

# MUS 0011 - INTRODUCTION AND HISTORY OF JAZZ

## Catalog Description

Hours: 54 lecture

Description: Introduction to the history of jazz from traditional European, African and Latin origins to various contemporary and fusion styles. Contributions of great jazz artists studied. Focus placed on developing critical skills applicable to listening to jazz arrangements and improvisation. (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Evaluate the socio-economic factors that helped contribute to the creation and development of jazz in the United States in the 19th and 20th centuries.
- CSLO #2: Analyze the influence of social, political, and ethnic issues on Jazz, and conversely, discuss the influences of Jazz artists on these issues.
- CSLO #3: Distinguish and analyze the influences of various world cultures including Afro-Caribbean, South American, Middle Eastern, African, and European on Jazz and discuss how Jazz influenced music in these cultures.

## Effective Term

Spring 2021

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

Lecture Objectives:

1. Outline and define a basic vocabulary for the study and understanding of jazz;
2. Compare and contrast jazz to other forms of music relative to melody, rhythm, tonal colors, form, harmony and improvisation;
3. Differentiate the various styles associated with the different periods in jazz history;
4. Evaluate various artists' contribution to the style in which the artist was significant;
5. Analyze the effect of performance practices throughout the history of jazz on contemporary straight ahead jazz genre;
6. Describe bibliographical and discographical materials associated with specific jazz artists; and

7. Analyze the impact of Jim Crow Laws on African American musicians and how these laws impacted the development of jazz in America.

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Fine Arts
  - AA/AS - Multicultural Studies
- CSU GE Applicability (Recommended-requires CSU approval)
  - CSUGE - C1 Arts
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
  - IGETC - 3A Arts

## Articulation Information

### Methods of Evaluation

- Classroom Discussions
  - Example: Following a lecture on Jim Crow laws, the instructor will lead students in a discussion addressing the main aspects of these laws and the impact that they had on the development of jazz in the United States. Students will respond to questions posed by the faculty orally.
- Essay Examinations
  - Example: In a short essay, students will compare and contrast the musical role of a ragtime pianist with that of a pianist in a hard bop instrumental ensemble.
- Objective Examinations
  - Example: 1. What were two factors that resulted in the end of the swing era? 2. Bop music of the 1940's was intended primarily for dancing. T/F (choose one)
- Projects
  - Example: Select a jazz artist and write a formal research paper discussing the artist's contribution to the style in which the artist is/was significant. Compare and assess the significance of the artists' contribution with other artists of the time. Include appropriate bibliographical materials to back up your thesis.
- Reports
  - Example: In a written report of a live concert, the student will evaluate a jazz combo performance featuring improvisation and address current lecture topics including historical genres represented by the performers, ensemble instrumentation and quality of presentation, and inventiveness of improvisation.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will lecture on the impact of standard performance practices throughout the history of jazz on the contemporary straight ahead jazz genre.
2. Following an introduction that addresses the topic of Duke Ellington's contribution to jazz music in America in the 20th century, instructor will pose questions concerning that material to stimulate discussion

and student input concerning the impact and relevance, historically and socially of the given information.

## Typical Out of Class Assignments

### Reading Assignments

1. Read the chapter in the text that introduces musical elements found in jazz music and be prepared to discuss key elements to listen for. 2. Read the chapter in the text about Bop music of the 1940's. Be prepared to discuss stylistic differences between this music and the music of the Swing Era.

### Writing, Problem Solving or Performance

1. Write a paper in which you compare jazz to other forms of music, e.g., Western European classical tradition. Focus on musical elements such as melody, harmony, rhythm, improvisation, and form. 2) Discuss the impact that Jim Crow Laws had on African American musicians in 20th century American history and how these laws may have contributed to the development of jazz music in American culture. 3) Select a jazz artist and write about his/her contribution to the style in which the artist was/is significant. Include bibliographical and disographical materials.

### Other (Term projects, research papers, portfolios, etc.)

Critique and compare two live jazz concert performances using pertinent terminology and concepts discussed throughout the course.

## Required Materials

- Jazz
  - Author: Paul Tanner, Maurice Gerow, David Megill
  - Publisher: McGraw-Hill
  - Publication Date: 2009
  - Text Edition: 11th
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Jazz Styles History and Analysis
  - Author: Mark Gridley
  - Publisher: Prentice Hall
  - Publication Date: 2009
  - Text Edition: 10th
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Jazz
  - Author: Scott DeVeaux, Gary Giddins
  - Publisher: W.W. Norton & Co.
  - Publication Date: 2015
  - Text Edition:
  - Classic Textbook?: No
  - OER Link:
  - OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**