

Council on Undergraduate Education 2022-2023

30 September 2022
 Hosted via Zoom
 1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Darby Orcutt
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE 16 September 2022 Minutes

New Business

Consent Agenda

GEP Category Under review	GEP Action	Notes
NS	MEA 220 : Marine Biology	No changes to GEP

Review Courses for GEP

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Leaf	Miller, Russo, Moore	VPA	THE 103 : Introduction to the Theatre	Revisions for VPA
Leaf	McKenney, Lubischer, Morant	VPA, GK	MUS 202 : Introduction to Music Literature II	Revisions for VPA and GK

Courses New to GEP

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Reaser	El-Shafei, DePerno, Provost	VPA, GK, USDEI	FL 218 : The Harlem Renaissance in Paris : "Paris Noir"	New Course

Special Topic Shell Offering

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Behler	Xiang, Pacifici, Domingue	HUM, USD	HUMU 295 : Insights: Transformative Texts in American Life	New GEP Special Topics Offering
Domingue	Reaser, Opperman, Xiang	HUM, GK & VPA	HUMG/VPGE 295 : The Beatles and the British Invasion	Second Offering (Oct. 2, 2020)

Discussion: "Description" clarification discussion, GEP Special Topics Process (Li)

Notes:

- All linked course actions are viewable in CIM.
- To view actions, please click on the hyperlink. You may need to use your Unity ID to log in.
- If you experience issues logging in, please go to <https://next-catalog.ncsu.edu/courseadmin/> and type the course prefix and number into the search bar.



Council on Undergraduate Education 2022-2023

16 September 2022
Meeting hosted via Zoom
1:30pm-3:00pm

Members Present:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Chair Darby Orcutt (Chair) | <input checked="" type="checkbox"/> Nancy Moore | <input type="checkbox"/> Peggy Domingue |
| <input checked="" type="checkbox"/> Qiuyun (Jenny) Xiang | <input checked="" type="checkbox"/> Tamah Morant | <input checked="" type="checkbox"/> Brenda Watson (HES Proxy) |
| <input checked="" type="checkbox"/> Erin McKenney | <input checked="" type="checkbox"/> Lara Pacifici | <input checked="" type="checkbox"/> Dave Provost |
| <input checked="" type="checkbox"/> Jeffrey Reaser | <input checked="" type="checkbox"/> Logan Opperman | <input checked="" type="checkbox"/> Christopher DePerno |
| <input checked="" type="checkbox"/> Anna Behler | <input checked="" type="checkbox"/> Jane Lubischer | |
| <input checked="" type="checkbox"/> Marc Russo | <input checked="" type="checkbox"/> Ahmed El-Shafei | |
| <input type="checkbox"/> Steven Miller | <input checked="" type="checkbox"/> Nathan Leaf | |

Members Absent: Peggy Domingue

Guests: Kristen Turner

Ex-Officio Members Present: Li Marcus, Lexi Hergeth, Erin Dixon, Kaitlyn Mittan, Mukund Vora

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Darby Orcutt** – Open for nominations for Chair Elect. Darby asks for volunteers to chair the future meeting where he will be absent. Chair had the guests introduce themselves. Description and examples were asked for reference by the members. CUE looks for alignment with the objectives and measurements. No course is approved without description. Previously, all the courses have been approved with description+example. There were courses which were approved with only description where description was fully self-explanatory.
- **Remarks and Updates from OUCCAS/DASA** – Li shared the insights for [CUE measures and outcomes](#) for description and examples. Lexi mentioned that if someone would like to Chair Elect then they will receive training in Spring semester.
- **Approval of the CUE Minutes from September 2, 2022** – Approved
Discussion: Move to approve the minutes by Nathan Leaf. Approved

NEW BUSINESS

Review Courses for GEP

- **MUS 206 : America's Music (VPA, USDEI) – *Approved***
Discussion: This course was presented by Leaf. Guest Kristen Turner was introduced as the instructor. One of the reviewers had a question about the USD category being removed while adding the new USDEI category. *Lexi explained the effective date would have done this automatically. Other reviewers have no objection with the course.
- **ENG/WGS 305 : Women and Literature (USDEI) – *Approved Pending***
Discussion: This course was presented by Behler. Reviewer had one question to clarify in the second measure, under the USDEI category - if it's an essay question or test question. A member raised the question regarding this issue whether a method of collection is needed as they thought the example described the measurement and showed alignment. Another member agreed and suggested that what matters is that the outcome's idea is being presented and aligns whether it comes up as an essay or exam, but that it would be easy and clear to ask for a description as recommendation. Chair raised the question that the directions require a description and pointed to the importance for CUE consistency and for CUE to not assume information in the actions. Members discussed the meaning of the term "describe" in the directions and one argued that the example is a description and that instructors could be irritated by having this information sent back. The committee discussed whether this example was also a description as it shows what students are expected to do.

A member noted that everyone's goal is clear expectations for initiators and since there are two pieces required in the CIM Courses form: description and an example and asking for that keeps it clear. Another member rebutted this argument as the measure says that the "example is encouraged." A member stated that to ask for further description for

this example would be redundant, and that a motion to change the directions would be needed due to the different possible interpretations of the word “describe.”

