

## **MUJS 5440 Introduction to Research in Jazz Studies**

Syllabus Spring 2018

This class is like a swimming class. The classroom is like the classroom next to the pool. The way to get better at swimming is to swim, not hear a lecture about swimming. The way to get better at doing research is to do research, not hear a lecture about how to do research. You need to learn new things to do research better, but the in-class lecture is not the only way, or even the best way, for you to learn them.

This class retains the learning objectives that used in previous offerings. During some weeks, we will meet all three days. In other weeks, when you have projects to complete, we will meet on only one or two days. Just as in past years, I will provide guidance, structure, and evaluation, and students will complete assignments that I design and research projects that they design and execute. What will change is the way we use time. One or two class meetings of some weeks will be replaced by self-paced, independent activities and assignments that are coordinated online.

In Spring 2017, every week used the blended format. In their evaluations, students expressed the need for more class meetings. This semester's schedule includes both kinds of meeting pattern.

### **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 email for all class-related emails. Office hours are by appointment. 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 (Learning objectives)**

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. Apply research and writing skills to the tasks of teaching and getting a job.
13. 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.

**Recommended readings are found on Canvas****Grading**

Research project 90%

Applying research skills to teaching 10%

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.

## Learning Outcomes

The new course design uses the blended model and self-pacing. Instead of attaching topics to specific weeks and class meetings, I have set time goals for each module. Within those time goals, you can work at your own pace. If you finish early, you can begin work on the next module.

## The Research Project weeks 1-12 90 points

In the previous course design, there was a unit on research tools, then a unit on doing a research project, then a unit on research on jazz in related disciplines. In the new course design, these are integrated into one research project. As you learn each element of the research process, each module will form part of your research project. Each module includes activities to build knowledge and skills and an assignment. You'll include sources from related disciplines in the project.

### Module 1 Choosing a topic (5 points) Due in week 2

Your degree has a recital instead of a written thesis. Consider this research project the equivalent of your master's thesis. Choose a topic in jazz studies that interests you deeply. It must have some time depth because it must be one that enables you to work with all of the types of sources described below. It must be a topic that you have not researched for a previous class.

Topics: Choosing and refining a topic in order to join a scholarly conversation; structure of a research paper.

Assignment: topic statement and outline

### Module 2 Bibliography (5) Due in week 3

Learning how to find and evaluate the quality of sources is the heart of every research methods class. Topics: Bibliography, bibliographic search tools and software.

Reference books and scholarly monographs. Print and electronic periodicals. Citing sources, ethics of research, plagiarism, citation styles.

Assignment: a bibliography for your topic

### Module 3 Discography (5) Due in week 4

Recordings are the primary sources for jazz research. Finding reliable information about recordings is a core jazz research skill. Topics: Discography. History of jazz recording.

Assignment: a discography for your topic

**Module 4 Scores (10) Due in week 5**

Printed musical sources are important for many jazz research topics. They are essential for knowledge of the U.S. popular song repertoire that forms the basis for much jazz performance. Topics: Printed musical sources. Finding songs. Archives.

Assignment: find and critique several kinds of scores of one standard

**Module 5 Photo and film (10) Due in week 6**

Audiovisual documents, when used critically, can be important research sources.

Topics: Using photos, film, and video for research purposes.

Assignment: research on one image and one video clip

**Module 6 Interview (15) Due in week 7**

Much of what is known about jazz history can be traced to interviews with musicians and others who were directly involved in the music. The interview is still a widely-used method of generating new knowledge about jazz. The process of transcribing from recorded speech to edited text is not obvious or easy. It's an art.

Topics: Finding and using published interviews and oral histories. Doing an interview. Journalistic profile/interview: examples, how to write one.

Assignment: interview

**Module 7 Rough draft (10) Due in week 9**

Assignment: your rough draft (10)

**Module 8 Final draft (5)**

Assignment: serve as peer reviewer for another student's rough draft (5) (due in week 10)

Assignment: your final draft (5) (due in week 11)

**Module 9 New media project based on research paper (video documentary, audio documentary, or other new media project) (20) Due in week 12**

Video is increasingly used to convey research arguments. Topics: How to make a short video for the web that conveys research content.

Assignment: new media project

**Applying Research Skills to teaching and getting a job weeks 13-15****Module 10 Research in support of teaching jazz history at the undergraduate level.**

(10) The skills you learn in this module can be applied to other kinds of teaching.

