**HISTORY 105 • FALL TERM 2017**

**ROCK ‘N’ ROLL AND U.S. HISTORY**

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**Teaching Assistants:** Nolan Finkelstein, Stephen Robins, Dino Vona  
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**Lecture Time & Place:** Mondays and Wednesdays, 2:30-3:50, PAS 2083  
**Office Hours:** Mondays, -9:30-11:30, Wednesdays, 11:00-2:00, or by appointment

Welcome to **History 105, Rock ‘n’ Roll & U.S. History**, for **Fall Term 2017**! I’m thrilled to have you join me in this musical odyssey. The advent of Rock ‘n’ Roll in the 1950s brought about a revolution in American society, one still felt to this day. No other genre of music has had such a transformative effect in the country. When it first appeared on the national scene, Rock ‘n’ Roll encountered fierce resistance, attacked by civics groups, conservatives, racists, anticommunists and prominent religious figures. Gradually, it gained mainstream acceptance, and by the end of the 1950s and beginning of the 1960s, it was already morphing into a variety new rock genres. Over the years, Rock ‘n’ Roll – also known simply as “Rock” – would continue to reinvent itself and assume new forms. The story of Rock ‘n’ Roll in the United States is, fundamentally, the story of the nation itself and how it transformed in the decades following World War II. Within this rich tapestry, one finds themes of race, class, gender, technological change, corporate appropriation and the struggle for artistic integrity. This course will examine these and many other themes through the prism of Rock ‘n’ Roll history in the United States.
Readings
Optional Text: Joseph G. Schloss, et al., *Rock: Music, Culture and Business*


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Below is the History 105 Lecture Schedule for Fall Term 2017, as well as our Reading Schedule. Because there will be no daily roll taken in this class, you will be expected to attend regularly on your own. You will be responsible for obtaining class notes from someone else if you miss a lecture. As for the Reading Schedule, the acronym *PRSR* represents David Bracket's *The Pop, Rock, and Soul Reader* (Third Edition).

### Part One: In the Beginning

**September 11:** Syllabus Overview & Course Introduction: Rock ‘n’ Roll & American History  
**Reading:** *PRSR*, Preface; Part 1, documents 1-4.

**September 18:** Origins: Blues, Jazz & Race Music  
**Reading:** *PRSR*, Part 1, documents 5-13; Part 2, documents 14-18.

**September 20:** Present at the Creation: The Dawn of Rock ‘n’ Roll (part 1): Early Rhythm and Blues, Do-Wop & Early Female Pioneers  
**Reading:** *PRSR*, Part 1, documents 5-13; Part 2, documents 14-18.

**September 25:** Present at the Creation: The Dawn of Rock ‘n’ Roll (part 2): Elvis & Rockabilly

**September 27:** Mr. Rock and Roll, the Payola Scandal & The Day the Music Died
**Reading:** *PRSR*, Part 2, documents 19-25.

**October 2:** Sounds of the New Frontier: Surf, Folk and the Wall of Sound

**October 4:** Motown and the Age of Integration

**Reading:** *PRSR*, Part 3, documents 26-30 and 32.

**NO CLASS ON OCTOBER 9 OR OCTOBER 11. HAPPY CANADIAN THANKSGIVING!**

**FRIDAY, October 13:** The British Are Coming! The British Are Coming!

**Reading:** *PRSR*, Part 3, documents 36-40.

*(IMPORTANT NOTE: Due to the newly added Thanksgiving Break days, the lecture that would normally be on October 11 will be moved to **Friday, October 13** - same place, same time. If you can't make it, I will post the PowerPoint overhead online, and you are welcome to use it as a study tool and ask me if you have any questions).*

**Part Two: Renaissance**

*(1965-1975)*

**October 16:** People in Motion: Rock and the Counterculture

**READING:** *PRSR*, Part 3, documents 41-43.

**October 18:** Coming Together: Rock Festivals

**NOTE:** *Take-home midterm due October 18.*

**October 23:** "Out of Sight!": The Heyday of Soul and Funk

**Reading:** *PRSR*, Part 3, documents 31, 33-35, 44-46.

**October 25:** In a “Man's World”: Women of Rock

**October 30:** Guitar Kings and the Age of Classic Rock

**Reading:** *PRSR*, Part 4, documents 47-48, 52-53.

**November 1:** Breaking Apart: The Proliferation of Genres, 1970-1975

**November 6:** Film: *Have a Nice Decade* (from *The History of Rock 'n' Roll)*

**Reading:** *PRSR*, Part 4, documents 54-56.

**November 8:** The Age of Excess: Rock in the Second Half of the Seventies

**Reading:** *PRSR*, Part 4, document 57.

**Part Three: Fragmenting**

*(1975-present)*

**November 13:** The Punk & New Wave Rebellions

**Reading:** *PRSR*, Part 4, documents 58-61.

**November 15:** Video Killed the Radio Star: The Impact of MTV

**NOTE:** *Critical primary source reviews due in class November 16.*

**November 20:** Right Turn?: New Wave, Metal and Pop in the Age of Reagan

**Reading:** *PRSR*, Part 5, documents 62-63.

**November 22:** Voices from the Heartland: Populist Rock from Cash to Springsteen
**Reading:** *PRSR*, Part 5, document 64.