*Li stated that OUCAS could try to help initiators coming forward by collecting examples of what “describe” can mean on their website as long as that guidance is clear from the committee. The Chair confirmed that that is the question.

Member from Assessment asked where in the test is the method of assessment described - is this a part of a bigger essay with a bigger purpose? A singular exam question? Member reiterated that the type of assessment is not explicitly asked for in the directions - the directions ask for a description - and asks how this question gets at the question of alignment. Mittan asked how students are providing this evidence, whether through writing, verbal presentation, etc. Members discussed whether the method of collection affects alignment and referred to universal design in assessment, which expects the same engagement from students but can come in different formats for the same question.

A member also noted in the chat that two questions are being discussed: Can one describe an assessment without talking about the form of the assessment? Is the request for a description really a request for alignment?

Members agreed that if the type of assessment is required that directions and examples would be helpful to show initiators.

Mittan also brought up a question regarding the humanities section where students are asked to “rethink” and asked what form that would take. Members discussed the presence of a prior essay that would then be rethought with new critical thinking skills. Members pointed to the assessment type as essay. Members asked whether CUE should be reviewing this category as it hasn’t had changes and the Chair confirmed that CUE’s work focuses on changes, but whenever an action comes forward that the committee can review it in its totality if something jumps out (including if it’s on the consent agenda). While this doesn’t occur commonly, it is within CUE’s purview.

The Chair and OUCAS members clarified the status of the action, the past precedence involved, and that changes in wider directions/expectations have had a future-dated effective date in order to be fair to actions currently in the pipeline.

Members discussed the definition of Approved Pending and Suggestion. Member asked for clarification on precedence and Li confirmed that most actions approved in 2021-2022 included a “basic description” (eg “essay prompt”) followed by an example. Other actions included a detailed description and no example, but the majority was “basic description plus example.”

Member noted that the alignment of what has been shared is clear, but given the precedent of CUE and spirit of the directions, moved to change this action to approved pending to add the method of assessment collection for the second measure in USDEI. Motion to make this approved pending was approved 11 to 3.

The Chair confirmed that this discussion of “description” in the direction will return to the committee as it is important to be clear about what the committee needs to see in order to understand alignment.

- **PS/WGS 418 : Gender Law and Policies (USDEI) – Approved with Suggestions**
Discussion: This course was presented by Behler. One reviewer had question on alignment for objective #1 if there was an explicit connection needed between “Male-dominated U.S. political structure.” and the measurement as presented. It may be possible to answer the essay question without making a clear connection. Students may find a way to answer this without addressing the male-dominated US political structures. Suggestion was made that they make it a more specific line drawn to the measure.
- **WGS/AFS 380 : Black Feminist Theory (USDEI) – Approved**
Discussion: This course was presented by Behler. Question on objective #1 if it is double barreled “Define and apply”. Kaitlyn suggested the committee should decide what level of application they want to see. Members reviewed the measure and confirmed that it looked for the higher verb of “apply.”
- **AFS/PSY 345 : Psychology and the African American Experience (USDEI, USD) – Approved**
Discussion: This course was presented by Reaser. No objections by the reviewers.
- **AFS/ARS 346 : Black Popular Culture (USDEI) – Approved**
Discussion: This course was presented by Reaser. Reviewer had question on Objective #1; Is the discussion an acceptable assessment? How are students being evaluated individually with a discussion question? Members discussed the ability to grade students on online fora versus in person, and if in-person, how to be able to grade

students who don't have the chance to speak up. Another member suggested that they could write out their answer and then share it. Members asked whether the action had come through UCCC and *Li clarified that as an existing course with GEP, the course comes to CUE first so it had not gone to UCCC yet. Is it a UCCC question? Given this and that methods of assessment are more of a UCCC topic, Darby will point that out to Kanton (Chair of UCCC). CUE will focus on alignment and trust that the measures as presented are appropriate for the course.

- **STS/WGS 210 Women and Gender in Science and Technology (USDEI, USD, IP) – Approved**
Discussion: This course was presented by Reaser. A reviewer noted that in past CUE meetings, the committee has liked to see disciplines called out in measures and outcomes, but stated that the descriptions were clear enough for IP in this action that it was fine. Members also complimented the additional description of class discussion and that students would be individually evaluated (under the USDEI category).

Courses New to GEP

- **HI 429 20th Century Britain (HUM) – Approved**
Discussion: This course was presented by Reaser. No objections by the reviewers.
- **PS 332 Causes of War and Peace (SS) – Approved**
Discussion: This new course was presented by Reaser. No objections by the reviewers.
- **WGS 315 Feminist Futures (IP) – Approved**
Discussion: This new course was presented by Reaser. No objections by the reviewers.

