

Cover Sheet: Request 12872

MMC xxx: Rock 'n' Roll and American Society Part 2

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Theodore Spiker tspiker@jou.ufl.edu
Created	7/19/2018 10:56:13 AM
Updated	7/19/2018 3:57:14 PM
Description of request	Permanent number for course that will be an elective and an option for the MMC minor.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	JOU - Journalism 012304000	Theodore Spiker		7/19/2018
MMC Rock n Roll Part 2.docx					7/19/2018
College	Approved	JOU - College of Journalism and Communications	Michael Weigold		7/19/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			7/19/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 12872

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Description of request: Permanent number for course that will be an elective and an option for the MMC minor.

Submitter: Theodore Spiker tspiker@jou.ufl.edu

Created: 7/19/2018 10:50:15 AM

Form version: 1

Responses

Recommended Prefix MMC

Course Level 3

Number xxx

Category of Instruction Intermediate

Lab Code None

Course Title Rock 'N' Roll and American Society Part 2

Transcript Title Rock n Roll Part 2

Degree Type Baccalaureate

Delivery Method(s) On-Campus, Online

Co-Listing No

Co-Listing Explanation None

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Studies the role of popular music in American culture. It is not a music course but a look at the effects of recorded sound on popular culture. Part 1 emphasizes rock 'n roll and its impact from 1954-1970. Part 2 covers 1970 to 1990.

Prerequisites Sophomore standing

Co-requisites None

Rationale and Placement in Curriculum A current course (MMC 3702) covers Rock 'N' Roll and American Society up until 1970. This second courses picks up after that.

Course Objectives Be able to broadly describe the evolution of rock music as it matured and produced new genres, its technological, regional, global and cultural influences, and apply this knowledge to articulate how all of that has influenced the cultural history of the United States. Students also will be able to identify by sound various genres of rock music and the general time period in which they emerged.

Additional goals are to develop critical thinking skills, ability to distinguish important information and note-taking skills, all of which are useful in a broad range of disciplines.

Course Textbook(s) and/or Other Assigned Reading What's That Sound? An Introduction to Rock and Its History (Fourth Edition) by John Covach and Andrew Flory (W.W. Norton, 2015). ISBN: 978-0-393-93725- 1

Weekly Schedule of Topics

1

What to expect: Course introduction and welcome
Get the book

2

Labor Pains: How rock made it to 1970

The syllabus – all of it

Covach: Introduction; 3-8,
16-33

Fill out the student survey

Complete the syllabus quiz

3 Pioneers of the 1970s: Rolling Stones, and The Who
Canvas: “The Origins of Rock ‘n’ Roll”

Covach: Chapter 8, 289-300

4

Led Zeppelin: A legend and a myth

Covach: 292-299

Discussion: Led Zeppelin and plagiarism charges

5 Heavy Metal in the ‘70s: A new breed of bands

Canvas: “The rise of Metal”

6

Art rock and glam rock: Velvet Underground, David Bowie, Alice Cooper, Kiss, Frank Zappa and more

Covach: 307-321

Canvas: “The Immortals: David Bowie” and “Frank Zappa”

Discussion: Are Kiss and Alice Cooper glam rockers?

7

Progressive rock: Pink Floyd, Jethro Tull, Emerson, Lake & Palmer, King Crimson, Yes and Genesis

Covach: 307-321

Canvas: “The Immortals: Peter Gabriel”

Chat: What’s your coolest piece of rock memorabilia?

8

The singer-songwriters: Bob Dylan begets Neil Young, Paul Simon, James Taylor, Carole King, Randy Newman, Jackson Browne and many more

Country rock

Covach: 322-327

Canvas: “The Immortals: James Taylor” and “Neil Young”

Discussion: What was your “rock ‘n’ roll moment?”

