“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

Hagey Hall 134
Phone: (519) 888-4567, ext. 32767
Email: aehunt@uwaterloo.ca or andrewehunt@aol.com
Office Hours for Winter Term: Mondays, 2:30 to 3:30 p.m. • Wednesdays, 11:30 a.m. to 12:30 p.m. • Or by appointment (I’m often around at other times not listed here, so feel free to knock on my door, or fire me off a quick email to make sure I’m on campus.)
Teaching Assistants: Charan Mandur, Krenare Recaj, Julianne Scott, Duncan Smith.
Course Meeting Time and Location: 1:00-2:20 p.m., MW, QNC 1502

“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

Available at the University Bookstore.

- June Skinner Sawyers, ed., Read the Beatles: Classic and New Writings on The Beatles, Their Legacy, and Why They Still Matter (2006)

Assignments

See longer assignment descriptions below.

<table>
<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>Monday, February 10</td>
<td>30%</td>
</tr>
<tr>
<td>Beatles Term Paper (6-9 pages)</td>
<td>Monday, March 16</td>
<td>35%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>DATE TBA</td>
<td>35%</td>
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</tbody>
</table>

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. You will also be expected to follow my Beatles Blog regularly. As for the Reading Schedule, WGO is the abbreviation for Walter Everett and Tim Riley, What Goes On, and RTB stands for June Skinner Sawyers, ed., Read the Beatles: Classic and New Writings on the Beatles, Their Legacy, and Why They Still Matter.

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: RTB, start reading Part One, Chapter One.

January 15: The World That Gave Us The Beatles (Part 2): Postwar America
  - Readings: You are advised to read ahead.
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: RTB, read Part One, Chapter Two.

January 27: Meet The Beatles (Part 1): John and Paul
January 29: Meet The Beatles (Part 2): George and Ringo
• Readings: WGO, Introduction and Chapter 1.

• Readings: WGO, Chapter 2.

Part II: Beatlemania

February 5: The Birth of Beatlemania (1962-1963)
February 10: The Big 6-4: 1964, the Breakthrough Year
• Readings: WGO, Chapter 3. RTB, start reading Part One, Chapter Three.
• NOTE: Take-home Midterm due February 10, in class.

February 12: Beatlemania Goes Global (1964-1965)
• Readings: WGO, Chapter 4.

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: RTB, start reading Part One, Chapter Four. I suggest reading ahead in WGO too, just to keep up with it.

March 2: HELP!: Beatlemania at High Tide & the Spirit of ’65 (1964-1965)
• Readings: WGO, Chapter 5.

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: WGO, Chapter 6 and Chapter 7. RTB, start reading Part One, Chapter Five. I also strongly advise reading ahead in RTB to keep up with it (see below).

March 16: Coming Apart (Part I): Death of Brian Epstein to White Album (1967-1968)
• NOTE: Beatles Term Paper due March 16, in class.
March 18: Coming Apart (Part II): From the Rooftop Concert to *Let It Be* (1969-1970)

- **Readings:** WGO, finish reading Chapter 7 and read Chapter 8; RTB, finish reading Part One, Chapter Five. I also strongly advise reading ahead in RTB to keep up with it (see reading schedule next week).

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:** WGO, Chapter 9; RTB, read Part One, Chapter Six; Part Two, Chapters Two to Five.

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

April 1: Yesterday & Today: The Impact of The Beatles

- **Readings:** Use this week to catch up on all readings and finish both books.

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**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 Monday, February 10, in class):** The take-home midterm exam will consist of an essay question that covers material from the first half of *History 207* (up to the lecture prior to the due date). 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 Monday, March 16, in class):** For this assignment, I am going to present you with a handout containing a few different options, and I will want you to pick one as a basis for your **Beatles Term Paper**. This paper will involve a combination of creativity, personal point of view (hence, you'll be able to use first-person language in it, such as “I,” “my” and “me”), and historical assessment. The various approaches presented in the handout will give you the opportunity to explore the work of The Beatles and their times in more depth on your own. The Beatles Term Paper will call upon you to think about music (and the musicians that created it) as a reflection of the times in which it was made. Think: *History Meets Music*. The key here is to have fun with the past. **IMPORTANT NOTE ON THE BEATLES PAPER:** A handout will be distributed soon for this assignment and placed on UW-LEARN. You should aim to produce a historical “thought piece” (i.e., a paper of based on your own reflections of historical evidence) that’s about 6-9 pages in length. **Assignment weight:** 35 percent.