USDEI Courses Effective Fall 2023

- **SOC 202 Principles of Sociology (USDEI, SS) – Approved**
Discussion: This course was presented by Reaser. No objections by the reviewers.
- **SOC 203 Current Social Problems (USDEI, SS) – Approved**
Discussion: This course was presented by Reaser. 11 yes, 2 Abstain
- **SOC/WGS 204 Sociology of Family (USDEI, SS) – Approved**
Discussion: This course was presented by Reaser. No objections by the reviewers.
- **SOC 207 Language and Society (USDEI, SS, IP) – Approved Pending**
Discussion: This course was presented by Behler. No objections by the reviewers. For SS category, there was a typo under measure #2 “Be should to say” → “Be sure to say” Chair amended to pending the typo correction.
- **SOC 211 Community Health (USDEI) – Approved**
Discussion: This course was presented by Behler. No objections by the reviewers.
*Member asked if the GEP outcomes need to match the overall outcomes. Lexi explained these do not need to match.
- **SOC 212 Race in America (USDEI, SS) – Approved**
Discussion: This course was presented by Behler. No objections by the reviewers.
- **SOC/WGS 304 Gender and Society (USDEI, SS) – Approved**
Discussion: This course was presented by Behler. No objections by the reviewers.

Li may present “Special Topics GEP presentation” in the next meeting.

Meeting adjourned at 2:58 PM

Respectfully submitted by Mukund Vora

GEP Humanities and U.S. Diversity Special Topic Shell Offering (HUMU 295)

*This form is to be used for submitting a Special Topics shell offering for the **Humanities and U.S. Diversity** GEP category to the Council on Undergraduate Education (CUE)*

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The ***GEP Humanities objectives*** will provide instruction and guidance that help students to:

1. Engage the human experience through the interpretation of human culture and
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

The ***GEP U.S. Diversity objectives*** will provide instruction and guidance that help students to achieve **at least two** of the following: 1. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.

2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structure inequalities in the U.S.;
3. Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.;
4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

HUMU 295			
Department(s)/Program		New GEP Special Topics Offering	<input type="checkbox"/> <input checked="" type="checkbox"/>
Special Topic Title: (30 character limit)	Insights: Transformative Texts in American Life	<input type="checkbox"/>	Review for 2nd Offering
Term to be Offered	Spring 2023		
Instructor Name/Title	Karey Harwood / Associate Professor; Catherine Mainland / Senior Lecturer		
SECTION 1: GEP CRITERIA			
<u>Instructions:</u>			
<ul style="list-style-type: none"> • At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. • Achievement of the outcomes must allow students to meet the GEP category objectives. • Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. • At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. • Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. • For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 			
Humanities			
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Humanities Objective 1: Obj. 1) Engage the human experience through the interpretation of human culture.</i></p> <p>By the end of this course, students will be able to interpret texts with an eye toward how different groups in North America have experienced, critiqued, justified, and sought to address social inequalities.</p>			

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will demonstrate that ability by writing reading responses to texts based on prompts from the instructor. Example: What might Charlotte Perkins Gilman's fictional story "The Yellow Wallpaper" reveal about the problems and relations of unequal social power that many women in America experienced?

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List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 2*:

Obj. 2) Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.

By the end of this course, students will be able to recognize the influence of perspective on human interpretation and the contested nature of ideas such as diversity, equity, and inclusion.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will demonstrate that ability by completing an assignment that asks them to interpret a text from two distinct perspectives. Example: Is Frederick Douglass's speech "What, to the slave, is the 4th of July?" a patriotic speech? Defining patriotism and using evidence from the text, write one response in the affirmative and one response in the negative.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 3*: **Obj. 3)**

Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

By the end of the course, students will be able to apply humanistic interpretations of major authors and their contexts to social problems and proposed actions that occupy policy makers and philanthropists today.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will demonstrate that ability by writing an opinion-editorial article, policy paper, or other genre of persuasive writing that calls for a particular course of action on a social problem using interpretations of the ideas and contexts of the source texts. This will constitute students' final assignment and may address a social problem of their choosing.

U.S. Diversity

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *U.S. Diversity* Objective 1, 2, 3, or

4: **Obj. 1) Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.**

Obj. 2) Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structure inequalities in the U.S.;

Obj. 3) Interpret and evaluate social actions by religious, gender, ethnic, racial, class sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.;

Obj. 4) Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

By the end of the course, students will be able to analyze texts for evidence of unequal power relations between different groups in North American society. (Obj. 4)

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will demonstrate that ability by writing reading responses to texts based on prompts from the instructor. Example: What might Charlotte Perkins Gilman’s fictional story “The Yellow Wallpaper” reveal about the problems and relations of unequal social power that many women in America experienced?

List the Instructor’s student learning outcome(s) for the course that are relevant to GEP U.S. Diversity Objective 1, 2, 3, or 4:

By the end of the course, students will be able to apply their ideas about diverse identities, social inequalities, and inclusivity to social problems and proposed actions that occupy policy makers and philanthropists today. (Obj. 3)

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will demonstrate that ability by writing an opinion-editorial article, policy paper, or other genre of persuasive writing that calls for a particular course of action on a social problem using interpretations of the ideas and contexts of the source texts. This will constitute students’ final assignment and may address a social problem of their choosing.

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SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

GEP Courses should have at least 25% of seats non-restricted (i.e. available to allstudents).