**November 27:** Rap, Hip Hop & Other African American Music  
**Reading:** *PRSR*, Part 5, documents 65, 70-72, Part 6, documents 73-77.  
**November 29:** Anthems of Generation X: Metal and Grunge in the 1990s  
**Reading:** *PRSR*, Part 6, documents 78-79.

**December 4:** Rock Music in the Digital Age  
**Reading:** *PRSR*, just finish the damn thing (hey, you've gotten this far!)

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![Public Enemy](image)

**Public Enemy**

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**COURSE MECHANICS**

**About My Teaching Assistants:** I am thrilled to have three terrific teaching assistants this term, **Nolan Finkelstein**, **Stephen Robins** and **Dino Vona** joining us in History 105 this fall. All three are outstanding MA graduate students, and I look forward to working closely with them this term. Welcome aboard, Nolan, Stephen and Dino!

**A Note About Office Hours:** I will be in my office during the hours posted on this syllabus, except in cases when I have a personal emergency or unexpected illness. Feel free to drop by to discuss any aspect of the course with me during my office hours. If the days and/or times that I am available do not work for you, please email me to set up an appointment, leave me a voicemail or stop me in class to set up a meeting at an alternative date and time.

**A Note About the History 105 Blog:** There’s a **History 105 Blog** – *Professor Hunt’s Rock ‘n’ Roll Fallout Shelter!* I’ll update it regularly with music videos to go along with the course. Because Rock ‘n’ Roll History is such an audio-visual experience, it is important to have this component to go with the course. In some lectures, we simply won’t have time to show all of the videos we want to show. The URL for the History 105 Blog is: [https://rockandroll2017.tumblr.com/](https://rockandroll2017.tumblr.com/)
The Take-Home Midterm Exam (PAPER COPY DISTRIBUTED IN CLASS AND POSTED ON UW LEARN BEFORE THE EXAM): The take-home midterm exam will consist of an essay question that covers material from the first half of History 105. You will be expected to know the material covered in lectures and reading up to (and including) the October 14 lecture, “The British Are Coming! The British Are Coming!” I will distribute the Take-Home Midterm Exam at least one week prior to the due date (I will aim to pass it out in class earlier, if possible). Papers should be printed, double spaced, in a standard font, with standard margins (see below). Please note: I am often asked about length. That is: How long should the take-home exam be? It’s a fair question. However, I am purposely not including information about length because I think you simply have to answer the question until you feel that you have answered it fully, and then let us be the judge of your answer (there will be a little more specific information about length on the Take-Home Midterm that I hand out). THE TAKE-HOME EXAM IS WORTH 30 PERCENT. IT IS DUE WEDNESDAY, OCTOBER 18, IN CLASS.

The Critical Primary Source Review (CPSR FAQ TO BE DISTRIBUTED IN CLASS AND POSTED ON UW LEARN): Each of you is expected to write a Critical Primary Source Review (CPSR). To write the CPSR, I want you to select two documents from David Brackett’s The Pop, Rock, and Soul Reader (Third Edition – please use only the current edition of the textbook) and read them very carefully. They can be any two documents of your choice (although keep in mind, it helps if they are comparable with each other in some way – in other words, ideally there should be some sort of shared themes between the documents, even if those themes might not initially be obvious and you have to tease them out.) Once you’ve read them, I want you to reflect very carefully on what you have read, then I want you to write an essay on how these documents have helped you to understand Rock ‘n’ Roll History. Please do not merely summarize the documents. I want you to analyze them. Consider the following questions: What sort of document is it (a newspaper article? interview? memoir excerpt? etc.)? What are the main points conveyed in the documents and what is the position of the author(s) or interviewee(s) in the document? How have the documents enhanced your knowledge of the subject matter? What is your personal view of the documents you have just read? THE CPSR IS WORTH 35 PERCENT. IT IS DUE WEDNESDAY, NOVEMBER 15, IN CLASS.

