

MUSIC 8GS: American Music: Jazz Cultures (4 units)
UCSD Global Seminar: Paris, France
Summer Session I (July 4 - Aug 3) 2023
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Jazz is one of the primary foundations for American music in the twentieth and twenty-first centuries. This course offers an introduction to jazz music, the lives of many of its most important practitioners, and the ways in which the jazz community intersects with diverse socio-cultural identities and experiences. It presents both a chronological history of jazz and an in-depth investigation of how the music reflected and shaped its social context by exploring the often provocative role jazz has played in American and global society, the diverse perceptions and arguments that have surrounded its production and reception, and how these have been inflected by issues of race, ethnicity, class, nationality, gender, sexuality, and ability/disability, among others.

Course Objectives

- explore the history of jazz from its roots to the present day and learn to appreciate the stakes and motives behind the controversies and debates that have always surrounded jazz
- offer a look into the lives and musical contributions of the most important jazz players and ways to understand how these lives and contributions often reflect societal inequities in all aspects of diversity, as well as institutional and systemic oppression
- learn to understand the history of jazz in terms of changes in both musical techniques and social values
- gain greater knowledge of U.S. and International history as it affects and is affected by musical activities
- recognize music as a site of celebration and struggle over relationships and ideals
- increase our abilities to hear differences among performances and styles of jazz, and, more importantly, to interpret the *meanings* of such differences
- learn to use historical perspective, social context, cultural understandings, and technological mediation as prisms through which we can understand why a piece of music sounds the way it does, what the music signifies about a particular time and place, and how its meanings may change for musicians and audiences over time.

Upon completion of this course, students should have...

- a deeper understanding of how jazz music is created and an ability to identify and describe jazz performances in terms of their instrumentation, style, form, and function
- a chronological understanding of the development of jazz up to the present day in terms of both musical and social changes
- a deeper awareness of jazz with regards to its cultural and historical significance
- a nuanced understand of the ways in which jazz musicians and the jazz community have negotiated—both successfully and unsuccessfully—important issues of race, ethnicity, class, nationality, gender, sexuality, ability/disability, and other markers of difference.
- a better sense of how jazz music, on both formal and symbolic levels, champions the inclusion of diverse musical styles and individual voices, and aspires to establish an equitable relationship (both during and beyond the moment of performance) in which individuals feel empowered to support the group or community, and the community or group is organized and empowered to support individuals.
- an increased self-awareness of how music and musical preferences both reflect and shape personal identity, and how musical practices can be used to foster diversity, equity, and inclusion.

Required Texts:

Jazz: A Quick Immersion by Joel Dinerstein (2020) - Kindle version [here](#) [JQI]

Spotify listening lists corresponding to the text will be assigned.

Films relating to the subject matter will also be assigned/screened and discussed.

GRADING

20% — presentation to the class of assigned reading and listening

30% — journal (demonstrating an engagement in class, and reflecting on readings, listening, and live concert outings)

40% — quizzes given in class on Thursday of Weeks 2,3, 4, and 5. Quizzes are designed to gauge student preparedness and engagement, including familiarity with all assigned readings and listening to date.

10% — participation

* Students will earn the same grade in both MUS150GS and MUS8GS

* There will be no incomplete or in-progress grades given.

* Late work is not accepted. General sickness or travel plans are not considered acceptable excuses.

* Grading, scheduling details, and assignments are subject to change at the discretion of the professor.

Presentations should be well prepared, well organized, and delivered in a clear and concise fashion. They should last approximately 20 minutes, and should involve some Q&A with the class. A schedule of presentations will be organized in consultation with the professor, but it is the student's responsibility to ensure that they have a time to present to the class.

Journals offer students an opportunity to take notes in class, to reflect on assigned readings and listening examples, and to reflect on our live concert outings and excursions. Journals will be provided to all students, free of charge, and students must use the provided journals to record their work and thoughts. Journals will be graded based on the demonstrated level of engagement. Although they will not be graded on polish and presentation, they should be neat enough that the professor can read and discern the students' work.

