



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/musc.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Colleen Eccleston		
(b)	Office Hours:	By appointment		
(c)	Location:	Post-Secondary Office, VCM		
(d)	Phone:	250 721 5091	Alternative Phone:	250-386-5311 ex. 5000
(e)	Email:	skog@islandnet.com		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

Upon completion of this course the student will be able to:

1. Recognize, discuss, and discriminate by ear traits of major musical styles of rock and blues music.
2. Research and study masterworks of rock and blues for elements of musical style and relate findings in written discourse.
3. Converse about select major musical styles in rock and blues idioms and about the musical contributors who express these styles.
4. Place significant musical contributors to blues and rock in relationship to one another geographically, chronologically, politically, spiritually, and musically.
5. Critically review and assess quality in live and recorded musical performances of original and covered music in contemporary popular style.

3. Required Materials

- (a) Texts: Larry Starr and Christopher Waterman, *American Popular Music from Minstrelsy to MP3s* (Oxford University Press)

4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

Through the study of various artists, their music, their careers and the genres that define them, this course will explore the following:

- The social and political setting that gave rise to the blues and rock and roll as genres of music. Was its development a reaction to the blues? What impact did it have on the role of popular culture in society?
- The evolution of the Blues in America. We will look at slavery, the American Civil War and the Mississippi Delta and the development of country Blues and also its influence on WC Handy and the Classic Blues. This will be a through line of our discovery as we follow the blues influence to the UK and through the evolution of Rock and Roll.
- -Which came first, the music, the songwriters or the strategies? I.e.: the introduction of product marketing with song and the development and social acceptance of the 'top ten'. What impact did the creation of the hit song and its consequent star system have on rock and roll?

- How was the development of Rock and Roll different in Britain and Canada from that of the USA? What role did the WWII play in developing an international pop culture.
- What role did Rock and Roll play in social change i.e., combatting prejudice, challenging stringent morality codes, paving the way for the sexual revolution. We will look at lyrics and the reaction of the population, the industry and the stances of the writers themselves.
- Image and record company stables of writers and artists. What effect did 'the machine' have on creativity, song structure and lyrical content? Did heavier Rock music i.e. The Rolling Stones develop as a rebellion to pop rock? Is every form of music indeed a reaction to another musical and social genre?
- How does society use and need music? Musicians become a symbol of fashion and trend. Consequently musicians and artists have a very unique, powerful and very responsible position in the mechanism of culture. Do they know what's going on? How much of this is engineered on the business end and are the musicians themselves lost to the wiles of their positions? Does the public care and if they knew would it change the position of music in their lives?
- What is a Rock and Roll song? We will explore the structure and development of the sound of 'the rock and roll band'.
- Finally: a look at the nature of a band. We will explore the realities of loyalties and writing partnerships. How has that chemistry affected the sound of Rock and Roll? Where does innovation come from? Who is copying whom?

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

(a) Assignments

Research Assignment #1 due February 26th (20%)

This requires listening to and comparing four artists of your choice. Please apply the following criteria.

- One artist or band that catches your ear on the radio that you are not familiar with.
- One artist or band that you find through a video on television.
- One artist or band that you find randomly on the internet (Important: not to be recommended by anyone)
- One artist or band that you go to see live from seeing their name on a poster or in the paper. Not word of mouth or your friend's choice. Note DJs are not musicians in the same 'people playing their music live, sense!!!!'

Answer the following:

1. What industry affiliation does each group or artist have? Indie or Major?
2. Production style? Did they use an established producer or are they self produced? How does that effect your like or dislike of them?
3. How does the media perceive them? What is their story?
4. Marketing strategy? Web sites? Friends? Can you download their music? How important is image? What demographic are they targeting? Video? Bio?
5. Influences? Look at one song from each artist or band. Look at lyrics and at who the writer/composer is. (please include lyrics with full citation) Are they musically or lyrically innovative? Describe their genre. What makes them appealing?
6. Profile. Is this artist or band international? Domestic? Who manages them and who distributes their product? How many recordings do they have?
7. Overall Summary. What comparisons can you draw between your examples? Do you see a trend forming? What differences have you discovered? What attracted you to these artists? Would you buy their recording or go and see them live?
8. Comments. What are your observations of the music industry?
9. Bibliography. MLA style sheet is a good reference.

The presentation style of this assignment is up to you and will depend on the materials gathered. Each point must be considered.

Research on innovators in blues and rock, 5 presentations, dates TBA (each = 8% for a total of 40%).

You will look into their life history and examine in detail the innovation they bring to their genre including singing style, song structure and lyrical innovation. These will be assigned randomly. Each student will then present their findings and play examples for the class. **There will be five of these presentations 10 minutes long worth 8 marks each for a total of 40 marks for the term.**

Putting together a presentation for this class requires critical thinking. I encourage you to visit me so I may help you with this process.

Some ideas could include examples of recordings, lyrics, song structure, environment and life study of composer and artist. i.e. what was their record company/disc jockey, industry affiliation? What path did their career take? Was their music derivative or were they setting a trend? Have a look at their influences. What political and social influences shaped their music?

Your discovery and interest is the whole point of this assignment: you answering your own questions. We will all benefit from your enthusiasm. You are responsible for visual aids and recordings.

Please do not bother listing chronology of recordings.

If you think it relevant then feel free to give handouts to the class.

Go deeper in your actual presentation into what makes the artist tick or what adversity they faced. Above all be curious!

Please submit your notes and bibliography on the day of your presentation.

- Also please note that sources cited from Internet research must be properly documented in your bibliography, including author, date, publication etc.; an isolated URL is not sufficient. Wikipedia is not an authored site. It is therefore not acceptable as a source for this research. I am sure you do not want to bore us with meaningless lists. A good guide is 'What would you like to see?' Read, listen and discover for the benefit of us all.
- May I suggest Pic a Flic on Cook Street as an excellent source for videos. Also all public libraries are rich with biographies and blues and rock and roll resources.
- Any questions please ask. I am available to meet on request.

(b) Exams (20%): The final exam will be written in class time on April 15th.

(c) Other (e.g., Attendance, Project, Group Work)

- Performance of a song in the rock or blues genre randomly chosen in class. Bands will be chosen in class. The performance will take place April 8th in class (15%)
- Attendance and contribution to the class (5 %)

I DO NOT ACCEPT EMAILED ASSIGNMENTS.

No texting, emailing or social networking of any kind during class.
You will be asked to leave the class if this is not respected.

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED