

MUSIC DEPARTMENT

Course Syllabus

1. TITLE OF COURSE AND COURSE NUMBER:

Rock Music: Diversity and Justice MUSI 2130 3 credits

2. DEPARTMENT TELEPHONE: **720-3128**

3. SEMESTER: **Winter three weeks 2014 - 2015**

4. FACULTY OFFICE: **Dr. Stephen Marcone, 164 Shea, 720-2314
marcones@wpunj.edu**

5. REQUIRED TEXTS: **Garofalo, R. *Rockin' Out 6th ed.* Prentice Hall 2014**

6. COURSE OBJECTIVES:

Students will be able to:

- 4a. Distinguish issues of diversity (recognition of difference) from those of equality as elements of a fair, just, and healthy society.
- 4b. Identify historical and/or contemporary dynamics of group inclusion/exclusion as they relate to inequality and discrimination across diverse cultures and regions.
- 4c. Employ concepts such as justice, oppression, tolerance, inequality, and difference.
- 4d. Identify systems of oppression at local, national, regional and global levels.
- 4e. Identify problem-solving strategies in the area of diversity & justice

7. STUDENT LEARNING OUTCOMES:

Students will be able to:

Communicate effectively through speaking and writing skills.

Demonstrate critical and analytical skills in addressing social, philosophical and historical issues.

Demonstrate an appreciation for aesthetics and creative activity.

Demonstrate an awareness of global connections and interdependencies

8. TOPICAL OUTLINE OF THE COURSE CONTENT:

Rock and Society

Rock as Art

Roots: Social Injustice and racial equality was evident in the lack of respect for the performers.

Southern Music and Rockabilly: There was a lack of acceptance of the raucous performance qualities of the music

Elvis: The broad acceptance of Elvis was because of his bi-racial appeal

Brill Building Music Writing: Music written by white composers for assimilated "black" performers.

Motown: The assembly line performances practices oppressed the "black" performer's style.

Dylan: His lyrics were anthems for the protest movements of the 60s

Beatles & British Invasion: The music allowed for foreign cultures to be accepted by American music fans.

Memphis: The style allowed for the performance style of “black” performers to celebrate the Black Pride Movement.

San Francisco Sound & Monterey Pop: The “Existentialists” were examples of the diverse human behavior within the Counterculture Movement

Woodstock: An example of racial and cultural equality

Fusion

Metal: Subgenres: gender-bending, glam

Reggae: An example of diverse culture through the religious and economic strife of the Rastafarians

Punk: An example of a subculture and diversity within the majority culture

New Wave: Women’s acceptance as musicians

Rap: The basis of Rap lyrics is an example of social dissent

Hardcore: Another example of social dissent

New Age

Electronic

Teen Pop

Hip Hop: The genre is an example of a subculture expressing social dissent

New Country: In the lyrics there are many examples of protest against Bush and the Iraq war and support of the American troops

Reggaeton: A stylistic example of foreign culture oppressed by their own country and American

9. GUIDELINES/ SUGGESTIONS FOR TEACHING METHODS AND STUDENT LEARNING ACTIVITIES:

Communicate effectively through speaking and writing skills.

Demonstrate critical and analytical skills in addressing social, philosophical and historical issues.

Demonstrate an appreciation for aesthetics and creative activity.

Demonstrate an awareness of global connections and interdependencies

The course is an online course with listening to recordings, viewing YouTube, and optional viewing videos/movies outside class.

Class discussions and debates via discussion board and virtual classroom

10. COURSE EXPECTATIONS: (Assignments posted on “Assignment” page)

Week December 22 – December 28

Intro, Rock & Society, Rock as Art
Roots, R&B, Crossing Cultures,
C. Berry; Gospel, Doo Wop,
Rockabilly; Elvis, Teen Idols,
Brill Building, Surf's Up, Spector,
Motown, Folk Rock,
Beatles, British, (read through pg. 193)

Week of December 29 – January 4

British, J.B. Memphis, S.F., Monterey Pop, Joplin, Hendrix, Sly, Doors,
Woodstock, **MIDTERM December 31** (read through: pg. 211);
Fusion, 70's, Classical, Zappa, TSOP, Wonder, Singer Songwriters,
Bruce, The Band, Eagles, Heavy Metal; Art Rock, Disco, Reggae, SKA,
Punk, NY Scene, New Wave, Techno, Black Music (read to Pg. 285)

Week of January 5 – January 11

MTV, Gender Switches, Dance, House, Michael, Mainstream, 80's
Metal; Rap, Hip Hop, Seattle, Censorship, Alternative, Country,
Mainstream, Christian, Hardcore, Electronic Dance, Rage Rock, World
Music, Teen Pop; Latino. New R&B, Rap, Legislation, New Patriotism,
Idols, Hip Hop; Reggaeton; Idol Worship, DJ, Free Music (finish
reading Garofalo)
FINAL on January 11

11. GRADING AND ASSESSMENT:

MUSI 2130	Midterm	35%
	Final	40%
	Class Participation	25%