“There’s one line in ‘Hey Jude’ that sort of sums up what the period was about: “Take a sad song and make it better.””
- Paul Krassner (editor, activist, writer, and Yippie)

History 207
Winter Term 2020

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Office Hours: TBA
Teaching Assistants: TBA
Course Meeting Time and Location: 1:00-2:20 p.m., MW, QNC 1502

NOTE: This is a preliminary draft of the Winter 2020 History 207 Syllabus and it is subject to minor changes and alterations before the term begins.

“If you want to know about the Sixties,” wrote beloved American composer Aaron Copland, “play the music of The Beatles.” This isn't just another Beatles Course. It's bigger: It is a history course on The Beatles and their times, with an eye on the sweeping, panoramic history of the social, cultural and political transformations that occurred in the 1960s. In the 20th Century, no other band loomed as large as the four British lads from Liverpool. To call them “seminal” fails to do justice. They revolutionized music and the way people listen to it. To study The Beatles – their lives, songs, albums, films, how they're remembered, and their impact on the world – offers a unique chance to explore the turbulent era of the Sixties, through a prism that is colourful, engaging and epic in scope. This course will seek to understand the contributions of John Lennon, Paul McCartney, George Harrison and Ringo Starr in the broader historical context of the sea changes occurring around them while they were in The Beatles. Much of the focus will explore their influence in their native UK and the United States, but we'll also view Beatlemania as a global phenomenon. Seeking to understand The Beatles as products and shapers of their times enables us to better comprehend some of the most important and lasting changes of the 1960s in the pivotal areas of race relations, gender dynamics, political and cultural upheaval, the Vietnam War, and the evolution of rock music and popular culture. In retrospect, their story also tells us much about memory, nostalgia and mythmaking since the Sixties.
Course Readings

- NOTE: There will be another book TBA.
- Doc Hunt’s Beatles Blog: URL TBA
- Optional Supplemental Text: TBA

Assignments

*See longer assignment descriptions below.*

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Take-home Midterm (5-8 pages)</td>
<td>DATE TBA</td>
<td>30%</td>
</tr>
<tr>
<td>Beatles Paper (6-9 pages)</td>
<td>DATE TBA</td>
<td>35%</td>
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<tr>
<td>Final Exam</td>
<td>DATE TBA</td>
<td>35%</td>
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Lecture and Reading Schedule

Below is the *History 207* Lecture Schedule for this term, 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. NOTE: READING SCHEDULE TBA. You will also be expected to follow my Beatles Blog regularly.

**Lecture Schedule for Winter Term 2020**

**Part I: Origins**

**January 6:** Introduction: Soundtrack to a Time of Torment  
**January 8:** Liverpool: City on the Mersey: From Ancient Times to the Present  
  - Readings: TBA

**January 13:** The World That Gave Us The Beatles (Part 1): Postwar Britain  
**January 15:** The World That Gave Us The Beatles (Part 2): Postwar America
• Readings: TBA

January 20: Influences (Part 1): From Skiffle to the Birth of Rock ‘n’ Roll
January 22: Influences (Part 2): Early Stirrings to Little Richard
  • Readings: TBA

January 27: Meet The Beatles (Part 1): John and Paul
January 29: Meet The Beatles (Part 2): George and Ringo
  • Readings: TBA

  • Readings: TBA

Part II: Beatlemania

February 5: The Birth of Beatlemania (1962-1963)
February 10: The Big 6-4: 1964, the Breakthrough Year
  • Readings: TBA

February 12: Beatlemania Goes Global (1964-1965)
  • Readings: Readings: TBA

NOTE: The Week of February 17 to the 21 is Reading Week. No classes.

February 24: In the Shadow of The Beatles: The British Invasion, 1964-1965
February 26: The Rolling Stones: From Early British Blues to Rock’s Greatest Rivalry
  • Readings: Readings: TBA

March 2: HELP!: Beatlemania at High Tide & the Spirit of ’65 (1964-1965)

Part III: The Middle and Late Periods

March 4: The Bards of Pop: From Rubber Soul to Revolver (1965-1966)
March 9: More Popular Than Jesus: Controversies & The Last Tour
March 11: Apotheosis: Transformations & Sgt. Pepper’s Lonely Hearts Club Band
  • Readings: TBA