9

Mainstream rock in the ‘70s: Springsteen, Aerosmith, Journey, Boston, Heart, Rush, Kansas, Styx

Covach: 368-380

Canvas: “The Immortals: Bruce Springsteen”

Practice Quiz 1

10

Rock-Jazz Fusion: Miles Davis, Chick Corea, Weather Report, Santana

Horn bands: Blood, Sweat & Tears, Chicago

Covach: 316-319

Canvas: “The Immortals: Miles Davis”

EXAM 1

(complete before class 11)

11

Funk, black pop, rock steady, reggae and disco

Covach: 352-365

Discussion: Reggae and its religious overtones

12

Gainesville and Southern rock: Petty, Lynyrd Skynyrd, Allman Brothers

Canvas: "The Immortals: Tom Petty."

13

Punk: The protest music of the 1970s: Ramones, Sex Pistols, The Clash and others protest just about everything

Covach: 381-385

Listening session: Protest music

14

New Wave: Groups such as Talking Heads and Police make punk more palatable to the mainstream

Covach: 390-400

Part 2: the 1980s

15

Paragons of MTV: Michael Jackson, Madonna and Prince

The Walkman, compact discs and more

Covach: 355-358

Canvas "The Immortals: Michael Jackson"

Discussion: Music videos – Did they ruin music?

16

Dance music of the 1980s: Dire Straits, Duran Duran, Culture Club, the Cure, Tears for Fears, etc.

Canvas: "The Immortals: Mark Knopfler."

Fill out the second student survey

17

Bringing it all back home – again: The Cars, Joan Jett, Blondie, Pat Benatar

Discussion: Female rockers

18

Hard rock, heavy metal and "hair bands" of the '80s: AC/DC, Def Leppard, Guns 'n' Roses, Van Halen

Covach: 437-447

20

The Emergence of Rap

Covach: 448-456

Canvas: "The Immortals: Rick Rubin"

Discussion: The most important early rappers

Part 3: The 1990s

20

College and indie rock: The Cure, Joy Division, REM

Covach: 463-472

Discussion: Radio and your life

21

The Rise of Alternative

Covach: 474-481

22

Indie Rock

EXAM 4

(Complete before class 32)

Links and Policies

ATTENDANCE POLICY: Attendance is virtual, but you are expected to work along with the class in a timely fashion, viewing the assigned modules on time and completing the assigned readings. If you fall

behind, it will be very difficult to catch up.

EXAM POLICY: Exams will be offered online in a timed, proctored environment (ProctorU). You must complete the exam on the assigned date and within the allotted time. Exams are non-comprehensive. Each one covers the lectures and readings assigned since the previous exam. Therefore, there is no "final exam." All testing dates are clearly stated on Canvas. Failure to complete the test within the stated time-frame will result in a grade of zero. You will have to make appointments with ProctorU for your exams.

These must be made at least three days in advance or you may be charged a fee. Plan to take the exams in a quiet place where you can concentrate. You can't do it in a car, moving or stationary, or on your smartphone. Please don't even try.

MAKE-UP POLICY: In general, there are no makeup exams. If you become aware of a serious problem or an extraordinary circumstance that will prevent you from taking an exam, you will need to provide documentation to prove your need for a makeup test.

Otherwise, there will be no makeup exams except in cases of documented technical issues (see "Getting Help" below.)

ACADEMIC HONESTY: It is expected that you will exhibit ethical behavior in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately.

Students are further expected to observe intellectual property rights and to comply with copyright laws. The music included in the lectures for this class is the property of the respective copyright holders. It does not belong to you, and you are not free to copy it or distribute it to others. The same goes for the lectures themselves as well as images and videos included in the lectures and printed materials.

Academic honesty also means you will not plagiarize the words, designs, concepts or ideas of others. Plagiarism is defined as "...taking someone's words or ideas as if they were your own." Source: Dictionary.com.

Students who cheat will be prosecuted to the fullest extent of university rules. You will automatically receive a failing grade in this class if you engage in any form of academic dishonesty.