GEP Courses should have no more than ONEpre-requisite.

GEP Special Topics are approved as a one-termoffering.

The course syllabus for all sections must include the GEP **Humanities and U.S. Diversity** category designations and GEP student learning outcomes.

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Special Topics Term Scheduling:

• List below the course scheduling detail:

○ Meeting time and day(s): Section 1: MW 11:45A-1:00P; Section 2 TTh 3:00-4:15P

○ Seat count: 25

○ Room assigned or room preference including needed classroom technology/seattype: Movable chairs/desks

• If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/numberbelow. (EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 50%

a. If seats are restricted, describe the restriction being applied.

This course is a pilot for a permanent course designed specifically for first-year students

b. Is this restriction listed in the course catalog description for the course?

No

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none. None

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

None

SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

Required texts will include titles such as Thomas Jefferson's *Notes on the State of Virginia*; speeches by Elizabeth Cady Stanton, Sojourner Truth, and Frederick Douglass; short stories by Herman Melville, Charlotte Perkins Gilman, and Toni Morrison; essays by W.E.B. Du Bois and Horace Kallen; and legal documents the Morrill Act and *Brown v. Board*.

2. Major topics to be covered and required readings including laboratory and studiotopics.

Major topics will include Categories of Diversity and Unity, Logics of Inclusion and Exclusion, and Rationales of Equity and Fairness.

3. List any required field trips, out of class activities, and/or guestspeakers.

None currently panned

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SIGNATURE PAGE FOR HUMU 295

RECOMMENDED BY:

HEAD, DEPARTMENT/PROGRAM DATE

****For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.***

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE

GEP Humanities & Global Knowledge Special Topic Shell Offering (HUMG 295)

This form is to be used for submitting a Special Topics shell offering for the Humanities and Global Knowledge GEP category to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The **GEP Humanities objectives** will provide instruction and guidance that help students to:

1. Engage the human experience through the interpretation of human culture.
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities.
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Each course in **GEP Global Knowledge objectives** will provide instruction and guidance that help students to ***achieve goal #4 plus at least one of #5, #6, or #7.***

4. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technology or scientific developments, and/or attitudes of people in a society or culture outside the United States.

And at least one of the following:

5. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.
6. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the U.S. society.
7. Explain how these distinguishing characters change in response to internal and external pressures on the non-U.S. society.

HUMG 295		
Department(s)/Program	Music	New GEP Special Topics Offering <input type="checkbox"/>
Special Topic Title: (30 character limit)	The Beatles and the British Invasion	Review for 2nd Offering X
Term to be Offered	Summer 2, 2023	
Instructor Name/Title	Tom Koch, Teaching Associate Professor	

SECTION 1: GEP CRITERIA

Instructions:

- At least one of the Instructor’s student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using *Bloom’s Taxonomy* [[Click Here](#)]

Humanities

List the Instructor’s student learning outcomes for the course that are relevant to GEP *Humanities Objective 1: Obj. 1) Engage the human experience through the interpretation of human culture.*

Students will articulate how popular musicians interpret their roles as purveyors of popular culture.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

In small groups, students will discuss assigned questions based on the readings and class lectures. Each group will then share their conclusions with the rest of the class. Students are graded on their contribution to the group discussion and class presentation.

Sample questions:

- a. How was the Rolling Stones' image marketed to teens in contrast to the Beatles'?
- b. Citing specific groups and songs, discuss in what ways other blues-based bands both reinforced and expanded the performance conventions established by the Rolling Stones.

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List the Instructor's student learning outcome(s) for the course that are relevant to GEP Humanities Objective 2: **Obj. 2) Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.**

Students will interpret songs based on their prosody, or the interrelation of music and lyrics for communicating emotion and meaning.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Based on readings and class discussion that investigate the interrelation of music and lyrics in songs of the British Invasion, students will self-select two songs from two different British Invasion bands for comparison and contrast. They will apply standard musical terminology and adhere to analytical methodologies, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP Humanities Objective 3: **Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.**

Students will make academic arguments explaining how popular music both shaped and was shaped by concurrent cultural trends.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

1. Based on readings, group discussions, and independent inquiry, students will submit a journal consisting of their responses to the Group Discussion questions. Sample questions:
 - a. Describe the influence of Mod culture on art, fashion, and music in the mid-1960s.
 - b. Discuss how various media (radio, TV, film, recording industry, music management) marketed popular music to British youth from 1964.

Global Knowledge

List the Instructor's student learning outcome(s) for the course that are relevant to GEP Global Knowledge Objective 1: **Obj. 1) Identify and examine distinguishing characteristics, including ideas, values, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.**

Students will distinguish among the stylistic features of popular music in England during the 1950s and 1960s

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Based on readings, group discussions, and independent inquiry, students will submit a journal consisting of their responses to the Group Discussion questions. Sample questions:

- a. Until 1964, how did the music business in Britain differ from the US?
- b. Describe the musical styles popular in Britain before Beatlemania (before 1963)

List the Instructor's student learning outcome(s) for the course that are relevant to GEP Global Knowledge Objective 2, 3, or 4:

Outcome for Objective 4 (*Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society*)

Students will illustrate how the musical styles of the British Invasion changed in response to social transformations occurring in Britain and the United States during the 1960s.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

In small groups, students will discuss assigned questions based on the readings and class lectures. Each group will then share their conclusions with the rest of the class. Students are graded on their contribution to the group discussion and class presentation.