Here are the specifications of the CPSR:

• 5 – 7 pages in length.
• Feel free to write the paper in the first person, using the word “I” (although this is not required).
• Papers should be in a standard 12-inch font, such as Times New Roman, Cambria, with standard margins (left-1 to 1.25 inches; right-1 to 1.25 inches; bottom-1 inch; top-1 inch).
• Papers should include a citation system, mainly for quotes. Either use footnotes, endnotes or parenthetical references with a “Works Cited” section at the end.
• Only printed hard copies will be accepted. I will not accept attachments.
The Final Exam (DATE/PLACE/TIME TBA): We will be having a final exam during the final examination period (date, time and location to be announced later in the term). The final exam will likely consist of an essay question and a series of short answer identify/explain terms. Unlike the midterm, which was a take-home exam, the final exam will be held on campus. About a month before the end of the term, we will be informed of the date, time and location of the exam. Toward the end of the course, I will distribute in class a final exam study guide that will help you in preparing for the exam. THE FINAL EXAM IS WORTH 35 PERCENT.

A Note on the Use of Videos and Music in History 105: In most lectures, I’ll show video clips and play rock music. Because Rock ‘n’ Roll History relies so heavily on the audio and the visual, film footage and actual music are a vital part of the course. The collective experience of sharing Rock ‘n’ Roll together is one of the reasons why lecture attendance is so crucial. Please remember that videos I don’t get a chance to show will be posted on my History 105 Rock ‘n’ Roll Blog: https://rockandroll2017.tumblr.com/

About the Optional Text: In the past, I’ve assigned a mandatory textbook in History 105 to supplement the lectures. However, a recurring complaint that I kept hearing in the student evaluations is that the textbook was costly and not particularly useful. For these reasons, I’ve chosen to make a textbook optional in History 105. I’ve selected Joseph G. Schloss, et al., Rock: Music, Culture and Business, published by Oxford University Press and available for ordering through the University of Waterloo Bookstore, a local bookseller (e.g., Words Worth Books in Uptown Waterloo), or any online booksellers. It’s an excellent book. I’ve assigned it in the class before. But it is pricey, and some of the students rightly felt that it wasn’t as relevant to the course as Brackett’s superb reader.

Late Penalty: While I prefer that each student submit his or her work on time, I am humane about granting extensions if there is a personal or medical problem. Having said that, if you do not approach me in advance of the due date and request an extension, I will deduct 5% off of your grade for each day your paper is late.

UW LEARN: I will post PowerPoint lecture slides and assignments on UW LEARN. I will also post assignments for History 105 on UW LEARN as well.

Dr. Rock ‘n’ Roll’s (a.k.a., Hunt’s) Favourite Rock and Roll Movies

1. 24 Hour Party People (2002)
2. 8 Mile (2002)
3. All Things Must Pass: The Rise and Fall of Tower Records (2005)
5. American Graffiti (1973)
8. The Beatles Anthology (1995)
11. Beyond the Lighted Stage (2010)
15. The Decline of Western Civilization (1981)
16. Don’t Look Back (1967)
17. The Doors (1991)
25. Foo Fighters: Back and Forth (2011)
28. A Hard Day’s Night (1964)
32. Jailhouse Rock (1957)
34. Joy Division (2007)
35. The Kids Are Alright (1979)
37. La Bamba (1987)
38. The Last Waltz (1978)
41. Monterey Pop (1968)
42. Muscle Shoals (2013)
43. Nine Hundred Nights (2001)
44. No Direction Home (2005)
45. Nowhere Boy (2009)
46. Pearl Jam Twenty (2011)
47. Pink Floyd The Wall (1982)
49. The Other One: The Long, Strange Trip of Bob Weir (2014)
50. Quadrophenia (1979)
51. The Real Buddy Holly Story (1987)
52. Rhyme & Reason (1997)
53. Rock ‘n’ Roll High School (1979)
55. Sam Cooke: Crossing Over (2010)
56. Searching for Sugar Man (2012)
57. Sid and Nancy (1986)
58. Sign ‘o’ The Times (1987)
60. Song of the South: Duane Allman and the Rise of the Allman Brothers (2013)
61. The Song Remains the Same (1976)
63. Straight Outta Compton (2015)
64. The T.A.M.I. Show (1964)
65. This is Spinal Tap (1984)
69. Walk the Line (2005)
70. What’s Happening!: The Beatles in the U.S.A. (1964)
71. What’s Love Got To Do With It? (1993)
72. Who is Harry Nilsson (And Why Is Everybody Talkin’ About Him?) (2010)
73. Woodstock (1970)
74. You’re Gonna Miss Me (2005)
75. Ziggy Stardust and the Spiders from Mars (1973)

THE FINE PRINT

Academic Integrity
In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWWaterloo Academic Integrity Webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity Office Webpage (http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) for more information.

Discipline
A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to Policy 71, Student Discipline (http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check Guidelines for the Assessment of Penalties (http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm)
Grievance
A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals
A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals (http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

Note for Students with Disabilities
The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Led Zeppelin, 1973