EXTRA CREDIT: There will not be any papers or projects offered for extra credit, but there will be extra credit questions on each exam worth an additional 10 to 12 points (which is what a paper or project would be worth anyway). No individual extra-credit opportunities will be offered; everyone in class is treated the same. Please remember that the grading scale (see below) is hard and fast. A point total of 799, for example, will not be rounded up to 800.

COURSE TECHNOLOGY: This is an online course being taught in Canvas. You will need a computer, Internet access of DSL speed or better and a GatorLink ID to gain access to the course and materials via the World Wide Web.

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You

must submit this documentation prior to submitting assignments or taking any quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Instructor's note: Students who are severely hearing impaired may have difficulty as we play and discuss a lot of music. Reading song lyrics is not always sufficient.

COURSE EVALUATIONS: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

MATERIALS AND SUPPLIES FEES: There is a fee associated with this course which covers the cost of proctoring online exams. The current fee is listed in the Schedule of Courses.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Students who "flame" others will be warned once and then locked out of the class's online communications. <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf> .

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- ? Learning-support@ufl.edu
- ? (352) 392-HELP - select option 3
- ? <https://lss.at.ufl.edu/help.shtml>

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- ? Counseling and Wellness resources
- ? Disability resources
- ? Resources for handling student concerns and complaints
- ? Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Grading Scheme Your grade for the course will be based on a 1,000-point scale.

Assignment	Points or percentage
Exams (4)	150 points each (600 points total)
Discussions: (8)	25 points each (200 points total)
Project (1)	200 points

GRADING SCALE:

Points:
A = 951-1,000

A- = 910-950

B+ = 880-909

B = 850-879

B- = 820-849

C+ = 790-819 C = 751-789 C- = 720-750

D+ = 690-719 D = 651-689 D- = 630-650

Instructor(s) David Carlson
Glenn Richards

ROCK 'N' ROLL AND AMERICAN SOCIETY PART II

MMC????

3 CREDITS

[SPRING 2018]

Rock 'n roll? "It's restless and rude. It's defiant and daring. It's a fist shaken at age. It's a voice that often screams out questions because the answers are always changing."

*Nora Roberts
"Public Secrets"*

COURSE DESCRIPTION: *Studies the role of popular music in American culture. It is not a music course but a look at the effects of recorded sound on popular culture. Part 1 emphasizes rock 'n roll and its impact from 1954-1970. Part 2 covers 1970 to 1990.*

CLASS MEETINGS: *This is an online class. Lectures may be viewed at your convenience, but it is expected that you complete the modules as assigned every week.*

INSTRUCTOR: *David E. Carlson
Cox/Palm Beach Post Professor of New Media Journalism
3219 Weimer Hall
dcarlson@jou.ufl.edu
352.846.0171*

OFFICE HOURS: *Virtual office hours are 2-4 p.m. Tuesday and 9-11 p.m. Thursday in our Canvas chat room. In-person visits by appointment are encouraged.*

COURSE TA OR COORDINATOR: TBA

COURSE WEBSITE: <http://elearning.ufl.edu>

COURSE COMMUNICATIONS: *Messages will be sent to the class via Canvas Announcements. Individual students may be contacted via email. Students are encouraged to contact me via email to dcarlson@jou.ufl.edu. I will see your email faster than I will a Canvas message.*

REQUIRED TEXT: [*What's That Sound? An Introduction to Rock and Its History \(Fourth Edition\)*](#) by John Covach and Andrew Flory (W.W. Norton, 2015). ISBN: 978-0-393-93725-1

There also will be about 30 short articles that will be posted on Canvas.