Sample questions:

- a. Discuss the influences of American popular culture on British music after WWII and the reaction of those who controlled cultural trends in Britain?
- b. How did psychedelia in Britain and the United States change the ways that musicians heard and composed popular music beginning in 1965?

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Humanities and Global Knowledge* category designations and

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GEP student learning outcomes.

Special Topics Term Scheduling:

List below the course scheduling detail:

- **Meeting time and day(s):** Students will meet an average of 8 hours weekly over 5 weeks for class lectures, excursions, and other group activities. Class days/times TBD pending classroom availability and scheduling for excursions and other activities.
- **Seat count:** 15-20
- **Room assigned or room preference including needed classroom technology/seat type:** TBD
- **If this course is to be piggy-backed with a department special topic, list the piggy-**

backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? _100 %

- a. If seats are restricted, describe the restriction being applied.

- b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

- None

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.
(ex: ability to analyze historical text; prepare a lesson plan)

- None

SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

David Simonelli, *Working Class Heroes: Rock Music and British Society in the 1960s and 1970s* (Lexington Books, 2012).
Available online through NCSU libraries at <https://ebookcentral.proquest.com/lib/ncsu/detail.action?docID=1120202>

2. Major topics to be covered and required readings including laboratory and studio topics.

Topics:

- Popular music and culture in England before the Beatles
- The Beatles: Formation and Beatlemania (1956-1966)
- Beatles-type bands
- The blues in London and the Rolling Stones
- Rolling Stones-type bands
- The marketing of a lifestyle
- Post-British Invasion and Psychedelia

Readings (extracts):

- Simonelli, *Working Class Heroes*
- Cateforis, ed, *Rock History Reader*
- Covach, *What's That Sound*
- Schloss, *Rock: Music, Culture, and Business*
- Stuessy, *Rock and Roll*
- Szatmary, *Rockin' in Time*

- Additional Moodle handouts and videos

List any required field trips, out of class activities, and/or guest speakers.

Out of class activities:

- Week 1: Weekend trip to Liverpool
- Week 2: Beatles Walks with Richard Porter
- Week 3: Hard Rock Café vault
- Week 5: Swinging 60s Bus Tour with Paul Endacott

Effective Fall 2014

SIGNATURE PAGE FOR HUMG 295

RECOMMENDED BY:



August 31, 2022

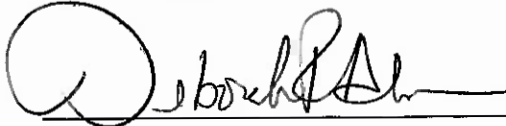
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**For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:



9-19-22

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



9/21/22

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

GEP Visual and Performing Arts Special Topic Shell Offering (VPGE 295)

This form is to be used for submitting a Special Topics shell offering for the Visual and Performing Arts GEP category to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The ***GEP Visual and Performing Arts objectives*** will provide instruction and guidance that help students to:

1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.
2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.
3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

VPGE 295		
Department(s)/Program	Music	New GEP Special Topics Offering <input type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	The Beatles and the British Invasion	Review for 2nd Offering X
Term to be Offered	Summer 2, 2023	
Instructor Name/Title	Tom Koch, Teaching Associate Professor	
SECTION 1: GEP CRITERIA		
<u>Instructions:</u>		
<ul style="list-style-type: none"> • At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. • Achievement of the outcomes must allow students to meet the GEP category objectives. • Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. • At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. • Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. <input type="checkbox"/> For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Visual and Performing Arts Objective 1: Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.</i></p> <p>Students will examine popular music in Britain within the context of British culture and history.</p>		
<p><i>Measure(s) for above Outcome:</i></p> <p><i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p>		
<p>Based on readings, group discussions, and independent inquiry, students will submit a journal consisting of their responses to the Group Discussion questions. Sample question: What aspects of Liverpool's history and culture made that city—rather than London—a favorable breeding ground for Britain's new style of Rock & Roll?</p>		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Visual and Performing Arts Objective 2: Obj. 2) Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.</i></p> <p>Students will apply standard musical terminology and methodologies for describing musical works.</p>		

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will self-select two songs from two different bands for comparison and contrast. Based on readings, lectures, and independent inquiry, they will apply standard musical terminology and adhere to analytical methodologies, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact.

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 3: Obj. 3) Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.*

Students will develop critical listening skills that enable them to evaluate the ways that musicians organize the materials of composition to create coherent works of art

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will be assigned listening selections from among the British Invasion discography. Readings and lectures will guide them on the methods of compositional organization that these songs share with acknowledged works of art. The song comparison project requires that students apply these principles to an analysis of the two songs they select.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Visual and Performing Arts* category designation and GEP student learning outcomes.

