MUS 347: JAZZ IN AMERICA  
Class # 76673 and 77109  
Fall, 2020, Session A: August 20 - October 9, 2020

**Instructor:** Dr. Jeffrey Libman (he/him/his)

**Office:** West Music Building, Room W109

**Office Hours:** by appointment

**Contact Information/E-mail:** jeffrey.libman@asu.edu

*Students are encouraged to contact the instructor via email with any questions or concerns. Office visits and/or telephone/Zoom conferences can be arranged via email if necessary.*

**Course Website URL:** This iCourse/ASU Online course can be found at this web address:  
[https://courses.hol.asu.edu/courses/jazzinamerica/](https://courses.hol.asu.edu/courses/jazzinamerica/)

**Required Materials:**

This is the Essential Jazz version of the text, not to be confused with the original, larger *Jazz: The First 100 Years* text. Your textbook can be new, used, rented, or can be a Kindle/ebook version. More on this below. Just make sure to get the Third edition.

**Either the 2 CD set or the corresponding digital sound files from the 2 CD set are required.**
The book and 2 CD set are available as a package at the ASU bookstore. They are also available for purchase online at retailers such as Amazon.com or the publisher’s site, cengage.com. In a document entitled Jazz Listening Collection, which you can find in the Documents tab of the course website, I have compiled a list of corresponding hyperlinks to either:
1. buy the tracks individually on Amazon.com
2. listen to the tracks in YouTube videos

Almost all of the tracks can be found these ways, with a few exceptions (see the notes on each track in the document). This means you don't necessarily need to buy a textbook/CD set combo, meaning you could purchase a used textbook, rent a textbook, or purchase a Kindle/eBook.

**Course Description and Objectives:** This course provides an introduction to the history of jazz, from its origins in 19th-century genres to the present day. We will explore the main styles of jazz and some of the major artists and other figures that affected their development. Care will be taken to account for how jazz has functioned in specific social, political, and economic circumstances. Throughout the course, we will consider how jazz draws on a legacy of African, African-American, and Afro-Caribbean musical styles. We will also reflect on how it has been portrayed at different times as “black music,” “popular music,” and “America’s classical music.” In addition, students will learn to hear and discuss key aspects of jazz, using terms familiar to
jazz musicians. Students will also be required to view two streaming online jazz concerts and then will write corresponding performance reports. No prior musical background is required for this course.

**Learning Outcomes:**

As a result of taking this course, the student will:

1. Demonstrate understanding of jazz’s development over time
2. Draw connections between developments in jazz and shifts in social, political, and cultural circumstances
3. Build vocabulary and analytical skills to critically listen to and effectively communicate one’s understanding of jazz with others
4. Experience jazz performances of master musicians through online streaming concerts

**Assessments/Assignments Calendar**

<table>
<thead>
<tr>
<th>Assessment/Assignment:</th>
<th>OPENS:</th>
<th>CLOSES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Responses 1 and 2</td>
<td>Thursday, August 20 at 10:00am</td>
<td>Tuesday, September 1 at 11:59pm</td>
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<tr>
<td>Exam 1</td>
<td>Monday, August 31 at 10:00am</td>
<td>Tuesday, September 1 at 11:59pm</td>
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<tr>
<td>Online Jazz Performance Report 1</td>
<td>Thursday, August 20 at 10:00am</td>
<td>Thursday, September 10 at 11:59pm</td>
</tr>
<tr>
<td>Discussion Board Responses 3 and 4</td>
<td>Wednesday, September 2 at 12:00am</td>
<td>Tuesday, September 15 at 11:59pm</td>
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<tr>
<td>Exam 2</td>
<td>Monday, September 14 at 10:00am</td>
<td>Tuesday, September 15 at 11:59pm</td>
</tr>
<tr>
<td>Discussion Board Responses 5 and 6</td>
<td>Wednesday, September 16 at 12:00am</td>
<td>Friday, September 25 at 11:59pm</td>
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<tr>
<td>Exam 3</td>
<td>Thursday, September 24 at 10:00am</td>
<td>Friday, September 25 at 11:59pm</td>
</tr>
<tr>
<td>Online Jazz Performance Report 2</td>
<td>Friday, September 11 at 12:00am</td>
<td>Thursday, October 1 at 11:59pm</td>
</tr>
<tr>
<td>Discussion Board Responses 7 and 8 (and two extra credit questions)</td>
<td>Saturday, September 26 at 12:00am</td>
<td>Friday, October 9 at 11:59pm</td>
</tr>
<tr>
<td>Exam 4</td>
<td>Thursday, October 8 at 10:00am</td>
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</table>

See Course Tasks Organized by Unit at the end of this syllabus for more detail.
### Assignment/Assessment Point Values

<table>
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<th>Points</th>
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<tr>
<td>Exam 2</td>
<td>150</td>
</tr>
<tr>
<td>Exam 3</td>
<td>150</td>
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<tr>
<td>Exam 4</td>
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</tr>
<tr>
<td>Jazz Performance Report 1</td>
<td>120</td>
</tr>
<tr>
<td>Jazz Performance Report 2</td>
<td>120</td>
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<tr>
<td>Discussion Board Posts</td>
<td>160</td>
</tr>
<tr>
<td>Extra Credit Discussion Board Posts</td>
<td>40 extra points possible (20 points per question)</td>
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</tbody>
</table>