**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 a longer essay question. A final examination study guide will be provided toward the end of the term, and posted in PDF format on UW-LEARN. **DATE AND LOCATION OF FINAL EXAM TBA.** As soon as I know the **Date/Time/Location**, I will let you know. **Final Exam weight:** 35 percent.

**A Note on Readings:** This term, I am assigning two books: Walter Everett and Tim Riley's *What Goes On: The Beatles, Their Music, and Their Time*, and June Skinner Sawyers, ed., *Read the Beatles: Classic and New Writings on The Beatles, Their Legacy, and Why They Still Matter*. *What Goes On* is a superb narrative history that also analyzes the Beatles’ songs, and places them in the context of their times. *Read the Beatles* is a collection of primary source documents: articles, record reviews, interviews, memoir excerpts, correspondence, etc., that brings the Beatles and their accomplishments to life through the words of the people who lived the history. I strongly suggest purchasing the two main texts, because they’re great books, and they can be used to supplement our weekly lectures.

**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](https://play.google.com/store) and [SPOTIFY](https://www.spotify.com) offer subscriptions for only **$9.99**
per month, and both platforms have all of The Beatles studio albums in their massive library of music.

**Introducing My Teaching Assistants for the Term:** This term I am both honoured and blessed to be working with four outstanding Teaching Assistants: Charan Mandur, Krenare Recaj, Julianne Scott and Duncan Smith. I very much look forward to working with them. If you have any questions about the course, you may ask my Teaching Assistants or myself.

**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. Check it out: [https://beatlesblog.tumblr.com/](https://beatlesblog.tumblr.com/)

**A Note About UW-LEARN:** I will be using UW-LEARN to post the course Syllabus, my PowerPoint slides, and all assignment handouts (in PDF format) throughout the term. Please be aware, however, that I do not accept assignment submissions on LEARN.

**PROF HUNT'S BEATLES MOVIES**
Here's a list of essential movies about or starring The Beatles, or heavily influenced by their music and/or history, which you're welcome to watch to accompany the course.

<table>
<thead>
<tr>
<th>Movie 1</th>
<th>Movie 2</th>
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<tbody>
<tr>
<td>Around the Beatles (1964)</td>
<td>Good Ol' Freda (2013)</td>
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<tr>
<td>The Beatles at Shea Stadium (1966)</td>
<td>Magical Mystery Tour (1967)</td>
</tr>
<tr>
<td>The Beatles Come to Town (1963)</td>
<td>Nowhere Boy (2009)</td>
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<td>The Concert for Bangladesh (1972)</td>
<td>Secrets (1992)</td>
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<tr>
<td>Help! (1965)</td>
<td>Yellow Submarine (1968)</td>
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</tbody>
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**LIST OF BEATLES STUDIO ALBUMS (core catalogue)**

<table>
<thead>
<tr>
<th>Album 1</th>
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<tbody>
<tr>
<td>Please Please Me (1963)</td>
<td>Sgt. Pepper's Lonely Hearts Club Band (1967)</td>
</tr>
<tr>
<td>With the Beatles (1963)</td>
<td>Magical Mystery Tour (1967)</td>
</tr>
<tr>
<td>Beatles for Sale (1964)</td>
<td>Yellow Submarine (1969)</td>
</tr>
<tr>
<td>Help! (1965)</td>
<td>Abbey Road (1969)</td>
</tr>
<tr>
<td>Rubber Soul (1965)</td>
<td>Let It Be (1970)</td>
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<td>Revolver (1966)</td>
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THE FINE PRINT
Please be aware of your rights and responsibilities as a student. I encourage you to read the fine print on your own time. If you have any questions, please do not hesitate to let me know. I am here to help, and eager to help.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Check the Office of Academic Integrity website for more information.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

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. 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.

Accommodation for Students with Disabilities: AccessAbility Services, located in Needles Hall, Room 1401, 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 AccessAbility Services at the beginning of each academic term.