Special Topics Term Scheduling:

- **List below the course scheduling detail:**
 - **Meeting time and day(s):** Students will meet an average of 8 hours weekly over 5 weeks for class lectures, excursions, and other group activities. Class days/times TBD pending classroom availability and scheduling for excursions and other activities
 - **Seat count:** 15-20
 - **Room assigned or room preference including needed classroom technology/seat type:** TBD
- **If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.**
(EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 100%

- a. If seats are restricted, describe the restriction being applied.
- b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

- None

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

- None

SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or attach a syllabus that includes this information.

Title and author of any required text or publications.

David Simonelli, *Working Class Heroes: Rock Music and British Society in the 1960s and 1970s* (Lexington Books, 2012). Available online through NCSU libraries at <https://ebookcentral.proquest.com/lib/ncsu/detail.action?docID=1120202>

Major topics to be covered and required readings including laboratory and studio topics.

Topics:

- Popular music and culture in England before the Beatles
- The Beatles: Formation and Beatlemania (1956-1966)
- Beatles-type bands
- The blues in London and the Rolling Stones
- Rolling Stones-type bands
- The marketing of a lifestyle
- Post-British Invasion and Psychedelia

Readings (extracts):

- Simonelli, *Working Class Heroes*
- Cateforis, ed, *Rock History Reader*
- Covach, *What's That Sound*
- Schloss, *Rock: Music, Culture, and Business*
- Stuessy, *Rock and Roll*
- Szatmary, *Rockin' in Time*
- Additional Moodle handouts and videos

List any required field trips, out of class activities, and/or guest speakers.

Out of class activities:

Week 1: Weekend trip to Liverpool

Week 2: Beatles Walks with Richard Porter

Week 3: Hard Rock Café vault

Week 5: Swinging 60s Bus Tour with Paul Endacott

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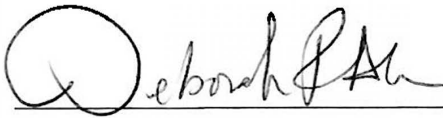
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HUMG/VPGE 295 Course Syllabus

HUMG/VPGE 295 – The Beatles and the British Invasion

Section 001
Summer II, 2023
3 Credit Hours

Course Description

This course surveys the music and cultural impact of the British Invasion bands of the 1960s. Representative bands include the Beatles, Rolling Stones, Dave Clark Five, Hollies, Animals, Kinks, Zombies, Who, and Yardbirds. Students learn how these musicians shaped British and American popular culture of the 1960s and how the social and political circumstances in England affected the production and dissemination of popular music in that country. A weekend excursion to Liverpool takes in the Beatles Story Museum, Magical Mystery Bus Tour, and a Beatles show at the famed Cavern Club. In London, guided tours include such iconic places as Abbey Road, King's Road, Crawdaddy Club, and the original Hard Rock Cafe. Taught as a summer study abroad, this course receives GEP credit in either Humanities or Visual and Performing Arts as well as Global Knowledge.

Learning Outcomes

1. Students will articulate how popular musicians interpret their roles as purveyors of popular culture.
2. Students will interpret songs based on their prosody, or the interrelation of music and lyrics for communicating emotion and meaning.
3. Students will make academic arguments explaining how popular music both shaped and was shaped by concurrent cultural trends.
4. Students will examine popular music in Britain within the context of British culture and history.
5. Students will apply standard musical terminology and methodologies for describing musical works.
6. Students will develop critical listening skills that enable them to evaluate the ways that musicians organize the materials of composition to create coherent works of art.
7. Students will distinguish among the stylistic features of popular music in England during the 1950s and 1960s.
8. Students will illustrate how the musical styles of British Invasion bands changed in response to social transformations occurring in Britain and the United States during the 1960s.

Course Structure

This course will be taught in London as part of the London STEM program, Summer II 2023.

Course structure:

Students will meet an average of 8 hours weekly for class lectures, excursions, and group events. Class times TBD pending classroom availability and scheduling for excursions and other activities.

Group events: In addition to class-specific activities, group events are scheduled that provide a culturally enriching experience for students and whose themes are integrated into class sessions as appropriate. These include attendance at a West End musical, a seminar with NCSU Alumni expats, a lesson in Afternoon Tea, a visit to Greenwich Observatory, and guided tours of Westminster Abbey, Tower of London, and London Zoo.

Course Policies

This is a study abroad course with approval from the NC State Music Department and NC State Study Abroad Office.

Instructors

Tom Koch (tdkoch) – Teaching Associate Professor

Email: tdkoch@ncsu.edu

Phone: +1-919-649-4447 (Text or WhatsApp only)

Office Location: 5 Richbell Place, London WC1N 3LA (Classroom location)

Office Hours: By appointment

Course Meetings

Students will meet an average of 8 hours weekly for class lectures, excursions, and other group activities. Class days/times TBD pending classroom availability and scheduling for excursions and other activities.

