

MUJS 5440 Introduction to Research in Jazz Studies

Syllabus

Spring 2016

Catalog description

5440. Introduction to Research in Jazz Studies. 3 hours. Bibliography, discography, interviewing; sociocultural aspects of research on jazz; scholarly writing; connections between jazz studies and musicology, ethnomusicology, and related disciplines. Prerequisite(s): MUJS 4470 [for current grad students: MUJS 5430] or consent of college [this means passing the Jazz History Proficiency Exam].

Instructor

John Murphy, Ph.D., Professor and Chair, Division of Jazz Studies. My address is john.murphy@unt.edu. You must use your UNT EagleConnect email for all class-related emails. Please try to remember to put 5440 in the subject line of your class-related emails. Office hours and how to find me: I am at work 8-5 most days. For quick meetings at times other than the 8 a.m. hour, class meeting times, or the noon hour, you can stop by my office (266). If you need to make an appointment, send several times you can meet in an email and I will reply to confirm the earliest time that fits my schedule.

Course goals

This course is intended to enable you to:

1. Understand what research is, what makes a good research question, and how to join academic conversations by reading the arguments of others carefully, summarizing them accurately, and thinking critically about them.
2. Construct an argument of your own about a jazz research topic that is important to you.
3. Understand that learning to do research is more than just learning how to use research tools and write citations. It's also a matter of being socialized into one or more cultures of research, writing, and speaking.
4. Find and critically evaluate publications and recordings.
5. Understand conventions of scholarly use of intellectual property, and understand what plagiarism is and how to avoid it.
6. Do interviews and use them in research.
7. Understand social and cultural aspects of research on jazz.
8. Use sources on jazz topics in languages other than English.
9. Develop research skills in areas of music scholarship that are closely related to jazz studies.
10. Think critically and write clearly.
11. Understand technological topics that relate to academic research, such as file formats, proprietary and non-proprietary formats, file compression, transfer of large files, operating systems, backing up data, and ensuring the long-term integrity of research files.
12. Go beyond the default. For most people, research means a web search. Students with graduate-level expertise need to go beyond that.

Readings

Required Text

None. We'll use the library and the web.

Books available on library carrel 406

Graff, Gerald. 2003. *Clueless in Academe: How schooling obscures the life of the mind*. New Haven: Yale University Press. LC 191.94.G73 2003

Graff, Gerald, Cathy Birkenstein, and Russel Durst. 2000. *"They Say/I Say": The moves that matter in academic writing*. New York: Norton. PE 1431.G73 2009

Lipson, Charles. 2008. *Doing Honest Work In College: How To Prepare Citations, Avoid Plagiarism, And Achieve Real Academic Success*. Chicago: University of Chicago Press. PN 171.F56 L56 2008

Lipson, Charles. 2008. *Succeeding as an International Student in the United States and Canada*. Chicago: University of Chicago Press. LB 2376.4.L57 2008

Other Recommended Texts

Booth, Wayne C., Gregory Colomb, and Joseph M. Williams. 2008. *The Craft of Research*. Chicago: University of Chicago Press.

Cowdery, James. 2006. *How to write about music: The RILM manual of style*. New York: Répertoire International de Littérature Musicale.

Duckles, Vincent H., and Ida Reed. 1997. *Music Reference and Research Materials: An Annotated Bibliography*. New York: Schirmer.

Garner, Bryan A. 2009. *Garner's Modern American Usage*. Oxford University Press.

Irvine, Demar. 1999. *Irvine's Writing About Music*. Portland, OR: Amadeus Press, third edition.

Kelsky, Karen. 2015. *The Professor Is In: The Essential Guide to Turning Your Ph.D. into a Job*. New York: Three Rivers Press.

Meadows, Eddie S. 2006. *Jazz scholarship and pedagogy: a research and information guide*. New York: Routledge.

Williams, Joseph M. 1990. *Style: toward clarity and grace*. Chicago: University of Chicago Press.

Wingell, Richard J. 2002. *Writing About Music: An Introductory Guide*. Upper Saddle River, NJ: Prentice-Hall.

Wingell, Richard J. and Silvia Herzog. 2001. *Introduction to Research in Music*. Upper Saddle River, NJ: Prentice-Hall.

Grading

Unit 1 Research skills and tools, 50% Unit 2 Research project, 35% Unit 3 Jazz studies and related disciplines, 8% Unit 4 Using research and writing skills to get a job Final exam, 7%

Letter grade point ranges: 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 work.