March 16: Coming Apart (Part I): Death of Brian Epstein to White Album (1967-1968)
March 18: Coming Apart (Part II): From the Rooftop Concert to Let It Be (1969-1970)
  • Readings: TBA
March 23: The End: From EMI to Abbey Road & “It’s All Over” • Documentary: The U.S. vs. John Lennon* (Part 1) (*Note: We will only watch the first 20 minutes of the documentary and save most of it for the following meeting, so we can watch it in its entirety. –AH )

March 25: Documentary: The U.S. vs. John Lennon (Part 2)
• Readings: TBA

March 30: Carrying On: The Solo Years and Beyond (1970-2000s)

April 1: Yesterday & Today: The Impact of The Beatles
• Readings: TBA

Course Mechanics

By the end of this course, you should be able to identify and assess different types of historical sources (primary and secondary), understand how to place specific accounts of the past (in this case, the story of The Beatles) in larger historical context, be familiar with the evolution of The Beatles and the changes going on in the world around them, and understand their lasting impact on the world of music and popular culture. Along the way, you will hopefully develop your written communication techniques and your historical thinking skills, which enable you to judge significance, evaluate the accuracy of different types of evidence, and identify context and perspective.

To accomplish these goals, the course will include the following components (all of these assignments will be discussed in greater detail in class handouts that will be posted on UW LEARN right after they’re distributed in class):

Take-Home Midterm (Due TBA, in class): The take-home midterm exam will consist of an essay question that covers material from the first half of History 2xx. For this exam, you are expected to write an answer that is a double-spaced hard copy, and answers the question on the Midterm Exam (distributed in class) to the best of your ability, based on your course notes and the relevant readings we’ve done up until the day the take-home midterm is due. The midterm length should range from 5 to 8 pages. Note: 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).

IMPORTANT NOTE ON THE TAKE-HOME MIDTERM: A take-home midterm will be distributed to the class and placed on UW-LEARN at least two weeks from the due date.
Assignment length: 5-8 pages. Assignment weight: 30 percent.

Beatles Term Paper (Due TBA): GUIDELINES TBA (included in final syllabus).
Final Exam: The final examination will be cumulative, but the main focus will be on material covered since the midterm. Students will be required to answer both short answer identify/explain questions and a longer essay question. A final examination study guide will be provided toward the end of the term, and posted on UW-LEARN. DATE AND LOCATION TBA. As soon as I know the Date/Time/Location, I will let you know Assignment weight: 35 percent.

A Note on Readings: TBA (this portion will be included in final Syllabus).

A Note on the Music of The Beatles: This is a course about the history of music and music making. As such, music plays a vital role in connecting us with the past. I will be playing certain Beatles' songs in class, and perhaps even asking you about your impressions of these songs. If you can get a hold of some (or all) of The Beatles' albums (or CDs, MP3s, etc.), and listen to them during the term, the course will be that much more meaningful. Another option that is less expensive is that GOOGLE PLAY offers subscriptions for only $9.99 per month, and they have all of The Beatles studio albums in their massive library of music.

A Note on PowerPoint Slides: After each lecture, I'll post my PowerPoint lecture slides on UW-LEARN for that day. When I've taught my Rock ‘n’ Roll course (History 105) in the past, I was able to post these slides before each lecture, but because I'm preparing this course for the first time this term, I'm going to be posting them after each lecture. I'll aim to post each slideshow on the same day (or, at the longest, within a day or so after). I ask for your patience, as this is my first time teaching the course.

A NOTE ON MY TEACHING ASSISTANTS: TBA (this portion will be included in final Syllabus).

Doc Hunt's Beatles Blog: I will regularly update my Beatles Blog all term long with videos, Beatles history, fantastic photographs, and other assorted odds and ends. Please treat it as you would the course texts. URL TBA

LIST OF BEATLES STUDIO ALBUMS (core catalogue)

- Please Please Me (1963)
- With the Beatles (1963)
- A Hard Day's Night (1964)
- Beatles for Sale (1964)
- Help! (1965)
- Rubber Soul (1965)
- Revolver (1966)
- Sgt. Pepper's Lonely Hearts Club Band (1967)
- Magical Mystery Tour (1967)
- The Beatles ("The White Album," 1968)
- Yellow Submarine (1969)
- Abbey Road (1969)
- Let It Be (1970)
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 UWaterloo 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.