Me By Now”) [http://www.youtube.com/watch?v=MKG3Pmaj-c&feature=related]

Tempo - slow/medium/fast; Are there any repetitive rhythmic patterns, as in this example from Curtis Mayfield? [http://www.youtube.com/watch?v=ECgBxkl7YI&feature=BFa&list=PL29F1229C358637CE&if=BFp]

**Melody/Harmony**

Syllabic: one note per sung syllable (see first six words in “If You Don’t Know Me By Now”) Melismatic: two or more notes per sung syllable (Next word – “now” has two notes)

Melismas are very common is gospel and blues music: See “I Got A Woman” by Ray Charles [http://www.youtube.com/watch?v=Mrd14PxaUco&feature=BFa&list=PL2E739639829E0D78&lf=BFp]

Major / minor; the two basic types of keys; major keys sound happy or upbeat; minor keys sound forlorn or sad; For an example; the opening of “I’ll Be Missing You” by Puff Daddy starts out in a minor key, but moves to a major key at 0:49. [http://www.youtube.com/watch?v=1gOk7EhZq_U&feature=BFa&list=PLD5252EA720E78B9D&lf=mh_lolz]

Consonant / Dissonant; dissonance is harsh, clashing sound, creating tension. Consonance is associated with the resolution of that tension For example: compare the opening of “Heroin” by the Velvet Underground (Consonant) to the same tune at 5:00 (Dissonant). [http://www.youtube.com/watch?v=6xcwt9mSbYE&feature=BFa&list=PL5D5252EA720E78B9D&lf=mh_lolz]

**Timbre** is simply a description of the instruments and voices you are hearing; The most common timbres we hear in Rock are vocals (lead and background) electric and acoustic guitar, electric bass, and drum set. We will also sometimes hear piano/keyboard, saxophones and other wind instruments, orchestral strings, etc. Timbre can also describe a change to the basic characteristic sound of an instrument. The most common example you will run into throughout the semester would be distortion on an electric guitar.

Electric guitar without distortion: Allman Brothers – Ramblin’ Man [http://www.youtube.com/watch?v=9PL3pyG6rh0&feature=BFa&list=PL29F1229C358637CE&lf=BFp]


**Dynamics** is the musical term for Volume; soft – medium – loud

**Texture:** You will encounter three basic kinds of texture:

- **Monophonic:** one melody line WITHOUT accompaniment: Son House – John The Revelator [http://www.youtube.com/watch?v=ugBoP70A7QO&feature=BFa&list=PL36E237F49FE74AE&lf=mh_lolz]
- **Homophonic:** a melody, with an accompanying background that’s clearly subordinate. Most rock and roll is in this type of texture; see “At Last” by Etta James. [http://www.youtube.com/watch?v=1uunRdQ61M]
- **Polyphonic:** two or more melodies being performed simultaneously; See the chorus of “Good Vibrations” by the Beach Boys
  1) First melody in low voices – 0:25
  2) Second melody in middle voices as first voice continues – 0:32
  3) Third melody enters in high voices as first two voices continue – 0:38 [http://www.youtube.com/watch?v=TCeD_6Y3GQc&feature=BFa&list=PL36E237F49FE74AE&lf=mh_lolz]

**Word-Music Relationships**

Does the overall mood of the music fit the overall mood of the lyrics? See “I’ll Be Missing You” opening above (The mood can be the opposite of the lyrics for an ironic affect.)

Is there an attempt to emphasize certain words with the music through word painting? Example of word painting: “Helplessly Hoping” by Crosby, Stills and Nash [http://www.youtube.com/watch?v=dolEzwcl6k_k&feature=BFa&list=PL36E237F49FE74AE&lf=mh_lolz]

In these lines, the numbers stated in the text match the number of voices actually singing the line:

- At 1:22; “They are one person” – sung by one person;
- At 1:25; “They are two alone” – sung by two people
- At 1:28; “They are three together” – sung by three people;
- At 1:28; “They are four for each other” – sung by four people

Other possibilities are singing a high note on the word “high” or the word “heaven”; singing a low note on the word “low” or the word “bottom”; singing a rapid series of notes on the word “running” etc.