Calendar

Unit 1: Research skills and tools, 50%

- Week 1 Introduction to the library. Bibliography, bibliographic search tools and software. Reference books and scholarly monographs.
- Week 2 Print and electronic periodicals. Bibliography assignment, 5%, due Monday of week 3.
- Week 3 Discography. History of jazz recording. Discography assignment, 5%, due Monday of week 4.
- Week 4 Printed musical sources. Finding songs. Archives. Scores assignment, 7%, due Monday of week 5.
- Week 5 Using photos, film, and video for research purposes. Photo and film assignment, 8%, due Monday of week 6.
- Week 6 Finding and using published interviews and oral histories. Doing an interview. Journalistic profile/interview: examples, how to write one. Interview assignment, 15%, due Monday of week 8.
- Week 7 Research in support of teaching jazz history at the undergraduate level. Syllabus design, textbooks, finding audiovisual sources and using them in class. Teaching assignment, 10%, due Monday of week 10.

Unit 2 Research project, 35%

Research paper	20%
Video based on research paper	15%

- Week 8 Choosing and refining a topic in order to join a scholarly conversation; structure of a research paper. Citing sources, ethics of research, plagiarism, citation styles.
- Week 9 Scholarly writing; using sources; making an argument.
- Week 10 Scholarly critical review: examples, how to write one. How to make a short video for the web that conveys research content.

Unit 3 Jazz Studies and related disciplines, 8%

Two take-home tests worth 4% each.

- Week 11 Musicology: methods, publications.
- Week 12 Ethnomusicology: methods, publications. Test 1 covers these two disciplines.
- Week 13 Music theory: methods, publications. Music education, methods, publications. Test 2 covers these two disciplines. Deadline for all Unit 2 work. Earlier submission of Unit 2 work is encouraged.

Unit 4 Using research and writing skills to find an academic job in jazz studies

Assignments: cover letter and CV optional to turn in for comments only, not for a grade.

- Week 14 How to search for job openings, write a cover letter and CV, ask for recommendations, do a phone or video interview, do a campus interview.
- Week 15 Continue week 14 topics. Review for final exam.

Finals week

Final exam: short-answer exam on concepts, research tools, publications. Worth 7%. Final exam will be given on Saturday, May 7, 2016 from 8-10 a.m. in 288.

This class and your comprehensive exam

Jazz Studies majors will have questions based on this class at your master's comprehensive exam. You'll be expected to demonstrate an understanding of the research process, specific research tools, and publications.

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 in order to reach your maximum level of understanding. The maximum number of unexcused absences allowed is four. Students who have five or more unexcused absences will receive the final grade of WF or F.

Excused absences are limited to:

1. University-sponsored activities (things like ensemble tours, recording at Panhandle House with your small group)
2. Illness only if it is serious enough to be documented by you to the Dean of Students office and you provide me with the documentation from the Dean of Students office; for ordinary occasional illness, use one of your four allowed unexcused absences
3. Up to four absences for documented professional reasons such as an out-of-town audition, gig, or other professional activity; each absence after the fourth will be counted as an unexcused absence. If you expect to have more than four absences that are excused for professional reasons, keep your unexcused absences to a minimum. If you are in a UNT ensemble that will cause you to be absent from class, those absences will count in this category. If you expect to have more than four absences in this category, you must see me about it in advance of the absences.

If you expect an absence to be marked excused, you must communicate about it either in advance or within 24 hours after the ending time of the missed class.

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 every student to contribute to the discussion. I will call on people. I won't always wait for volunteers.

Expectations

I expect you to:

1. Take responsibility for your learning in this class
2. Contribute to class discussion
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 gradebook

9. Let me know if there something I can do to help you do your best work

You can expect me to:

1. Treat every student with respect and to expect 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. Allow time for questions and discussion in class
4. Limit discussion if necessary so that we can reach our goals
5. Begin and end class on time
6. Be available outside of class in the office and by email
7. Have realistic expectations about the workload
8. Be willing to modify what we do in class in order to help you learn better as long as it still enables the class as a whole to reach its learning objectives
9. Apply the syllabus policies fairly to all students
10. Give notice when syllabus policies, including calendar and due dates, are changed

UNT policies

UNT policies that all instructors are asked to include in their syllabi are posted on Blackboard. They are to be considered part of the syllabus.

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's never put on the web or shared in any form.

File name convention

Because I accept some 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 (not an underscore)
3. course number
4. hyphen
5. one-word description of the assignment (example: for unit 1 essay 2: u1essay2)
6. filetype suffix (examples: .doc, .docx, .odt, .pdf, .txt)

Example: lastname-5440-u1essay2.pdf

When an assignment requires you to turn in more than one file, they must be combined into one zip archive. The zip archive and all the files within it must follow the file-naming convention.

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 (like %20) that make the filename harder to read.

If UNT closes

If UNT classes are canceled because the university has to close due to weather or some other reason, we will use Blackboard to communicate and stay on schedule.

UNT Ally

I participated in UNT Ally training in Fall 2010 in order to learn more about creating an environment for learning in my classes that is characterized by mutual respect. I got a certificate in a frame that's in my office, but unless you visit my office and happen to see it, you wouldn't know about it. That's why I put this note in the syllabus. From the UNT Ally website (<http://ally.unt.edu/>):

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.

Changes

This syllabus subject to change with notice.