PREREQUISITE KNOWLEDGE AND SKILLS: *Prereq is sophomore standing, but students who are hearing impaired may have difficulty as we play and discuss a lot of music. **No prior familiarity with music (rock or otherwise) is necessary or assumed.** All I ask is that you have an open mind and be ready and able to suspend whatever pre- conceived notions you may have regarding “rock 'n' roll,” “rock music” or “popular music” in general.*

PURPOSE OF COURSE: *This communication course explores the history of rock (and pop) music—its significant performers, producers, recordings, performances, and cultural identity, with the focus on the decades of the 1970s, 1980s and 1990s.*

*It's NOT a music course, per se, but we will be listening to a lot of music as we consider the effects of recorded sound on popular culture. Thus, this is a quintessential “**communication and culture**” course. We will study the origin and growth of the recording industry and music business, consider the impact new technology had (and continues to have) on the development of popular music and examine the mutual influences of rock 'n' roll music and other mass media (film, television, journalism, advertising, etc.).*

We will attempt to **integrate into this story the general social and intellectual history of the United States**. Our emphasis is on rock 'n' roll and its impact from around 1970 to 1990.

Although MMC3702 is not a prerequisite for taking this class, we will pick up where that course leaves off: With the breakup of The Beatles in early 1970. Following a loose chronology, we will trace the evolution of specific musical styles and investigate issues related to culture, performance, technology, and reception. Reading assignments will introduce the distinct musical styles, performers, and works that comprise each genre and time period.

COURSE GOALS AND OBJECTIVES: *By the end of this course, students will:*

Be able to broadly describe the evolution of rock music as it matured and produced new genres, its technological, regional, global and cultural influences, and apply this knowledge to articulate how all of that has influenced the cultural history of the United States. Students also will be able to identify by sound various genres of rock music and the general time period in which they emerged.

Additional goals are to develop critical thinking skills, ability to distinguish important information and note-taking skills, all of which are useful in a broad range of disciplines.

INSTRUCTIONAL METHODS: *This is a large lecture class conducted entirely online. Lectures include a great deal of multimedia, especially music and videos of musical performances. You will need a reasonably fast Internet connection as offered by Ethernet, DSL or cable modem.*

Students are encouraged to discuss the material within the e-learning system, and the instructor will weigh in as appropriate. There also are some required discussions.

COURSE POLICIES:

HOW TO DO WELL: *This class is a whole lot of fun. We listen to great music during every lecture. We watch videos and movie trailers. But “fun” does not mean “easy.” We cover a lot of material, about 30 years of music and social history, so it will be hard to catch up if you fall behind. To do well, the following will make a big difference:*

1. **Watch every lecture** on time, and do not fall behind. Take good notes on the lectures and study them every day. You will not have time to go back through every lecture when exam time rolls around. Please note that there are some weeks when more than one module is assigned.
2. **Read the text** and all assigned materials *before* you watch the lectures. The book and other readings have been carefully chosen to maximize the experience and potential for intellectual growth. Keeping up with the readings will make a big difference in how much you enjoy the journey we will take in this course.
3. **Be open-minded** and fully engage yourself. Please leave your preconceptions about what music sucks and what doesn't at the virtual classroom door. The development of rock has been mostly linear, and learning what came before will help you appreciate the music of today. My goal is to make you a better-educated listener, exposing you to many artists, genres and songs that may be new to you. It's also to help you understand what a powerful force this music has been in American culture. Leave behind your subjective opinion of popular music. Be open-minded and don't discriminate against music of any kind based on your previous experience.
4. **Complete four exams.** Tests will include a minimum of 50 questions and may be a combination of multiple-choice, true-false, audio and matching. Questions are taken from lectures and reading assignments. Many, if not most, exam questions will come from lectures so enjoy the music, do the "bar-stool boogie," but stay alert.
5. **Participate in online discussions and chats.** The discussion prompts on Canvas will explain what is required for each of the eight discussions.
6. **Build an interactive timeline** that illustrates how music, technology and history correspond during the time period and demonstrates your understanding of that. Your timeline must include entries I will assign as well as entries you choose that help synthesize events. This will help you see and understand the overall picture.
7. **Participate in peer review** of your classmates' timelines. The timelines will be graded primarily by the class. Each of you will be assigned four classmates' timelines to evaluate. This lets you see how your fellow students did the same assignment. The instructors then will compile the scores and investigate any that seem "out of whack."

