

## Syllabus

### The Beatles and the Rolling Stones

GEN\_MUS 175-0-27

Summer 2013

MTWThF 2-4 p.m. in MAB 125

Teacher:

Dr. David S. Carter (office in MAB I-1)

Office hours by appointment: I'm happy to meet with anyone for extra help or further discussions of the material.

d-carter@u.northwestern.edu (Feel free to e-mail me with questions.)

Class #	Date	Topics
1	Mon. 6/24	Influences: Chicago electric blues; R&B; skiffle, early rock; rockabilly; Motown
2	Tues. 6/25	Early Beatles: in Hamburg (1960-62); <i>Please Please Me</i> (1963); <i>With the Beatles</i> (1963); competitor groups (Gerry and the Pacemakers, etc.)
3	Wed. 6/26	Early Stones: debut album (1964); <i>12x5</i> (1964); "Satisfaction" (1965)
4	Thurs. 6/27	<i>A Hard Day's Night</i> (1964); <i>Help</i> (1965)
5	Fri. 6/28	<i>Rubber Soul</i> (1965); "Day Tripper" (1965); <i>Aftermath</i> (1966)
6	Mon. 7/1	Beatles become studio artists: "Paperback Writer/Rain" (1966); <i>Revolver</i> (1966)
7	Tues. 7/2	Psychedelia: "Strawberry Fields Forever" (1967); <i>Sgt. Pepper's</i> (1967); "I Am the Walrus" (1967); <i>Their Satanic Majesties Request</i> (1967)
8	Wed. 7/3	Return to roots: White Album (1968); start <i>Beggars Banquet</i> (1968); "Jumpin' Jack Flash" (1968)
	July 4	[No class for holiday]
9	Fri. 7/5	<i>Beggars</i> continued; <i>Abbey Road</i> (1969); <i>Let it Bleed</i> (1969)
10	Mon. 7/8	On film: <i>A Hard Day's Night</i> (1964); <i>Gimme Shelter</i> (1970)
11	Tues. 7/9	"Get Your Ya-Ya's Out!" (1970); <i>Sticky Fingers</i> (1971)
12	Wed. 7/10	The Stones peak: <i>Exile on Main St.</i> (1972)
13	Thurs. 7/11	Later developments: <i>Some Girls</i> (1978); the solo Beatles; start presentations
14	Fri. 7/12	Test (1 hour); finish remaining presentations

The course reader will be available at Quartet Copies (825 Clark Street). Make sure to bring it to each class. Music for listening homework will be available on YouTube or posted on Blackboard. I will provide links for YouTube listening.

### Grade breakdown:

15% Two short analyses (1-2 pp. plus timeline for each)

15% Presentation (10 minutes + 3-5 minutes class discussion)

25% Paper (on same subject as presentation; due in my box Wed. 7/17 at 4:30 p.m.)

35% Test

10% Participation, attendance, & punctuality

No prior musical knowledge or skill is necessary for this course.

**Homework:** The homework will primarily consist of listening to Beatles and Stones music and short readings. It will be important to give careful attention to the listening and reading in order to do well in the class. I encourage you to look at song lyrics online while doing the homework listening.

The only written homework will be two short (1-2 pp. plus timeline for each) single-song analyses due at the start of class **Mon. 7/1** and **Mon. 7/8**. I will specify which song to analyze. These short analyses function in part to allow students instructor feedback prior to the closing test and paper. If turned in late but by 5 p.m. on the day it is due an assignment can receive half-credit.

**Presentation/paper:** The presentation and final paper (6-8 pp.) will be on the same topic, chosen by each student. The presentations should last 10 minutes, plus 3-5 minutes of class discussion, and will take place on **Thursday 7/11** and **Friday 7/12**.

The presentation and paper should be a musical Beatles/Stones comparison in some respect, for instance a comparison of a Beatles song and a Stones song not discussed in detail in class or a comparison of the two bands' approaches to the same cover song. Other possibilities might include an analysis of the two bands' approaches to a particular instrument or to the same studio technique. Students must submit their paper/presentation topic to me by the start of class **Monday, July 8**. Each student should discuss their proposed topic with me either in office hours or by e-mail prior to this date.

**Test:** The one-hour test on the final day of class will test students' understanding of the material covered in the course and their ability to think independently about the Beatles and Stones. It will be less memorization-based and more geared towards the understanding of concepts.

**Participation/attendance:** The participation component of the final grade includes thoughtful contributions to class discussion, being prepared for class, and being on time to class. Students are allowed one absence for any reason; additional absences will affect a student's participation grade (except in the case of extraordinary circumstances such as a serious illness or a death in the family). Students must be present for the test on the final day of class; an exception can be made only if I am notified beforehand of a dire emergency.

**Academic integrity:** Students may study and have discussions with fellow students but all written work must be solely the product of a single student, without contribution from any other students. Any material in your final essay based on others' books, articles, websites, or other materials must be cited with footnotes indicating exactly where you looked.

**Disabilities:** Students with documented special needs that might affect their performance in the course should speak with me at the beginning of the quarter.