MUS 106, Section 1 - History of Jazz
MTuWTrF – 10am-1pm (Jan 2-6; 9-13; 17;
Instructor: Prof. Joe Parillo

Winter “J Term” Jan 2017
Swan Hall - Rm 313
jmparillo@uri.edu

“If I’m going to sing like someone else, then I don’t need to sing at all.”
–Billie Holiday

General Education Areas Satisfied  Arts & Design Knowledge - Cultural Competencies

Course Goals  This course will introduce you to the nature and origin of jazz and its development as an American folk idiom: European and African heritages, blues, ragtime, Dixieland, boogie-woogie, swing, bop, cool, funky, gospel, jazz-rock, free-form, and progressive. You will examine the historical, social and cultural factors that influenced the creation and shaped the development of jazz. As an integral part of this process, you will focus on the African American experience in the 20th century, and explore how jazz music reflects changing social attitudes and cultural shifts.

Student Learning Outcomes  Upon successful completion of this course you will be able to:
• identify and effectively use vocabulary, terms, and concepts related to jazz music and history
• identify the various styles of jazz
• recognize tools and techniques of various styles of jazz composition and performance
• listen, discuss and write critically about music (BA. 1.1; 1.6)
• connect jazz music to its place in American history and to the present. (BM. 4.1; 4.2)
• address culture and history from a variety of perspectives (B.A. 1.3)
• demonstrate an understanding of and experience in thinking about moral and ethical problems (B.A. 1.4)
• respect, understand, and evaluate musical work in a variety of disciplines (B.A. 1.5)
• demonstrate knowledge of the historical, social and cultural factors that influenced the creation of jazz (BM 2.3)

EMAIL ALERTS You will only receive reminders about exams and assignments and any emergencies or cancellations at your URI email address.

Required Text – Jazz Workbook – To Be Purchased on the first day of class - $10.00

Listening Playlist for Course There will be musical identification questions on the exams. The playlist for the course and recordings will be available in resources on the courses sakai site.

REQUIREMENTS AND GRADING
• Two (2) Listening reflections (20% of the final grade; 10% each)
• Two (2) exams (60% of the final grade)

1 These numbers refer to specific competencies required by NASM (National Association of Schools of Music), NCATE (National Council for Accreditation of Teacher Education) and/or RIDE (Rhode Island Department of Education) for a B.A. or B.M in Music and/or Music Education.
LISTENING REFLECTIONS
The purpose of this assignment is to respond to clips of music drawing from both your knowledge of the course material as well as your listening and critical thinking skills. The sound of the music is central to this course and this is a means of integrating active listening into the curriculum. This is to be posted on Sakai at http://www.sakai.uri.edu. Enter the course site on sakai and upload your reflection into your Drop Box as a Word Document. Late assignments will not be accepted.

#1 Due – Friday, January 6th.
#2 Due – Friday, January 13th.

Reflection - Listening Examples (5) to chose from will be posted in “Resources” on the course sakai website. The five (5) music examples will be labeled “Reflection #1 & #2 Example 1-5”. Select one (1) of the five (5) music examples and write your reflection on your selection.

EXAM DATES
Exam #1: Monday, January 9th.
Exam #2: Tuesday, January 17th [FINAL EXAM]
There are no exam make-up times.
· All exams will be scantron. PLEASE BRING A #2 PENCIL.
· NO electronic devices (including phones) are allowed while the exam is administered

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<th>WEEKLY READINGS • ASSIGNMENTS • EXAM SCHEDULE*</th>
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Other important information:

• Active participation in the course is strongly encouraged. There are many people in the room and some will be reluctant to speak, but please bear in mind that lecture courses can contain discussion and there is no wrong answer in class (but unfortunately there are incorrect answers on the tests).

• Cell phones are to be turned OFF during class

• The use of cameras and text messaging are not allowed during class

• I of course do not anticipate this, but in the event of plagiarism, action will be taken according to the student handbook in sections 8.27.16-19, 8.27.17-19, and 8.27.10-15. These sections include instructor's responsibilities, judicial action, and student's responsibilities.

Disability Services and Academic Accommodations  Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 330 Memorial Union, 401-874-2098 (http://www.uri.edu/disability/dss/) or 239 Shepard Building, Feinstein Providence Campus, 401-277-5221.

Each member of the University community has the responsibility to foster an environment of acceptance, mutual respect, and understanding. If you are a target or a witness of a bias incident, you are encouraged to contact the URI Bias Response Team www.uri.edu/student_life/brt where you will find people and resources to help.

Academic Honesty and Plagiarism  Students are expected to be honest in all academic work. A student’s name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study. Work should be stated in the student’s own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty:

• Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
• Claiming disproportionate credit for work not done independently
• Unauthorized possession or access to exams
• Unauthorized communication during exams
· Unauthorized use of another’s work or preparing work for another student
· Taking an exam for another student
· Altering or attempting to alter grades
· The use of notes or electronic devices to gain an unauthorized advantage during exams
· Fabricating or falsifying facts, data or references
· Facilitating or aiding another’s academic dishonesty
· Submitting the same paper for more than one course without prior approval from the instructors.