

## 1 Course information

**Undergraduate** MUJS 4470 History of Jazz

**Graduate** MUJS 5430 Graduate Review of Jazz History

**Syllabus version** 1.1 on 2011-10-24

**Meets** MWF 9-9:50 in 262

**Prof.** John Murphy

**Office** Room 266

**Phone** (940) 565-4344

**Web** [web3.unt.edu/murphy](http://web3.unt.edu/murphy) «that is a link

**Email** Please use the email tool in Blackboard for class-related email. My UNT email is [john.murphy@unt.edu](mailto:john.murphy@unt.edu).

**Office hours** Monday 2-2:50, Wednesday 2-2:50, Thursday 3-3:50, Friday 11-11:50, and by appointment. To make an appointment, send me several times you can meet. I'll reply with the time that fits my schedule.

## 2 Syllabus changelog

- 1.0 2011-08-26 first draft
- 1.1 2011-10-24 revise calendar, date of Research 3 and Test 3, Research 4

## 3 Course description from the catalog

A chronological survey of the major styles and artists of jazz, from African acculturation in the New World to the present.

## 4 MUJS 5430

MUJS 4470 is cross-listed with MUJS 5430, Graduate Review of Jazz History. Graduate students in MUJS 5430 will attend all class meetings of 4470; do all the graded work for 4470; meet a graduate standard for their research papers; and make a 15-minute presentation on their research topics for the 4470/5430 class.

## 5 Prerequisite

According to the catalog, the prerequisite is MUJS 1470 with grade of C or higher. Jazz studies majors must have earned an A or B in MUJS 1470 before taking this class. I do not enforce the prerequisite for non-majors because students with majors other than jazz studies are often advised to take this class as an upper-division elective.

## 6 Who should take this course?

This course is required for jazz studies majors. Students with other majors are welcome. Prior knowledge of music in general and jazz in particular is expected. Students can do well in this class regardless of major if they have regular attendance and good study skills.

## 7 Required Text and CDs

*Jazz* by Scott DeVeaux and Gary Giddins (Norton, 2009) with 4-CD set. At the UNT bookstore. Options: printed book and CD set; ebook and CD set. Please buy the textbook edition of the book, not the trade edition of the book.

## 8 Website

On the Blackboard site for this class, [ecampus.unt.edu](http://ecampus.unt.edu), you can find grades, attendance, the syllabus, and other course-related information.

## 9 StudySpace

The publisher of the textbook offers a StudySpace site where you can find outlines, practice quizzes, listening guides, and other study materials. No password is required.

## 10 Learning goals

1. To understand that the word *jazz* has a history, and that studying *the history of jazz* involves studying the history of *jazz* (what the word has meant to people over time in various places)
2. To understand the history of jazz in terms of musical style and historical context
3. To understand the contributions of important jazz artists
4. To improve your ability to listen analytically and aesthetically to jazz performances
5. To improve your ability to make and evaluate arguments about jazz history
6. To understand the contributions of jazz to U.S. and world culture
7. To be able to find high-quality print and audiovisual information about jazz in the library and on the web, think critically about it, and write a research paper.
8. To understand jazz history from the perspective of historiography. History is the narrative of past events. Historiography is the critical study of how histories are written.

## 11 Tests and grading

- Unit 1 test 8%
- Unit 2 test 12%
- Unit 3 test 15%
- Unit 4 test 20%
- Research paper 20%
- Final 25%

- Total 100% (these are the 100 “course points”)

The point value of tests increases as the semester progresses. This reduces the effect of doing poorly on early tests and enables you to improve your grade as your understanding of the subject grows during the semester. Each test has short-answer, listening, and essay questions. Multiple-choice tests are provided on Blackboard as practice. Makeup tests will only be given in the case of serious emergency situations, which must be documented in writing. For the research paper, you will be required to choose a research question, find print and audiovisual sources, and write a paper that meets a high standard of proper use of sources, clear writing, and critical thinking about jazz history. Research paper requirements and deadlines will be covered in a separate document. The final is both a test on material studied after unit 4 (chs. 18 and 19) and a comprehensive review of the whole course.

When I convert your final course point total, which I calculate to one decimal place, into a letter grade, I will use the standard mathematical rounding principle. For example: 89.4 is a B, 89.5 is an A.

- A 89.5-100%
- B 79.5-89.4%
- C 69.5-79.4%
- D 59.5-69.4%
- F 59.4% and below

I do not assign or accept extra credit assignments. The grade you earn using the 100-point scale in this syllabus is your grade. The final exam will be given on Wednesday, Dec. 14, 2011 from 8 a.m. to 10 a.m. Please make your travel plans with this exam day and time in mind. Final exam schedule. Detailed academic calendar that includes the various drop dates (choose category *Academics*).

