

MUS 345 • Jazz History • Spring 2017
UNLV
COURSE SYLLABUS

COURSE DESCRIPTION

This course provides an overview of the history and development of jazz in America, from its roots in the pre-jazz styles of the late 19th century up through the bebop era of the 1940's to its contemporary styles of the present. Through lectures and class discussions, readings, listening to recordings and viewing historical videos, students will gain knowledge of the evolution of jazz and its important role in American culture. The student will learn to identify the different styles, the important artists and bands, and the eras they represent, gaining a greater understanding and appreciation for the art of jazz music. Knowing that the history lies within the fundamental building blocks still being applied and addressed in present day music shows the depth of this exploratory music's history. A thorough knowledge of music basics is helpful for success in this class. There will be a listening component in exams in which students will need to identify various bands, artists, forms and styles. Regular quizzes during the semester will help students track their progress.

Adult content & themes will be discussed & viewed during lectures

STUDENT LEARNING OUTCOMES

- The Student will differentiate the various styles of Jazz.
- The Student will list both the names & the instruments of the most influential jazz musicians in addition to the famous groups with which they played.
- The Student will identify the influences of those most influential jazz musicians
- The Student will define the chronology of jazz through both the major styles & through the artists & the improvisational styles with which they each represented.
- The Student will recognize the chronology of key recordings and why they are still revered today.
- The Student will explain the great contributions of African-Americans to Jazz.
- The Student will describe the primary elements of Jazz, including improvisation & the concept of swing.

Where do you, the 21st century student, see this music going? How has technology taken the music to new heights? What are some of the new methodologies being used dictating how history will be written? (i.e. Jam of the Week)

LECTURE CONTENT

A. The Elements

- B. How to Listen
- C. What is this thing called Jazz
- D. The Origins of Jazz
- E. The Blues & Ragtime
- F. New Orleans
- G. The Great Migration
- H. New York
- I. The Swing Era
- J. Duke Ellington & Count Basie
- K. Bebop
- L. Cool Jazz & Bossa Nova
- M. Hard Bop
- N. Miles Davis & John Coltrane
- O. Modal Jazz & its Offspring
- P. Present Day

INSTRUCTIONAL METHODOLOGIES

- 1. Lecture
- 2. Group Discussion
- 3. Video & Audio Presentations
- 4. In Class Activities & Participation
- 5. Listening Assignments
- 6. Writing Assignments

Students will be required to listen to & review live music performances

ASSIGNMENTS

- A. Required In-class Participation and Attendance
- B. Required Out-of-class Readings & Listening
- C. Required Out-of-class Concert Attendance
 - When attending concerts, the student will examine, evaluate & apply their knowledge of the Elements & History of Jazz to write a review
- D. Presentations
 - One Oral & Written Presentation – a critical, historic overview of a musician / jazz style defining their importance in the development of Jazz
- E. Writing Assignments / Critical Thinking
 - Two typed Listening assignments – opinion based – MLA style formatting
- F. Extra Credit

PLEASE CHECK YOUR *MyUNLV* EMAIL & PERSONAL EMAIL REGULARLY!!!!

TEXT

Pearson's "Jazz Styles: A History and Analysis (10th edition)" by Mark Gridley (Pearson Publishing Co.) Other various handouts, recordings and other material to be handed out IN CLASS as needed.

SUPPLEMENTAL TEXT

Abrams' "Three Wishes: An Intimate Look at Jazz Greats," by Pannonica de Koenigswarter (Abrams Image Publishing)

GRADING

- Attendance & Participation = 150 points (5 points each class)
- Presentation = 50 points
- Report (Concert & Assigned) = 25 points each (50 points total)
- Exams = 75 points each (150 points total)

Because much of the class time will be devoted to lecture presentations and listening to musical examples, attendance is very important. Latecomers will be docked ½ of ones daily point total for each tardy. Absences without an excuse will adversely affect ones final grade. An excused absence requires notice to the instructor.

TOTAL POINTS POSSIBLE = 400

A = 400 - 361 points equals 90-100%
B = 360 - 321 points equals 80-89%
C = 320 - 281 points equals 70-79%
D = 280 - 241 points equals 60-69%
F = 240 - 0 points below 59%

Make-ups

Tests may only be made up for exceptional circumstances (i.e. illness, family emergency) & only if the student has contacted the instructor PRIOR to the start of our class session. Additionally, the instructor reserves the right to refuse a makeup exam.

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COURSE OUTLINE

Week 1

Tuesday, Jan. 17th – Introduction; discuss syllabus; The Elements; Listen

Thursday, Jan. 19th – The Elements; How to Listen; Listen

Week 2

Tuesday, Jan. 24th – **** Presentation Topics due **; ** Instructor will also assign your personalized listening assignment topic / musician ****; How to Listen; What is this thing called Jazz; The Origins; Listen

Thursday, Jan. 26th – Listen

Week 3

Tuesday, Jan. 31st – The Origins; Blues & Ragtime; Listen

Thursday, Feb. 2nd – Listen

Week 4

Tuesday, Feb. 7th – Blues & Ragtime; New Orleans; Presentations (if possible we start them here); Listen

Thursday, Feb. 9th – Presentations (if possible we start them here); Listen

Week 5

Tuesday, Feb. 14th – New Orleans; The Great Migration; Presentations; Listen

Thursday, Feb. 16th – Presentations; Listen

Week 6

Tuesday, Feb. 21st – ****Listening Assignment # 1 due****; New York; Presentations; Listen

Thursday, Feb. 23rd – Presentations; Listen

Week 7

Tuesday, Feb. 28th – New York; The Swing Era; Presentations; Listen

Thursday, March 2nd – **** Review for Mid-Term Test ****; Presentations; Listen

Week 8

*Tuesday, March 7th – **** Review for Mid-Term Test ****; The Swing Era; Ellington & Basie; Presentations; Listen*

*Thursday, March 9th – ****Mid-Term Test*****

Week 9

Tuesday, March 14th – Ellington & Basie; Bebop; Presentations; Listen

Thursday, March 16th – Presentations; Listen

Week 10

Tuesday, March 21st – Bebop; Cool Jazz & Bossa Nova; Hard Bop; Presentations; Listen

Thursday, March 23rd – Presentations; Listen

Week 11

Tuesday, March 28th – Hard Bop; Miles & Trane; Presentations; Listen

Thursday, March 30th - Presentations; Listen

Week 12

Tuesday, April 4th – Miles & Trane; Modal Jazz & its Offspring; Presentations; Listen

Thursday, April 6th – Presentations; Listen

Week 13

*Tuesday, April 11th – **NO CLASS** – Spring Break; Listen*

*Thursday, April 13th – **NO CLASS** – Spring Break; Listen*

Week 14

*Tuesday, April 18th – **** Listening Assignment # 2 due ****; Modal Jazz & its Offspring; Present Day; Presentations; Listen*

Thursday, April 20th – Presentations; Listen

Week 15

Tuesday, April 25th - **** Review for Final Exam ****; Present Day; Presentations;
Listen

Thursday, April 27th - **** Review for Final Exam ****; Presentations; Listen

Week 16

Tuesday, May 2nd - **NO CLASS** - Study Week - **** Review for Final Exam if needed ****;
**** Presentations if necessary ****

Thursday, May 4th - **NO CLASS** - Study Week - **** Review for Final Exam if needed ****;
**** Presentations if necessary ****

FINAL EXAM - GIVING DURING THE WEEK OF MAY 8TH - MAY 12TH (DATE & TIME TBA)

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UNLV POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources

Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)