

**UMBC UGC New Course Request: Race and Jazz (MUSC 333)**

Date Submitted: 1/16/14

Proposed Effective Date:

	Name	Email	Phone	Dept
Dept Chair or UPD	Dr. E. Michael Richards	emrich@umbc.edu	410-455-3064	Music
Other Contact	Matt Belzer	belzer@umbc.edu	443-286-3084	Music

**COURSE INFORMATION:**

Course Number(s)	MUSC 333
Formal Title	Race and Jazz
Transcript Title (≤30c)	Race and Jazz
Recommended Course Preparation	MUSC 100 or MUSC 214
Prerequisite	
Credits	3
Repeatable?	Yes No
Max. Total Credits	3
Grading Method(s)	Reg (A-F) Audit Pass-Fail

**PROPOSED CATALOG DESCRIPTION** (no longer than 75 words): The music known as jazz has been celebrated throughout the world. This course will examine the music itself as well as the role that race has played throughout jazz history. We will examine the music from a historical perspective through the study of the music and lives of its creators and practitioners. Students will learn to make aesthetic judgments, identify various jazz styles and discuss their relevance to their time and to the present.

**RATIONALE FOR NEW COURSE:**

This course broadens the material currently offered by the music department to the general undergraduate student population. It would exist as an online course to be offered in the summer sessions. Because it is an online course, it could potentially be offered in the winter session as well depending on successful enrollments. The course consists of online lectures, readings, online discussions of readings and additional materials, guided listening of musical recordings, several quizzes, and a final exam. The amount and nature of the material as well as the emphasis on written communication places the course at the 300 level with a regular grading method. As the course goes into some depth and includes recorded musical examples, an introduction to music course (MUSC 100) or the history of jazz course (MUSC 217) would be recommended.

Much of jazz history takes place in the 20<sup>th</sup> century and in many ways coincides with the history of African-Americans. One of the themes of the course is how various artists find commercial and artistic success through either embracing or thwarting cultural expectations. The discussion of race in the context of jazz history is an illuminating experience, especially at campus as diverse as UMBC's.

## ATTACH COURSE OUTLINE (mandatory):

### MUSC 333: Race and Jazz (3CR)

#### Online Course

#### Syllabus Summer 2015

Lecturer: Mr. Matt Belzer

Contact Info: belzer@umbc.edu

#### Course Description:

The music known as jazz has been celebrated throughout the world. This course will examine the music itself as well as the role that race has played throughout jazz history. We will examine the music from a historical perspective through the study of the music and lives of its creators and practitioners.

#### Learning Goals:

At the end of this course, students will:

- Learn to make aesthetic judgments.
- Identify various jazz styles.
- Discuss their relevance to their time and to the present.

#### Required Materials:

- Shipton, Alyn, *A New History of Jazz, Revised and Updated Edition*. (Continuum)
- Monson, Ingrid, *Freedom Sounds: Civil rights call out to Jazz and Africa*. (Oxford)
- Gottlieb, Robert, ed. *Reading Jazz: A Gathering of Autobiography, Reportage, and Criticism from 1919 to Now*
- Reading excerpts from additional sources will be distributed during the course.

#### Use of Blackboard and Online Format:

This is an online course. All of the course will occur on-line through asynchronous (not in real-time) activities, exercises or discussions. As such, this course will use Blackboard as our course management system. This system allows students to access and turn in required assignments, post to the Discussion Boards, access required course materials, and email classmates. It is available by logging into myUMBC and clicking on "My Courses." It is essential that students check the Blackboard site and emails daily.

#### Expectations:

Strong study habits will be required. Students are expected to participate fully in the online environments. Activities and discussions will be completed according to the schedule. When questions arise, a discussion board is available to ask other students and the instructor for assistance. Please check the syllabus first before posting a question. Email the instructor only if it is a private matter.

#### Grading:

Participation in discussions: (40%) Every student is required to post in every discussion topic. Topics are centered on the reading and video lectures. Participants must cite page numbers when referring to the text. Grading will be as follows:

Requirement	A	B	C	D	F
Post a question	Excellent question which adds greatly to the discussion	Good question, which adds to the discussion	Valid question, but does not add to discussion	Question irrelevant to the discussion	No participation
Post a response	Excellent, original response	Good, substantive response	Fair response, but not very substantial	Poor, unsubstantial response (ex. "Me, too.")	No participation

Quizzes : (40%) Quizzes will be administered online and are timed. They will consist of listening identification with short answer responses based on reading.

Final Exam: (20%) This exam will evaluate all of the written aspects of the course and will be administered online.

### **Academic Integrity & University Policies:**

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory.

