CASPER COLLEGE COURSE SYLLABUS
MUSC 2490-95: Blues, Jazz, and Rock

Semester/Year: Spring 2016
Lecture Hours: 3 lecture hour   Lab Hours: 3 lab hours   Credit Hours: 3 Credit Hour
Class Time: 9:30AM-10:45AM   Days: T, Th   Room: KT 155

Instructor’s Name: Dr. Joshua R. Mietz
Instructor's Contact Information: E-mail is preferred. Call or text cell in emergency situations only.
Office Phone: O: (307) 268-2246   C: (303) 818-5035
Email: joshuamietz@caspercollege.edu
Office Hours: M-F, 3:00-4:00PM

Course Description: Jazz is widely accredited as the original American art form. This course progresses as a history of jazz from its roots in the Colonial Slave Trade, progressing through the American Revolution, the American Civil War and into the Twentieth Century including Blues and Rock. This course relies heavily on focused listening and when, possible, videos of landmark performances are shown. We will discuss the historical significance of these performances and the impact they have on later music and musicians.

Statement of Prerequisites: Instructor Permission. Students should have a basic understanding of music theory and a solid background on their major instrument.

Goal: Students successfully completing this course will have a basic understanding of jazz improvisation, transcription, and demonstrate improved confidence when improvising in any musical setting.

Outcomes: (Formal statements of what a student is expected to know, understand and/or be able to do at the end of the course. A specific measurable achievement, a unit of what we expect a student to learn from the material we are teaching. (Choose any Casper College General Education outcomes that apply from the list below.)

1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process numerical data

Course Objectives:
1. Objective 1: Students will give well-researched presentations on a topic selected by the instructor or negotiated between the instructor and students.
2. Objective 4: Develop a working knowledge of understanding of American popular music through a historical examination of Blues, Jazz, and Rock. Also develop an historical context from which
American music originated.

3. Objective 5: Develop a vocabulary and ability to intelligently and musically discuss American popular music

4. Objective 6: Use technology to research historical and cultural items discussed in class. Also, the majority of videos shown in class are from youtube.com. A list of videos shown will be made available to students for future reference.

Methodology: This course is presented mostly through lectures however casual dialog about the music at hand is encouraged. Each student will bring their unique perspectives to the discussion and enhance each lecture. Students with musical abilities and aptitude for Blues, Jazz or Rock will be encouraged to share with in-class performances, with the instructor’s consent.

Evaluation Criteria:

Grading: Student’s Grades will be calculated based on their performance on three exams, one final exam, and their daily attendance

Attendance: 10%: Attendance will be taken at 9:30AM. No credit will be received for late arrivals.

Exam 1: 15%. Blues. February 17, 2016
Exam 2: 15% Jazz. March 24, 2016
Exam 3: 15% Rock. April 28th
Final Exam: 25% Cumulative Final. Held during the final exam slot assigned to this course.

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Required Text, Readings, and Materials: Students must have access to videos and materials presented online. No specific text is required although students are strongly encouraged to purchase recordings relevant to the music discussed.

Class Policies:

Last Date to Change to Audit Status or to Withdraw with a W Grade:
April 14, 2016

Attendance:
Attendance will be taken at 9:30AM. No credit will be given for students arriving late.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.
**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods. **Please Note:** While Facebook is a great way to convey information, do not depend on it as a means of communicating with Dr. Mietz.

**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.
Course Outline

Early Blues
From the advent of slavery to the invention of the electric guitar, this unit will derive insight from the comparison of various cultural influences. Do the blues belong to the African American people or was it a multi-cultural product? How did the merging of musical heritages compliment each another?

Unit 1 African Roots
A. Slave Trade
B. Call and Response
C. Gospel

Unit 2 Classic Delta Blues
A. Chess Records
B. Howlin Wolf vs. Muddy Waters
C. Introduction of the Electric Guitar

Unit 3 Chicago Blues
A. From the Rural South to the Urban North
B. Racial Backlash

Jazz
The introductory unit beginning with jazz takes a comprehensive look at the critical issues shaping jazz traditions. Through the examination of historical topics, the course will compare musical and cultural elements responsible for this artistic phenomenon we call jazz.

Unit 4 1890’s Pre Jazz Ragtime
A. Religious Music
B. Instrumental Styles
C. Stride Piano

Unit 5 1920’s The Jazz Age
A. New Orleans Dixieland
B. Boogie Woogie

Unit 6 1930’s Swing Era
A. Swing Style
B. Big Band Traditions
C. Orchestral Leaders/Arrangers

Unit 7 Small Combos
A. Bop
B. Cool
C. Fusion

Early Rock
The integration of country music and traditional blues creates the beginning of Rock and Roll, as we know it today. This large sampling of rock literature is based on a rigidly defined structure known as the twelve bar blues progression. Is familiarity and predictability an important element in the success of popular music?

Unit 8 Rockabilly
A. Rhythm and Blues Crossover
B. Elvis

**Contemporary Rock Styles**

Political, economical and sociological influences play a significant role in the development of modern rock. From the entrepreneurship of Motown to the prefabricated sounds of Philadelphia, the musical success stories are consistently manipulated by public demand.

Unit 9  
Teen Idols  
A. The Philadelphia Sound  
B. Dick Clark  
C. Phil Spector

Unit 10  
Surf Music  
A. West Coast Beach Scene  
B. Surfing and Hot Rods  
C. Legends of Surf Guitar  
D. The Beach Boys

Unit 11  
Motown  
A. Berry Gordy  
B. The Groups

Unit 12  
British Invasion  
A. Beatlemania  
B. The Second Invasion  
C. Changing Styles and Influences  
D. Other British Contenders

Unit 13  
Folk Music  
A. Dylan  
B. Protest and Political Influences

Unit 14  
San Francisco Scene  
A. America’s Youth Converge in California  
B. Haight-Ashbury District  
C. Ken Kesey and Timothy Leary

Unit 15  
Art Rock  
A. Backward Masking  
B. Extended Performance Techniques

Unit 16  
Jazz Rock  
A. Crossing of Genres  
B. Introduction of New Instruments

Unit 17  
Other Contemporary Trends in Rock  
A. Punk  
B. Ska  
C. MTV Generation  
D. Hip Hop