Course Materials

Textbooks

David Simonelli, *Working Class Heroes: Rock Music and British Society in the 1960s and 1970s* (Lexington Books, 2012). Available for free online through NCSU libraries at <https://ebookcentral.proquest.com/lib/ncsu/detail.action?docID=1120202>

Other reading assignments will be placed on Moodle:

- Cateforis, ed, *Rock History Reader*
- Covach, *What's That Sound*
- Schloss, *Rock: Music, Culture, and Business*
- Stuessy, *Rock and Roll*
- Szatmary, *Rockin' in Time*

Expenses

Resources Statement

The budget for the study abroad program is self-supporting and will be established under the existing study abroad model where students subsidize program costs by paying a program fee, instead of regular on-campus tuition. This model makes the program more affordable for students and covers the costs associated with an academic and logistical standpoint.

The tentative program fee for students is yet to be determined by Study Abroad (previous London STEM offerings cost approximately \$5,000). This fee covers the following expenses: cost of instruction for # credit hours, accommodations throughout the overseas portion of the program, cultural events and excursions, travel health insurance, faculty stipends and travel expenses. It does not include personal expenses, most meals or airfare between the United States and Europe. These additional fees to the student are similar to any other study abroad experience.

Emergency Response While Abroad:

The Study Abroad Office is available 24 hours a day, 365 days a year to assist students and faculty while on study abroad programs. Study Abroad will consult with members of the Study Abroad Emergency Response Team (SAERT), as needed, and connect the individual to appropriate resources.

Additional information: <https://studyabroad.ncsu.edu/emergency-assistance/>

Travel Insurance Policy:

All students participating in study abroad programs or other university-affiliated international travel are required to be enrolled in the GeoBlue international health insurance policy for the duration of their program. This policy is utilized by the entire UNC System and provides comprehensive, low-cost health insurance coverage.

Materials

Laptop - <\$500

This material is required.

Other reading materials will be available on Moodle

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

Transportation

This is a Study Abroad course and public transportation is included in cost of program. Non-scheduled class time for field trips or out-of-class activities may be required for this class.

Safety & Risk Assumptions

Safety risks associated with study Abroad in a foreign country (UK)

Grading

Grade Components

Component	Weight	Details
Song Comparison Project	35%	Due Monday, July 25, 9 AM on Moodle. In a 3-4-page, double-spaced paper, students will self-select two songs from two different bands for comparison and contrast. Provide images as desired, but they should not count toward the required number of pages. They will adhere to analytical methodologies discussed in class, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact. Further details will be given in class.
Group discussion and presentation	25%	In small groups, students will discuss an assigned question based on the readings and class lectures. Each group will then share their conclusions with the rest of the class. These questions will serve as the basis for the Journal. <u>Each student is graded on their contribution to the group discussion and class presentation.</u> Students will be given nongraded verbal feedback on their individual progress midway through the program.
Journal	40%	Due Monday, August 1, 9 AM on Moodle. Based on readings, group discussions, and independent inquiry, students will submit a journal consisting of their responses to the Group Discussion questions. Each question should comprise ½ -1 page, double-spaced.

Letter Grades

This Course uses Standard NCSU Letter Grading:

97	≤	A+	≤	100
93	≤	A	<	97
90	≤	A-	<	93
87	≤	B+	<	90
83	≤	B	<	87
80	≤	B-	<	83
77	≤	C+	<	80
73	≤	C	<	77
70	≤	C-	<	73
67	≤	D+	<	70
63	≤	D	<	67
60	≤	D-	<	63

$$0 \leq F < 60$$

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>.

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Late Assignments

All assignments must be completed and submitted on the final day of class without exception.

Attendance Policy

For complete attendance and excused absence policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>

Attendance Policy

Attendance Policy: Attendance is mandatory and is taken at each class. <http://policies.ncsu.edu/regulation/reg-02-20-03>

- **Class Attendance:** Any absence must be authoritatively documented as an emergency (hospitalization, accident, etc.). Any absence that is not documented will result in the following course deductions:
 - **First undocumented absence** = reduction of 20 percentage points in the cumulative course grade
 - **Second undocumented absence** = reduction of 40 percentage points in the cumulative course grade
- Two tardies of 10 or more minutes will result in an undocumented absence
- Students will have opportunity to Zoom into class if they are physically absent and notify the instructor beforehand.

Absences Policy

See "Attendance Policy"

Makeup Work Policy

None. All assignments are completed outside of class and submitted via Moodle.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct ([NCSU POL11.35.01](#)). Pack Pledge: Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment." Violations of academic integrity will be handled in accordance with the Student Discipline Procedures ([NCSU REG 11.35.02](#)).

Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student

coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Electronically-hosted Components: Moodle

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)

Additional NC State Rules and Regulations

Students are responsible for reviewing the NC State University Policies, Rules, and Regulations (PRRs) which pertain to their course rights and responsibilities, including those referenced both below and above in this syllabus:

- Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/divweb/policies/>
- Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>.”

Course Schedule (from Summer 2022)

NOTE: The course schedule is subject to change with appropriate notification.

