EXPANDED COURSE DESCRIPTION

MUSIC
School of the Arts, Media, Performance and Design
Music Department
FA / MUSI 3360 3.0 SECTION M
JAZZ HISTORY 1
FALL 2019 / WINTER 2020

Last Modified Date: 01/16/2020

COURSE CALENDAR DESCRIPTION

Provides an overall sense of the broad sweep of historical developments which have occurred in jazz from its beginnings to the development of ‘bebop’ and ‘cool jazz’ in the late 1940s and early 1950s. Emphasis is placed on listening to, and being able to recognize, a wide range of performers/performances and ‘stylistic’ approaches. Various paradigms for jazz history, style analysis, and criticism will be examined, with attention to jazz as a repertory music as well as a musical process.

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INSTRUCTOR(S)

<table>
<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
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<tbody>
<tr>
<td>Henderson, Alan E</td>
<td>Sec. M / LECT / W</td>
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SPECIAL FEATURES

Expanded Course Description

This course provides an overall sense of the broad sweep of historical developments which have occurred in jazz from its beginnings to the development of ‘bebop’ and ‘cool jazz’ in the late 1940s and early 1950s. Emphasis is placed on listening to and being able to recognize a wide range of performers/performances and 'stylistic' approaches. Various paradigms for jazz history, style analysis, and criticism will be examined, with attention to jazz as a repertory music as well as a musical process.

Topics and Concepts

Overview of Areas of Study

Week 1: General remarks. Overview of course. 1920s New Orleans.
Week 2: 1920s – early 1930s.
Week 3-6: Swing music.
Week 7-9: Bebop.
Week 10-11: Cool jazz and West Coast jazz.

Course Materials – Readings and Recordings

It is expected that students will prepare for class by doing a certain amount of background reading and listening. Because many students have, in recent years, found it difficult to make use of the library, background readings may be accessed through Oxford Music Online at the SMIL website. Copies of readings and recordings will, if necessary, be available in Scott Library. Most recordings are readily available online. Some possible books are listed below:


**Learning Outcomes with Examples**

By the end of this course, the successful student will have:
• developed an overall sense of the broad sweep of jazz traditions from the 1920s to 1950s which shape music in the Americas
• developed skills useful in understanding basic aspects of these musical styles
• become more familiar with a variety of approaches to jazz improvisation and the ways in which players have historically worked together
• had experience in the skills necessary for creating discographical databases which may inform future research
• developed an overall sense of the historical underpinnings of the modern jazz performer
• developed listening skills useful in identifying musical characteristics of different styles

**Graded Assessment**

**Breakdown of Marking**

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<th>Assignment</th>
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<td>Assignment 1</td>
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<td>Listening test 3</td>
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<td>End of term essay</td>
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**TOTAL** 100

This total will be translated into a Letter Grade mark using the university grading scheme (see below).
*Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Grading
The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g., A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.).

Assignment Submission
Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments and the research papers may be handed in to the course director at the end of class on the due date. If the student is unable to attend that class, the work must be handed in to the Music Department Office and officially stamped with the date of submission.

Lateness Penalty
Assignments received later than the due date will be assessed a penalty of 5% per day to a maximum of seven days, after which late submissions will not be accepted. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be considered by the Course Director but will require supporting documentation (e.g., a doctor’s letter). Any student who has a legitimate problem in handing in work on time should talk to the course director before the due date.

Missed Tests
Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Director. In these cases a new date to complete the test will be agreed upon between the Course Director and the student. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Assignments and tests
Assignments (10% each)
Assignments are due one to two weeks after being announced. Assignments are concerned with, amongst other topics, structural transcription, discography, etc.

Test I-3 (7% to 10% each)
Listening Test I-3 (7% to 10% each)

Additional Information

Attendance
Attendance is the responsibility of the individual student. It should be noted, however, that over the past number of years there has been a rather obvious correlation between class attendance and performance on tests.

Other information:
Last date to drop a winter term (W) course without receiving a grade: March 13, 2020

Academic Policies / Information
The Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) provides a Student Information Sheet that includes:

York’s Academic Honesty Policy and Procedures / Academic Integrity Web site
- Access/Disability
- Ethics Review Process for Research Involving Human Participants
- Religious Observance Accommodation
- Student Code of Conduct
Additional information:
• Academic Accommodation for Students with Disabilities
• Alternate Exam and Test Scheduling
• Grading Scheme and Feedback Policy
The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.
• Important University Sessional Dates (you will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, holidays, University closings and more.
http://www.registrar.yorku.ca/enrol/dates/index.htm
• Manage my Academic record
http://myacademicrecord.students.yorku.ca/
• "20% Rule"
No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.
Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.
Moodle @ York University