

Bergen Community College
Division of Business, Social Sciences, and Performing Arts
Department of Performing Arts

Course Syllabus

MUS-105: A History of Jazz in America

Basic Information about Course and Instructor

Semester and year:
Course and Section Number:
Meeting Times and Locations:

Instructor:
Office Location:
Phone:
Departmental Secretary: [optional]
Office Hours:
Email Address:

Course Description

MUS-105 A History of Jazz in America is a study of the historical development of jazz from its origin as a form of Black American folk music to its acceptance as a major expression of American art.
3 lectures, 3 credits

Student Learning Objectives: As a result of meeting the requirements in this course, students will be able to:

1. *Articulate* a critical perspective on the social, cultural, political and economic forces that led to the development of jazz in America during the 20th century;
2. *Distinguish* between the musical characteristics that differentiate the various styles of jazz, such as ragtime, traditional (Dixieland), stride piano, swing, bebop, post bop, cool jazz, west coast jazz, free jazz, jazz-rock fusion, acid jazz, smooth jazz, and post-modern jazz;
3. *Explain* how race, class, gender, and ethnicity along with the social, economic, and legal practices such as segregation, the New Deal, played a role the evolution of jazz;
4. *Demonstrate* knowledge of selected significant jazz innovators and soloists, such as Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis, and John Coltrane;
5. *Employ* the basic vocabulary used to describe musical elements, such as melody, rhythm, harmony, form, and tone color, in written and oral communication;
6. *Utilize* library resources and online research tools to retrieve primary and secondary sources, in order to present a historical argument on a topic germane to the history of jazz and American musical culture.

In pursuit of the foregoing goals, the course is based on the reading and discussion of musicological and sociological writings on music, as well as on attentive listening techniques for musical selections; students are given the opportunity and are encouraged to participate actively in class discussions; and students are required to do a substantial amount of expository and critical writing in response to the material presented in the course.

Learning Assessment

The Student Learning Objectives (SLOs) in this course are intended to be aligned with as many of the college's General Education Goals as possible. They are also correlated with the overall Learning Goals of the Music Program. In addition, student progress in reaching the course's SLOs is to be assessed through various means of assessment, such as the "Suggested Means of Assessment" listed below.

Student Learning Objective	Suggested Means of Assessment
1. <i>Articulate</i> a critical perspective on the social, cultural, political and economic forces that led to the development of jazz in America during the 20 th century;	<ul style="list-style-type: none"> • Essay examinations • Quizzes and objective tests • Writing assignments
2. <i>Distinguish</i> between the musical characteristics that differentiate the various styles of jazz, such as ragtime, traditional (Dixieland), stride piano, swing, bebop, post bop, cool jazz, west coast jazz, free jazz, jazz-rock fusion, acid jazz, smooth jazz, and post-modern jazz;	<ul style="list-style-type: none"> • Essay examinations • Quizzes and objective tests • Writing assignments
3. <i>Explain</i> how race, class, gender, and ethnicity along with the social, economic, and legal practices such as segregation, the New Deal, played a role the evolution of jazz;	<ul style="list-style-type: none"> • Essay examinations • Quizzes and objective tests • Writing assignments
4. <i>Demonstrate</i> knowledge of selected significant jazz innovators and soloists, such as Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis, and John Coltrane;	<ul style="list-style-type: none"> • Essay examinations • Quizzes and objective tests • Writing assignments
5. <i>Employ</i> the basic vocabulary used to describe musical elements, such as melody, rhythm, harmony, form, and tone color, in written and oral communication; and	<ul style="list-style-type: none"> • Essay examinations • Quizzes and objective tests • Writing assignments
6. <i>Utilize</i> library resources and online research tools to retrieve primary and secondary sources, in order to present a historical argument on a topic germane to the history of jazz and American musical culture.	<ul style="list-style-type: none"> • Writing assignments

Special Features of the Course (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, web enhancement via a parallel course website, etc.); the inclusion of technological literacy learning in the course; etc.