Week 1, Day 1 (T, July 5, 1-4) Popular music and culture in England before the Beatles

Part 1: Introduction to the British Invasion

Part 2: Popular music and culture in England before the Beatles

Reading (NOTE: all readings are available on Moodle)	Discussion
<ul style="list-style-type: none">• Covach, 155-160• Szatmary, 106-108• Simonelli, 20-30; 64-71	<ol style="list-style-type: none">1. Discuss the influences of American popular culture on British music after WWII and the reaction of those who controlled cultural trends in Britain?2. Until 1964, how did the music business in Britain differ from the US?3. Describe the musical styles popular in Britain before Beatlemania (before 1963)4. How did British teenagers, feeling alienated from the mainstream culture of the adult establishment, seek out an identity?

Week 1, Day 2 (H, July 7, 9-12): The Beatles: Formation and Beatlemania (1956-1966)

Part 1: Beatles through 1963

Part 2: Beatles 1964-66

Reading	Discussion
<ul style="list-style-type: none"> • Simonelli, 31-33 • Stuessy, 84-96 • Szatmary, 109-116 • Covach, 160-170 <p>Optional reading: Simonelli, 34-43</p>	<ol style="list-style-type: none"> 1. What aspects of Liverpool’s history and culture made that city—rather than London—a favorable breeding ground for Britain’s new style of Rock & Roll? 2. What American musical styles influenced the Beatles? 3. What personal and business factors contributed to the Beatles’ meteoric success in 1960-63 and then to their decision to stop touring in 1966? 4. How did the British and American media react to the Beatles’ success? Did their reaction change over time?

Week 2, Day 1 (T, July 12, 1-4): The Beatles and Beatles-type bands

Part 1: Beatles 1964-66, continued

Part 2: Beatles-style bands

Reading	Discussion
<ul style="list-style-type: none"> • Rock History Reader (George Martin), 55-60 • Schloss, 116-121 • Szatmary, 116-118 • Simonelli, 43-46 <p>Optional reading: Stuessy 107-116 Covach, 170-172</p>	<ol style="list-style-type: none"> 1. Citing specific songs, contrast features of Beatles’ musical style and lyrics up to the album <i>Revolver</i> (summer 1966) 2. Summarize the Beatles’ songwriting process based on the interview with George Martin 3. How did the unique personalities of the Beatles eventually affect their partnership and their relationship with the public? 4. Compare and contrast a few of the Beatles-type bands. What factors led to their popularity and decline?

Week 2 Day 2 (H, July 14, 9-12): Blues in London and the Rolling Stones

Part 1: Blues in London

Part 2: Rolling Stones

Reading	Discussion
<ul style="list-style-type: none"> • Covach, 172-179 • Simonelli, 47-59 <p>Optional Reading: Stuessy, 118-135 Szatmary, 121-127</p>	<ol style="list-style-type: none"> 1. How did the music heard in London clubs differ from the “beat” music of other cities, such as Liverpool and Manchester? 2. What challenges did the Rolling Stones face in their effort to become a chart-topping band? 3. How was the Rolling Stones’ image marketed to teens in contrast to the Beatles’? 4. Citing specific examples, how did the musical style and lyrics of Rolling Stones’ songs differ from the Beatles’?

Week 3, Day 1 (M July 18, 1-4): Richard Porter walking tour

Reading	Discussion
<ul style="list-style-type: none"> • Szatmary, 127-132 • Simonelli, 59-63 • Covach, 179-186 	<ul style="list-style-type: none"> • None today

Week 3, Day 2 (W, July 20, 1-4): Rolling Stones-type bands and the marketing of a lifestyle

Part 1: Rolling Stones-type bands

Part 2: Marketing a lifestyle

Reading	Discussion
<ul style="list-style-type: none"> • Simonelli, 71-81 • Simonelli, 82-97 <p>Optional Reading</p> <ul style="list-style-type: none"> • Stuessy, 128-135 	<ol style="list-style-type: none"> 1. Citing specific groups and songs, discuss in what ways other blues-based bands both reinforced and expanded the performance conventions established by the Rolling Stones. 2. Describe the influence of Mod culture on art, fashion, and music in the mid-1960s. 3. Compare and contrast the fashion trends associated with music and pop culture of the mid-late 1960s 4. Discuss how various media (radio, TV, film, recording industry, music management) marketed popular music to British youth from 1964.

Week 4, Day 1 (M, July 25, 12-4): Swinging 60s Bus tour

- **Song Comparison Project due Monday, July 25, 9 AM on Moodle**

Reading	Discussion
<ul style="list-style-type: none"> • Covach 250-260; 269-279 	<ul style="list-style-type: none"> • None today

Week 4, Day 2 (W, July 27, 1-4): Post-British Invasion and Psychedelia

Part 1: Beatles after 1966

Part 2: Psychedelia in art and music

- **Journal due Monday, August 1, 9 AM on Moodle.**

Reading	Discussion
<ul style="list-style-type: none"> • Simonelli, 98-116 • Beatles album covers (on Moodle) 	<ol style="list-style-type: none"> 1. How did psychedelia in London change the ways that people listened to and composed popular music beginning in 1965? 2. Analyze two Beatles' album covers that stand out to you as artful expressions of the period. 3. Discuss how the Beatles contributed to psychedelia in their music and lifestyle choices.

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