## 12 Calendar

- Week 0 (Aug. 26) First class meeting: Introduction (listening and discussion, main concepts of the course), syllabus, class policies
- Week 1 Ch. 1, Musical elements and instruments; Ch. 2, Jazz Form and Improvisation
- Week 2 Ch. 3, The Roots of Jazz; Ch. 4, New Orleans
- Week 3 Ch. 5, New York in the 1920s; Historiography exercise: Study one chapter on jazz in this time period from another textbook (will be available on Blackboard). **Research paper stage 1 due: topic statement.**
- Week 4 Ch. 6, Louis Armstrong and the first great soloists; **Test 1.**
- Week 5 Ch. 7, Swing Bands; Ch. 8, Count Basie and Duke Ellington.
- Week 6 Ch. 9, Swing Era Soloists; Ch. 10, Rhythm in Transition. **Research paper stage 2 due: more developed topic-argument statement, list of sources.**
- Week 7 **Test 2.** Begin Ch. 11, Bebop
- Week 8 Ch. 11, continued. Ch. 12, The 1950s: Cool Jazz and Hard Bop.
- Week 9 Ch. 12, continued. Ch. 13, Jazz Composition in the 1950s.
- Week 10 Ch. 14, The Modality of Miles Davis and John Coltrane. **Nov. 4: Research paper stage 3 due: rough draft.**
- Week 11 **Nov. 7: Test 3 on chs. 11-14.** Nov. 9: Ch. 15, The Avant-Garde. Nov. 11: Guest talk by Keith Waters on second Miles Davis Quintet.
- Week 12 Ch. 15, continued. Ch. 16, Fusion I (to 1960): R&B, Singers, and Latin Jazz. **Nov. 18: Research paper stage 4 due: final draft.**
- Week 13 Ch. 17, Fusion II: Jazz, Rock, and Beyond. Class will meet on Nov. 21 and 23. No class on Nov. 25.
- Week 14 Nov. 28: Finish ch. 17, review for Test 4. **Nov. 30: Test 4 on chapters 15-17.** Dec. 2: Ch. 18, Historicism: Jazz on Jazz.
- Week 15 Dec. 5 and 7: Ch. 19, Jazz Today; review for final (there will also be additional final exam review sessions). No class on Friday Dec. 9: University Reading Day.
- Finals week **Final exam** on Wednesday, Dec. 14, 2011, from 8 a.m. to 10 a.m.

## 13 Why is this course important?

This course will enable you to get to know a lot of music and musicians; to make and evaluate arguments about jazz history; to develop the knowledge, concepts, and listening skills that will support your other activities in jazz and other music; and to further your understanding of jazz as an aspect of U.S. and global music and culture.

## 14 Language

Some of the documentary videos we will watch could contain profanity. If you are concerned about this, I invite you to discuss the matter with me.

## 15 Attendance

We will follow the UNT attendance policy. Article 7 says this: “Any instructor who so informs students in writing about the necessity of class attendance may request of the Registrar that a student be dropped from the course with a grade of WF upon the accumulation of the stated number of absences.” I affirm the necessity of class attendance and establish the number of absences equal to two weeks of class meetings as the maximum number of unexcused absences allowed.

## 16 Participation

An important part of the university experience is formulating an argument, a comment, or a question and putting it out there for other people to respond to. I expect all of us to contribute to the discussion.

## 17 My expectations of you

I expect you to:

1. take responsibility for your learning in this class
2. contribute to class discussion as time allows
3. attend every class, arrive on time, and stay the entire time
4. communicate effectively

5. put in the work time outside of class that is necessary for you to reach your maximum potential
6. understand the syllabus policies, especially the attendance policy
7. be alert and engaged in class
8. let me know if there are any errors in your grade or attendance information in the Blackboard gradebook
9. to let me know if there something I can do to help you do your best work

### **18 What students can expect of the me**

You can expect me to:

1. treat every student with respect and the expectation that every student is capable of doing well in this class
2. be prepared for class and demonstrate the scholarly methods we are studying
3. communicate my passion for this subject and for learning in general
4. allow time for questions and discussion in class
5. limit discussion if necessary so that we can reach our goals
6. begin and end class on time
7. be available outside of class in the office and by email
8. have realistic expectations about the workload
9. be willing to modify what we do in class in order to help you learn better
10. speak with students who are chronically late so that they will stop disrupting the class with late arrivals and showing disrespect to the students who make the effort to arrive on time
11. apply the syllabus policies fairly to all students

### **19 Academic Integrity**

We will follow UNT's policy on academic integrity.

### **20 Evaluation of the class**

The official UNT evaluation (the SETE) will be done near the end of the class. If you have comments or suggestions for improving the course, please give them to me any time.

### **21 Recording class**

You may record class under these conditions:

1. You ask permission in advance
2. It's for your own use only during the semester
3. It is never put on the web or shared in any form

### **22 Naming convention**

Because I accept assignments electronically, I receive many files from students. When 20 students send files labeled `essay1.docx`, I have to spend time renaming the files to include the students' names. I require that students use these naming conventions to name the files for your assignments. The file name must have these elements, all in lowercase, in this order:

1. your last name
2. hyphen
3. course number
4. hyphen
5. one-word description of the assignment (for unit 1 essay 2: `u1essay2`)
6. filetype suffix (examples: `.doc`, `.docx`, `.odt`, `.pdf`, `.txt`)

Example: `last-1234-u1essay2.pdf`. You may benefit from using naming conventions for the files on your computer. It makes finding and organizing files easier. It's especially important to avoid including spaces in filenames. When you use a file with spaces in the filename on different operating systems, the space can be rendered with formatting characters that make the filename harder to read.

### **23 UNT closing**

If UNT classes are canceled, we will use Blackboard and stay on schedule. I will put class content on the website and we can use the discussion or chat tools for discussion.

### **24 Students with disabilities**

Students with disabilities that affect their work in this class are invited to speak with me privately. If you expect to have an accommodation made, you must give me the accommodation letter from UNT's Office of Disability Accommodation within the first two weeks of the semester. It must be submitted before any graded work is due.

### **25 UNT Ally**

I participated in UNT Ally training in Fall 2010 in order to learn more about creating an environment of mutual respect in my classes. From the UNT Ally website:

Ally Training educates and trains students, staff and faculty to create a safe zone for GLBT (gay, lesbian, bisexual, transgender) people at UNT. You don't have to be GLBT/LGBT to go through training. Ally training is for anyone who's interested. The goal is to achieve a culture where any person can study and/or work in an environment free of discrimination and harassment.

**26 Subject to change**

All course policies and the calendar are subject to change with notice.