Jazz History and Styles
MUSC-4300
Spring 2020  Section 01  3 Credits  01/04/2020 to 05/05/2020  Modified 01/05/2020

Description

The history and styles of jazz from its origins to fusion.

Requisites
Prerequisites:

Corequisites:

Contact Information

Instructor: Dr. Ben Geyer
Email: bgeyer@westga.edu
Office: HUM 334

Office Hours
Arrange through email.
HUM 334

For any class business, please contact me via email. We will meet at the first mutually available time.

Meeting Times

Lecture
Tuesday, Thursday, 9:30 AM to 10:45 AM, HUM 235

No class for Spring Break 3/16-3/20

No class for GMEA 1/23

Materials

Jazz: The First 100 Years
Author: Henry Martin and Keith Waters
Publisher: Cengage
Availability: Online
Price: Around $20 - don't pay more!

This book will be a central part of the class!
You can download an eBook directly from the publisher for $20.49 here: http://services.cengagebrain.com/course/site.html?id=preview/4078266

You are also welcome to shop around for a better price on the eBook, but I believe this is a good deal. If you can make it work financially, it never hurts to have a hard copy of the book, especially if you're a Jazz Emphasis.

Please let me know if you have any problems getting this from the publisher!

**Headphones**

Device speakers lack much of the low frequency range, so you will need headphones to get a full picture of what music sounds like. You may sometimes be required to bring headphones to class. It makes sense (though it isn't required) to invest in a good pair if possible. I love the ones I bought for $70–80 (Grado SR-60).

**Recordings**

You'll need a way to access music digitally - either a streaming subscription or a budget for downloading.

### Outcomes

1. knowledge of the origins of jazz elements and instruments
2. knowledge of the contributions of various cultures to the origin of jazz
3. an understanding of the creation of jazz in America
4. an understanding of improvisation and the basic principles involved in creating improvisations
5. knowledge of the various jazz styles and their historical development
6. knowledge of the musical and theoretical principles of the various jazz styles
7. the ability to recognize played examples of the various styles and literature

### Evaluation

**Criteria**

Attendance and preparation are required, worth one point per day for a total of 30 points. You are expected to read one chapter of the textbook per week, to be ready for discussion on Tuesdays. The schedule of readings is below.

You will write two papers. Each will require a proposal (3 points), a revision of that proposal graded on improvement (3 points), and final draft (30 points); a revision is required for the first paper (15 points, graded on improvement). You may optionally revise your second project for a re-grade, due at 10:00 a.m. on Thursday, April 30 (the end of our assigned final exam time).

We will have a ten-minute feedback meeting between the initial proposal submission and the proposal revision.

You will choose your own topic of study focusing on history, analysis, music criticism, biography, culture, ethnography, or other topics. Choose a narrow enough topic that you can support your argument in a reasonable paper length. Keep in mind that you will have to justify your choice in your proposal. As soon as you realize that you need guidance in choosing a topic and approach, please set up an office hour.

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<thead>
<tr>
<th>Assessment</th>
<th>Value Per Assessment</th>
<th>Value Per Semester</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Paper Proposals (2)</td>
<td>3</td>
<td>6</td>
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Paper Proposal Revisions (2) | 3 | 6
---|---|---
Papers | 30 | 60
Paper Revisions | 15 | 15
Total | | 117

Unless otherwise noted, I will grade according to the following rubric, which measures your command over the assignment and your demonstrated commitment to the work:

- 100%: complete command and commitment
- 90%: “almost there” except for a minor problem
- 80%: Satisfactory
- 67%: Struggling
- 0%: Incomplete or unsatisfactory

**Breakdown**

**Final Grade Calculation.** Your final semester grade will be calculated as a percentage of total points earned out of the total points available, and converted into a letter grade according to the following scale:

- 90–100%: A
- 80–89%: B
- 70–79%: C
- 60–69%: D
- 59% and under: F

**Assignments**

**Schedule**

<table>
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<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
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### Course Policies and Resources