Attendance is expected at every class session and course outing (walking tours, concerts, etc.). *If you expect to miss any sessions/activities, please discuss this with your professor.* Only extremely exceptional circumstances will be considered. **One absence may be forgiven with instructor consent, but any additional absences will result in lowering a student's final grade by one letter grade for each missed class or excursion.** Quizzes cannot be made up except under the most unusual of circumstance and with instructor consent.

Participation: As a seminar course, discussion is paramount. **Students are expected to contribute *meaningfully* to the group discussion during at least 5 class sessions. If a student fails to reach this minimum level of participation, the student's final grade will be lowered by 2% points for each missing contribution.**

Etiquette: Class discussions should be both informed and respectful. All students are encouraged to raise questions, explore ideas, and express misgivings. I encourage a spirited discussion, and disagreement is both healthy and welcome. I will aim to make certain that everyone's voice is heard and that all viewpoints are given equal consideration. When in doubt about how you should speak, write, or act, always err on the side of formality. You will never offend or annoy someone by being overly formal and polite.

The use of personal technology (*laptops, mobile phones, etc.*) is not permitted during lecture (see [here](#), [here](#), and [here](#)). Students must use the provided journals to take notes and record their thoughts.

		TOPIC	READING (from QIJ)	Listening
Week One	July 4	Course Introduction	Introduction	<u>Intro and Beauty</u>
	5	New Orleans	Chapter 1	<u>New Orleans</u>
	6			
Week Two	11	Chicago	Chapter 2	<u>Chicago</u>
	12			<u>Groove</u>
	13	[quiz]		
Week Three	18	Kansas City	Chapter 3	<u>Kansas City</u>
	19			<u>Ensemble</u>
	20	[quiz]		
Week Four	25	New York	Chapter 4	<u>NYC</u>
	26			<u>Blues</u>
	27	[quiz]		<u>Sound & Solo</u>
Week Five	Aug 1	Los Angeles	Chapter 5	<u>LA</u>
	2			<u>Postscript</u>
	3	[quiz]		

ACADEMIC INTEGRITY

UCSD has a university-wide Policy on Integrity of Scholarship, published annually in the General Catalog, and online at <http://students.ucsd.edu/academics/academic-integrity/policy.html>. All students must read and be familiar with this Policy. All

suspected violations of academic integrity will be reported to UCSD's Academic Integrity Coordinator. Students found to have violated UCSD's standards for academic integrity may receive both administrative and academic sanctions. Administrative sanctions may extend up to and include suspension or dismissal, and academic sanctions may include failure of the assignment or failure of the course. Examples of prohibited violations of academic integrity include, but are not limited to: Academic stealing refers to the theft of exams or exam answers, of papers or take-home exams composed by others, and of research notes, computer files, or data collected by others.

Academic cheating, collusion, and fraud refer to having others do your schoolwork or allowing them to present your work as their own; using unauthorized materials during exams; inventing data or bibliography to support a paper, project, or exam; purchasing tests, answers, or papers from any source whatsoever; submitting (nearly) identical papers to two classes.

Misrepresenting personal or family emergencies or health problems in order to extend deadlines and alter due dates or requirements is another form of academic fraud. Claiming you have been ill when you were not, claiming that a family member has been ill or has died when that is untrue are some examples of unacceptable ways of trying to gain more time than your fellow students have been allowed in which to complete assigned work.

Plagiarism refers to the use of another's work without full acknowledgment, whether by suppressing the reference, neglecting to identify direct quotations, paraphrasing closely or at length without citing sources, spuriously identifying quotations or data, or cutting and pasting the work of several (usually unidentified) authors into a single undifferentiated whole.

PRINCIPLES OF COMMUNITY

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UCSD community. UCSD faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements. To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We value each member of the UCSD community for his or her individual and unique talents, and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UCSD because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.
- We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.
- We are committed to the enforcement of policies that promote the fulfillment of these principles.
- We represent diverse races, creeds, cultures, and social affiliations coming together for the good of the University and those communities we serve. By working together as members of the UCSD community, we can enhance the excellence of our institution.

Receipt of this syllabus constitutes an acknowledgment that you are responsible for understanding and acting in accordance with UCSD guidelines on academic integrity and principles of community