

# Syllabus

**Course Code:** MUSI 116

**Title:** History of Jazz

**Institute:** Humanities

**Department:** Music

**Course Description:** Click or tap here to enter text.

The legacy of jazz is uniquely indigenous to the American experience, in that it combines the musical traditions of three distinct ethnic groups: the Western European tradition, African music and the newly emerging American tradition of the late 19th century. The History of Jazz will concentrate on Jazz music from its origins to present day developments. The musical style traits of different periods will be discussed from a non-technical point of view, making the material understandable to non-musicians. Historical and sociological factors will also be considered. The objectives will be accomplished through class discussion, selected listenings, required concerts, and film viewings. Attendance at three concerts is mandatory.

**Prerequisites:** None

**Corequisites:** None

**Prerequisites or corequisites:** None

**Credits:** 3

**Lecture Hours:** 3

**Lab/Studio Hours:** 0

---

**Required Textbook/Materials:** : The History and Tradition of Jazz, Thomas Larson (with 3 CD set).

**Additional Time Requirements:** Attendance at three required concerts.

**Additional Support/Labs:**

See <https://www.brookdalecc.edu/academic-tutoring/>

Click or tap here to enter text.

**Course Learning Outcomes:** Click or tap here to enter text.

Students will:

- demonstrate effective and critical listening musical listening skills.
- articulate a response to jazz music. This will be accomplished through critiques and analysis of recordings.
- identify and analyze historical issues of the diverse cultural and societal issues as they impacted on jazz music and how it has impacted current and will impact future trends.

**Course Content:** Click or tap here to enter text.

UNIT ONE -- THE BASICS OF THE AFRICAN MUSICAL TRADITION ITS INFLUENCE ON JAZZ

1. The African concept of the group and how it relates to musical activity.
2. African Musical Forms
  - a. ritual songs
  - b. work songs
  - c. dance songs
3. Vocal Music - tribal call and response patterns.
4. Instrumental Music - pentatonic scales.
5. The special importance and the role of rhythm and polyrhythms in African music.
6. Timbre as a means of emphasis and its carry over as a performance characteristic in jazz.
7. Music as a communicative tool in African society.

UNIT TWO -- THE BASICS OF THE WESTERN EUROPEAN MUSICAL LANGUAGE ITS INFLUENCE ON JAZZ

1. A layman's discussion of some basic musical properties including melody, rhythm, harmony and meter.
2. A discussion of musical improvisation as it pertains to jazz. Performance in class to demonstrate.

UNIT THREE -- THE ROOTS OF JAZZ AND JAZZ UNTIL 1940

1. African and Western European Influences.
2. Ragtime - The precursor. Scott Joplin, Eubie Blake, the Harlem Stride School -- Art Tatum
3. The New Orleans Style - Dixieland. King Oliver, Louis Armstrong, Jelly Roll Morton and others. The French influence. Film - "Jazz Parades"
4. Chicago Jazz and Bix Beiderbecke
5. Swing Jazz (the Big Bands) - Count Basie, Duke Ellington, Benny Goodman, et al.
6. The Blues -- representative artist and recordings from all style periods. The Blues as a manifestation and augmentation of the African tradition transplanted to America.

end of Units 1-3 -- unit test

UNIT FOUR -- JAZZ FROM 1940 TO THE PRESENT

1. The Bebop Revolution - Charlie Parker and Dizzy Gillespie. Film - "Bird"
2. Cool Jazz - Miles Davis
3. Hard Bop and Mainstream Jazz - Sonny Rollins, Dexter Gordon, John Coltrane.
4. Current Developments - Fusion and New Age Chick Corea and Herbie Hancock

end of Unit 4 -- unit test

**Department Policies:** Click or tap here to enter text.

**Grading Standard:** Click or tap here to enter text.

Besides the two unit tests there will be three required concerts and one short research paper. The concerts will be announced in class. A short reaction paper (one type written page) is required for each of the concerts. The research paper should be about 2,000 words and divided into two parts. The first part should be a biographical **sketch** on the person you choose to write about. The second half of the paper **should concentrate on a discussion of that person's music** - obtain and listen to a few representative works and describe them in your own terms.

**GRADING STANDARD:**

Grading is based on a scheme of 100 total points assigned in the following manner:

Research Paper	10 points
Concert Critique 1*	10
Concert Critique 2	10
Concert Critique 3	10
Midterm	30
Final	30
<b>Total</b>	<b>100</b>

Extra credit – Each additional concert is worth 2 extra points.

Attendance – Each absence after 3 absences will result in a 2 point deduction.

\*Students enrolled in this course are required to attend three concerts (a selection of concerts for the season will be announced in class - the concerts will be on the BCC campus). A short critique (250 words) is required for each concert. The paper should focus on performance and improvisation practice/techniques and characteristics.

A grade of “A” will be assigned for students with a total point accumulation of between 93-100. A grade of “A-” will be assigned for students with a total point accumulation of between 90-92. A grade of “B+” will be assigned for students with a total point accumulation of between 87-89. A grade of “B” will be assigned for students with a total point accumulation of between 83-86. A grade of “B-” will be assigned for students with a total point accumulation of between 80-82. A grade of “C+” will be assigned for students with a total point accumulation of between 77-79. A grade of “C” will be assigned for students with a total point accumulation of between 70-76. A grade of “D” will be assigned for students with a total point accumulation of between 60-69.

Students who obtain a grade of “D” in a course may not use the course as a prerequisite to continue to the next course in a sequence.

A grade of “F” will be assigned for students with a total point accumulation below 60.

**College Policies:**

As an academic institution, Brookdale facilitates the free exchange of ideas, upholds the virtues of civil discourse, and honors diverse perspectives informed by credible sources. Our College values all students and strives for inclusion and safety regardless of a student’s disability, age, sex, gender identity, sexual

orientation, race, ethnicity, country of origin, immigration status, religious affiliation, political orientation, socioeconomic standing, and veteran status. For additional information, support services, and engagement opportunities, please visit [www.brookdalecc.edu/support](http://www.brookdalecc.edu/support).

For information regarding:

- Academic Integrity Code
- Student Conduct Code
- Student Grade Appeal Process

Please refer to the [student handbook](#) and [catalog](#).

### **Notification for Students with Disabilities:**

Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify must contact the Accessibility Services Office at 732-224-2730 (voice) or 732-842-4211 (TTY) to provide appropriate documentation of the disability and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or services, which are appropriate for the college level and are recommended in the documentation, can be approved.

### **Mental Health:**

24/7/365 Resources:

- Monmouth Medical Center Psychiatric Emergency Services at **(732) 923-6999**
- 2nd Floor Youth Helpline – Available to talk with you about any problem, distress, or hardship you are experiencing. Call or text at **888-222-2228** or visit the website at <https://www.2ndfloor.org/>

Faculty Counselors:

- Students who need to make an appointment with a faculty counselor can do so by calling 732-224-1822 (non-emergency line) during business hours. Faculty counselors are licensed mental health professionals who can assist students and refer them to other mental health resources.

### **Diversity Statement:**

Brookdale Community College fosters an environment of inclusion and belonging. We promote a safe and open culture, encourage dialogue respecting diverse perspectives informed by credible sources, and uphold the virtues of civil discourse. We celebrate all identities with the understanding that ultimately, diversity, equity, and inclusion cultivate belonging and make us a stronger Brookdale community.

*\*The syllabus is intended to give student guidance in what may be covered during the semester and will be followed as closely as possible. However, the faculty member reserves the right to modify, supplement, and make changes as the need arise.*