The professor will adhere to all University policies pertaining to attendance, make-up tests, cheating/plagiarism, as well as withdrawal, incomplete, and final examinations. Students are expected to be familiar with and adhere to these policies.

### **Course Schedule (The professor reserves the right to modify and/or change the course syllabus as needed during the course.)**

Week	Topics & Activities	Readings
1	Introductions & Precursors I Thought I Heard Buddy Bolden Say: New Orleans & Chicago	Shipton: Introduction, Ch. 1. Monson: Introduction Shipton: Ch. 2 Gottlieb: Jelly Roll Morton, Sidney Bechet, Louis Armstrong, Mezz Mezzrow
2	It Don't Mean A Thing... Now's The Time Quiz #1	Shipton: Ch. 4 (pgs. 147-157, 169-180, 189-215, 230-260) Gottlieb: Duke Ellington, Leora Henderson, The Spirit of Jazz by Otis Ferguson, The Mirror of Swing by Gary Giddins Shipton: Ch. 7 Gottlieb: Miles Davis, Minton's by Ralph Ellison, Bop by LeRoi Jones
3	Out of the Cool & Into the Hot We Insist: Jazz and Civil Rights	Shipton: Ch. 13, 14, 16 Monson: Ch. 3, 5
4	Freedom and the New Thing Miles Runs the Voodoo Down Quiz #2	Shipton: Ch. 17, 19 Monson: Ch. 7 Gottlieb: On The Corner: The Sellout of Miles Davis by Stanley Crouch
5	The Latin Tinge	Shipton: Ch. 22 (pgs. 685-690)
6	The Present and the Future	

Name Grading Rubric for Discussion Boards

Description From Blackboard Inc. Website: Karen Lynden is a Business Instructor, at the Rowan-Cabarrus Community College, whose course won an Exemplary Course Program award. The attached grading rubric for Discussion Boards includes criteria such as Promptness and Initiative, Mechanics of Writing, Relevance of Post, Creating Community and Critical Thinking/Analysis. For those using this for evaluations, the levels of achievement are Below Expectations, Proficient and Exemplary which are worth 0, 60 or 100 points respectively for a potential total of 10 points.

Rubric Detail

Criteria	Levels of Achievement		
	Below Expectations	Proficient	Exemplary
<b>Promptness and Initiative</b> Weight 20.00%	<b>0 %</b> No posting credit at all for postings outside of the date range.	<b>60 %</b> Contributes but doesn't meet the requirement of responding to two peer postings, and /or posts all requirements on the same day of the week.	<b>100 %</b> Posts original contribution, responds to at least two peers postings, and posts on at least two different days of the week.
<b>Mechanics of Writing</b> Weight 20.00%	<b>0 %</b> Poor spelling and grammar in posts; format is extremely hard to read would be deemed as unprofessional documentation by common business standards.	<b>60 %</b> An error (or few) in spelling and grammar, yet overall format is clear.	<b>100 %</b> Submissions are grammatically correct, posts with rare misspellings, format is easy to read/ professional delivery
<b>Relevance of Post</b> Weight 20.00%	<b>0 %</b> Posts topics which do not relate to the discussion; remarks are not backed up by a reference; rehashes or summarizes other postings; unclear connection to topic; minimal expression of opinions or ideas.	<b>60 %</b> Most posts are short in length and offer no further insight into the topic; opinions and ideas are stated clearly with occasional lack of connection to topic, and/or provides limited citations (from text, website, etc) for the community to reference.	<b>100 %</b> Consistently posts topics related to assigned topic; cites at least one but preferably several credible references related to topic (text, website, or other credible / scholarly references); expresses opinions and ideas in a clear and concise manner with obvious connection to topic.
<b>Creating Community</b> Weight 20.00%	<b>0 %</b> Argumentative or abrasive. No peer interaction.	<b>60 %</b> Displays an effort to become involved with group; interacts with others. This category is concerned with quality of interactions.	<b>100 %</b> Frequently attempts to motivate the group discussion; presents creative approaches to topic, can differ or counter peers points with diplomacy, if applicable. Refers to peer contributions. Creates community in the discussion. This category is concerned with quality of interactions.
<b>Critical Thinking/Analysis</b> Weight 20.00%	<b>0 %</b> Makes errors in interpreting topics; opinion based comments only; superficial commentary.	<b>60 %</b> Accurately interprets topic; uses main points of information from resources/ references; may repeat the ideas of other but attempts to offer new insight; response does not provoke significant new thinking or further discussion.	<b>100 %</b> Interprets topic in accurate and insightful ways. Uses information thoughtfully, in a ways that are factually relevant and accurate; postings shows analysis, might offer alternatives or creative viewpoints based on concrete evidence.