Due in week 14. Topics: Syllabus design, textbooks, finding audiovisual sources and using them in class.

Assignment: syllabus, lesson plan, statement of teaching philosophy

**Module 11 Finding job openings**, the application, the search process

Research and writing skills can help you get a job. Topics: 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.

Optional assignment: CV and cover letter

**Calendar**

We will meet in room 288 from 10-10:50 only on the dates labeled “class meeting.” On dates marked “independent work,” class will not meet. You’re expected to use that time for your project. The schedule of class meetings is open to revision based on what students need. More class meetings can be added to this list, and class meetings can be canceled if you need more time to work on your projects.

Week 1	Wed 1/17 class meeting Fri 1/19 class meeting	
Week 2	Mon 1/22 class meeting Wed 1/24 class meeting Fri 1/26 class meeting	Topic statement due week 2
Week 3	Mon 1/29 class meeting Wed 1/31 class meeting Fri 2/2 independent work	Bibliography due week 3
Week 4	Mon 2/5 class meeting Wed 2/7 class meeting Fri 2/9 independent work	Discography due week 4
Week 5	Mon 2/12 class meeting Wed 2/14 class meeting Fri 2/16 independent work	Scores due week 5
Week 6	Mon 2/19 class meeting Wed 2/21 class meeting Fri 2/23 independent work	Photo and film due week 6
Week 7	Mon 2/26 class meeting Wed 2/28 attend Jimmy Heath Q&A Fri 3/2 independent work	Interview due week 7
Week 8	Mon 3/5 class meeting Wed 3/7 class meeting Fri 3/9 independent work	
Spring Break		

Week 9	Mon 3/19 class meeting Wed 3/21 class meeting Fri 3/23 independent work	Rough draft due week 9
Week 10	Mon 3/26 class meeting Wed 3/28 class meeting Fri 3/30 independent work	Peer review due in week 10
Week 11	Mon 4/2 class meeting Wed 4/4 class meeting Fri 4/6 independent work	Final draft due in week 11
Week 12	Mon 4/9 class meeting Wed 4/11 class meeting Fri 4/13 independent work	New media project due in week 12
Week 13	Mon 4/16 class meeting Wed 4/18 class meeting Fri 4/20 independent work	
Week 14	Mon 4/23 class meeting Wed 4/25 class meeting Fri 4/27 class meeting	Teaching assignment due in week 14
Week 15	Mon 4/30 class meeting Wed 5/2 class meeting Fri 5/4 No class meeting:	University reading day

### **Finals week**

There will not be a final exam in the new course design because the course is project-based.

### **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. Since we are using the blended model, with fewer class meetings than normal, attendance is even more important. The maximum number of

unexcused absences allowed is three. Students who have four 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 or chronic 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 three allowed unexcused absences.
3. Up to three 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 three 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 (the excused absence category). If you expect to have more than three 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. In the blended model, thoughtful contribution to discussions on Canvas will be a graded activity. Participation in class discussions is also expected.

### **Expectations**

**I expect you to:**

1. Take responsibility for your learning in this class
2. Contribute to class discussion
3. Attend every class meeting, 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 Canvas. 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 24 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) Do not submit assignments in Pages format.

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 Canvas 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

(<https://edo.unt.edu/history-ally-training-unt>):

Ally Training educates and trains students, faculty, and staff to create safe spaces and support people of all gender identities and sexualities at UNT. Ally Training is for beneficial for allies and people in queer communities, as we all strive to create a culture in which any person can study and/or work in an environment free of discrimination and harassment. Participants receive an Ally certificate to display in their office, workspace, or residence hall. The certificate signifies completion of the training, but it also helps others identify individuals on campus ("Allies") who are open and understanding and who they can talk to, in confidence, about issues, questions, and concerns. Ally Training supports UNT's mission of providing a culturally diverse and mutually respectful environment where every member of the university community can feel safe, respected, and accepted.

I am also an ally of students who are living with depression or other psychological conditions, students on the autism spectrum, and neurodiverse students in general. I am a member of UNT's new Autism Ambassadors team, a group of faculty, staff, and administrators that is working to improve the experiences of students on the autism spectrum.

**Changes** This syllabus, including dates of class meetings, is subject to change with notice.