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D+ = 690-719	D = 651-689	D- = 630-650



COURSE TOPICS AND ACTIVITIES

Module	Topic	Readings	Assignments
1	What to expect: Course introduction and welcome		Get the book
2	Labor Pains: How rock made it to 1970	The syllabus – all of it Covach: Introduction; 3-8, 16-33	Fill out the student survey Complete the syllabus quiz
3	Pioneers of the 1970s: Rolling Stones, and The Who	Canvas: “The Origins of Rock ‘n’ Roll” Covach: Chapter 8, 289-300	
4	Led Zeppelin: A legend and a myth	Covach: 292-299	Discussion: Led Zeppelin and plagiarism charges
5	Heavy Metal in the ‘70s: A new breed of bands	Canvas: “The rise of Metal”	
6	Art rock and glam rock: Velvet Underground, David Bowie, Alice Cooper, Kiss, Frank Zappa and more	Covach: 307-321 Canvas: “The Immortals: David Bowie” and “Frank Zappa”	Discussion: Are Kiss and Alice Cooper glam rockers?
7	Progressive rock: Pink Floyd, Jethro Tull, Emerson, Lake & Palmer, King Crimson, Yes and Genesis	Covach: 307-321 Canvas: “The Immortals: Peter Gabriel”	Chat: What’s your coolest piece of rock memorabilia?

8	The singer-songwriters: Bob Dylan begets Neil Young, Paul Simon, James Taylor, Carole King, Randy Newman, Jackson Browne and many more Country rock	Covach: 322-327 Canvas: "The Immortals: James Taylor" and "Neil Young"	Discussion: What was your "rock 'n' roll moment?"
9	Mainstream rock in the '70s: Springsteen, Aerosmith, Journey, Boston, Heart, Rush, Kansas, Styx	Covach: 368-380 Canvas: "The Immortals: Bruce Springsteen"	Practice Quiz 1
10	Rock-Jazz Fusion: Miles Davis, Chick Corea, Weather Report, Santana Horn bands: Blood, Sweat & Tears, Chicago	Covach: 316-319 Canvas: "The Immortals: Miles Davis"	EXAM 1 (complete before class 11)
11	Funk, black pop, rock steady, reggae and disco	Covach: 352-365	Discussion: Reggae and its religious overtones
12	Gainesville and Southern rock: Petty, Lynyrd Skynyrd, Allman Brothers	Canvas: "The Immortals: Tom Petty."	
13	Punk: The protest music of the 1970s: Ramones, Sex Pistols, The Clash and others protest just about everything	Covach: 381-385	Listening session: Protest music
14	New Wave: Groups such as Talking Heads and Police make punk more palatable to the mainstream	Covach: 390-400	
Part 2: the 1980s			

15	Paragons of MTV: Michael Jackson, Madonna and Prince The Walkman, compact discs and more	Covach: 355-358 Canvas "The Immortals: Michael Jackson"	Discussion: Music videos – Did they ruin music?
16	Dance music of the 1980s: Dire Straits, Duran Duran, Culture Club, the Cure, Tears for Fears, etc.	Canvas: "The Immortals: Mark Knopfler."	Fill out the second student survey
17	Bringing it all back home – again: The Cars, Joan Jett, Blondie, Pat Benatar		Discussion: Female rockers
18	Hard rock, heavy metal and "hair bands" of the '80s: AC/DC, Def Leppard, Guns 'n' Roses, Van Halen	Covach: 437-447	
20	The Emergence of Rap	Covach: 448-456 Canvas: "The Immortals: Rick Rubin"	Discussion: The most important early rappers
Part 3: The 1990s			
20	College and indie rock: The Cure, Joy Division, REM	Covach: 463-472	Discussion: Radio and your life
21	The Rise of Alternative	Covach: 474-481	
22	Indie Rock		EXAM 4 (Complete before class 32)