Course Texts and/or Other Study Materials

DeVeaux, Scott & Gary Giddins. *Jazz: Essential Listening*. New York: W.W. Norton & Co., 2011 (Also available as an ebook). The textbook contains the key concepts and terminology covered in the course, along with listening charts for the musical examples.

* The textbook publisher, W.W. Norton & Company, provides free access to the Studyspace for Jazz Essentials: <http://www.wwnorton.com/college/music/jazz-essentials/>.

The website includes valuable resources such as chapter reviews, key concepts, and author interviews.

Alternative textbooks or resources can be used by individual faculty with permission of the music discipline textbook committee. The Faculty Senate "Policy on the Selection of Texts and Other Instructional Materials," states that "individual faculty members and/or departments should strive to select texts, whenever possible, that are most affordable for students."

Grading Policy

A student's final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student's class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student's final grade for the course; but a class participation grade will count for no more than twenty percent (20%) of the final grade. A student's research and writing work will count at least fifty percent (50%) of the final grade.

BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Attendance Policy in this Course:

[To be designated by the instructor]

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

<p><u>Examples:</u> Statement on plagiarism and/or academic dishonesty. ADA statement. Sexual Harassment statement. Statement on acceptable use of BCC technology. Statement on the purpose and value of faculty office hours.</p>
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Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

Student and Faculty Support Services

The Distance Learning Office – for any problems you may have accessing your online courses	Room C-334	201-612-5581 psimms@bergen.edu
English Language Resource Center	Room C- 212	http://www.bergen.edu/elrc
The Tutoring Center	Room L-125	201-447-7908 http://www.bergen.edu/tutoring
The Writing Center	Room L-125	201-447-7908 http://www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 http://www.bergen.edu/oss
BCC Library – Reference Desk	Room L-226	201-447-7436

Special Note on the Tutoring Center

The **Henry and Edith Cerullo Learning Assistance Center** encompasses the Tutoring Center, the English Language Resource Center, and the Writing Center. The website of the Learning Assistance Center is located at www.bergen.edu/pages/2192.asp. Tutoring services are available for this course in the Tutoring Center. As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908.

Include a Course Outline and Calendar [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
- Any required special events must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- Designation of Student Learning Objectives – by number – for each topic (see sample below).
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

Note to Students: The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Date(s)	Topics & Assignments	Learning Objectives
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

See the Sample Course Outline and Calendar below.

SAMPLE COURSE OUTLINE AND CALENDAR

[with designation of Student Learning Objectives – by number – for each topic]

Note to Students: The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Date(s)	Topic/Activity/Assignments	Student Learning Objectives
1-2	Sep 6, 8,13,15	Introduction to Jazz: Musical Elements and Instruments Reading Assignment: Chapters 1 & 2	1-6
3	Sept 20, 22	The Roots of Jazz Reading Assignment: Chapter 3	1-6
4	Sep 27, 29	New Orleans and Louis Armstrong Reading Assignment: Chapters 4 & 6	1-6
5	Oct 4, 6	New York in the 1920s Reading Assignment: Chapter 5	1-6
6	Oct 11, 13	Swing Bands Reading Assignment: Chapter 7	1-6
7-8	Oct 18, 20, 25, 27	Count Basie and Duke Ellington Reading Assignment: Chapter 8	1-6
9	Nov 1, 3	The Swing Era: The Soloists Reading Assignment: Chapter 9 & 10	1-6
10	Nov 8, 10	Bebop Reading Assignment: Chapter 11	1-6
11	Nov 15, 17	Cool Jazz and Hard Bop Reading Assignment: Chapter 12	1-6
12	Nov 22, 24	Jazz Composition and Modal Jazz Reading Assignment: Chapters 13 & 14	1-6
13	Nov 29, Dec 1,	The Avant-Garde Reading Assignment: Chapter 15	1-6
14	Dec 6,8	Fusion Reading Assignment: Chapters 16 & 17	1-6
15	Dec 13, 15	Final Review and Final Exam	1-6

Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.