#### Intellectual Personhood

I wish to help you develop "intellectual personhood," which involves commitment to the learning \textit{process} rather than the \textit{product}. The product-driven approach to school is about getting correct answers immediately regardless of the learning that takes place, and it gets in the way of your personal development. To focus on the process, try to be continuously aware of what we're learning, why we're learning it, and the deeper concepts that it connects to. There is nothing wrong with mistakes, and the syllabus is specifically designed to allow you to make mistakes without penalty during Stage 1 of each unit. However, please be disciplined enough to address your struggles as soon as you notice them: take control of your own learning by being bold in your questions and asking for help when you need it. If you are missing parts of the process, I expect you to come directly to me because I'm the one who designed the process, and I take responsibility for it. Please trust that if you commit to process-based learning, your grade will take care of itself and you will understand the material more deeply in the long run.

#### Academic Integrity

Please focus on your individual student–teacher relationship with me, not your relationships with your peers. When students struggle in this class and lean too heavily on stronger students, it can keep them from developing on their own. However, if you are conscious of how you approach it, peer-based learning can be incredibly valuable. I therefore encourage you work with peers on low-stakes assessments as long as you sincerely honor six conditions:

1. Work with no more than two other people on any assignment.  
2. Write all collaborators’ names on your paper.  
3. Each student completes their own work: teamwork is for consultation on the process for completing a problem or checking completed answers once all group members have done a problem, and absolutely not for copying answers. If you understand and your peer doesn’t, think as a teacher and help them learn rather than giving the answer.  
4. Most importantly: make group work a learning experience, not a short-cut. This is subjective, but I expect you to approach this condition with integrity.
5. You may not consult peers on high-stakes assessments unless they have been specifically assigned as group work.
6. I reserve the right to revoke peer learning privileges if I find that they are causing problems for individual learners.

The departure from any of these procedures will be treated as a violation of UWG’s academic integrity policy. However, as long as you make a good faith effort to understand and follow these conditions, you should not hesitate to work with your peers.

**Communication**

If the policies for this course seem strict, it’s because we are all members of a learning community and we rely on each other to create a thriving environment. The class will work best if everyone is on their game. However, I understand that you may encounter personal circumstances beyond your control. If there is any problem (class-related or otherwise) that effects your ability to be comfortable and successful in this class, please do not hesitate to set up a time to talk with me in person (arranged through email). I will not push you to share personal details, but I’m happy to listen if you’d like. I also may be able to help by giving you advice or connecting you to the many resources we have on campus. I am on your side, and I have some discretion to exercise compassion in the way I enforce course policies. However, I can only account for your personal situation if you keep me in the loop about your learning and the things that may affect it.

**Resources**

Information on Wellness: [https://www.westga.edu/music/wellness/](https://www.westga.edu/music/wellness/)

**Institutional Policies**

**Online Courses**

UWG takes students’ privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online ([https://uwgonline.westga.edu/](https://uwgonline.westga.edu/)) site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide ([http://uwgonline.westga.edu/online-student-guide.php](http://uwgonline.westga.edu/online-student-guide.php)).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares ([http://www.westga.edu/UWGCares/](http://www.westga.edu/UWGCares/)) site. Online counseling ([https://www.westga.edu/student-services/counseling/index.php](https://www.westga.edu/student-services/counseling/index.php)) is also available for online students.

**Academic Support**

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services ([https://www.westga.edu/student-services/counseling/accessibility-services.php](https://www.westga.edu/student-services/counseling/accessibility-services.php)).

Center for Academic Success: The Center for Academic Success ([http://www.westga.edu/cas/](http://www.westga.edu/cas/)) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center ([https://www.westga.edu/writing/](https://www.westga.edu/writing/)) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

**Honor Code**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students
pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information#
(http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php
(https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

Additional Items