### Grading Scale and Point Values:

This class is out of 1,000 possible points.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>975-1000</td>
<td>A+</td>
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<tr>
<td>925-974</td>
<td>A</td>
</tr>
<tr>
<td>895-924</td>
<td>A-</td>
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<tr>
<td>875-894</td>
<td>B+</td>
</tr>
<tr>
<td>825-874</td>
<td>B</td>
</tr>
<tr>
<td>795-824</td>
<td>B-</td>
</tr>
<tr>
<td>775-794</td>
<td>C+</td>
</tr>
<tr>
<td>695-774</td>
<td>C</td>
</tr>
<tr>
<td>595-694</td>
<td>D</td>
</tr>
<tr>
<td>Below 595</td>
<td>E</td>
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### Assessment/Assignment Descriptions:

**Exams:** There will be four (4) exams during the course. See the Assessments/Assignments Calendar above for related dates. The exams each relate to one of the four units of the course. Each exam will include questions drawn from readings, online lessons (lectures), listening examples, and any additional course materials. See complete listing of Course Tasks Organized by Unit below to see which aspects of the course content relate to which units and therefore which exams. Exams are non-cumulative. Exam questions are multiple-choice. Some of the questions require the student to listen to a short audio clip and answer a related multiple-choice question. All audio clips for the exams are found in the course listening collection or in the online lessons.

There will be 30 questions on each exam, worth 5 points each. You have 60 minutes to complete each exam. Exceeding this time will result in the loss of 1 point for each additional minute elapsed.

**Exam and Procedures:** All exams are to be taken online through the course website. See the Technology Requirements section below for detail on what sort of computer hardware and software you need access to in order to take these exams and this course in general. See the
Assessments/Assignments Calendar above and review the exam opening and closing times. All times given are for the Arizona time zone. Before you take your first exam, I recommend trying the Video Check and Audio check under the Help tab of the course website. If one or both of the checks doesn't work, please consult the Technical Minimums section below in this syllabus. Also, please use either the Firefox or Chrome browser and not Safari, the latter of which is not compatible with some of the course content.

The exams are not to be taken open-book or open-note. Accessing, or trying to access course lessons or any other course page while you are taking an exam or opening new browsers is in violation of academic honesty. No collaboration or use of outside sources of any kind is allowed on the exams. This includes viewing the course website while taking the exam, listening to audio excerpts on another student's exam, discussing the exam with another student who has taken the exam before you take it, and other such behavior. Do NOT navigate away from an exam once you've opened it for any reason! No other Web pages or computers should be open while taking an exam. If you open a browser window from the course website immediately before the exam or open another browser window with the course website while taking the exam, you may be prevented from submitting the exam. The Herberger Online staff may be able to access records indicating that you opened up a browser window from the course website during your exam. Don't risk it! Study in advance. See the Student Conduct section below for a link to the ASU code of student conduct and a description of the sorts of penalties you may incur by violating the code.

Listening examples: You will need either the 2 CD set or the corresponding digital sound files from the 2 CD set for this class. See further info under the Required Materials section above. These recordings are referenced frequently in the Jazz Essentials textbook. I recommend you review the “What to Listen For” guides in the textbook for each listening example on the 2 CD set as you study. These tracks, as well as other sound recordings in the online lessons, are part of the course content and may be addressed in the exams.

Exam Reviews: You may access the questions that you missed on your exam via the Grades link on our website after the exam closes. If you are surprised or concerned about your exam grade, please contact the instructor via email. I will be happy to consult with you about strategies for studying and test-taking in this course.

If You Have a Technical Problem During an Exam: If you have a technical problem during an exam, such as audio clips that don’t play properly, whatever you do, don’t submit the exam and think you will be able to take it later. Once you submit your exam, you won’t be able to retake it, and your grade will stand as posted. As indicated in the previous Exam Reviews section, once you submit your exam, you will have the functionality to see what questions you got wrong, and since you can do that, it does not make sense for you to be able to retake your exam once you have submitted it. If you have a technical problem that you can’t remedy, you should first exit the browser. Back out! Do this even if you are close to the exam deadline. Trust me, we will work with you to solve a technical problem as long as you don’t submit the exam first. Instead, exit the browser, and take appropriate steps to identify and solve the problem with your computer (by using an exam reset, moving to a different computer, changing your browser--don’t use Safari, use Chrome or Firefox--or contacting technical support). Once you have
resolved the problem, then return to the exams page on your course web site to reset your exam. The system will allow you to reset your own exam or exam if you have not already submitted or reset that exam. NOTE: only one online reset per exam is allowed, so you must take all reasonable steps to resolve any technical difficulties before attempting the reset. Two total resets are allowed for the semester. No resets will be allowed outside of the exam period.

**Interactivities:** We are providing what we call an interactivity after each lesson. Interactivities are more or less practice exams that also provide you feedback about each question. **They do not count towards your grade, and they are totally optional,** but we recommend you take them in order to assist with knowledge retention from the lessons and to help you study for the exams. You can find the interactivities under the classroom tab. Each interactivity shares a name with its related lesson. So, for example, after you watch Lesson 2: Jazz Origins, we recommend you take the Interactivity on Jazz Origins.

**Online Jazz Performance Reports:** You must complete reports on (2) jazz performances that can be found online. If you have heard about this course, you may know that this assignment has historically been for live jazz performance reports, but in a time of Covid-19, I do not think requiring live reports is advisable. Each report is worth 120 points. See the separate document on the course website in the Documents section with suggested concerts. If you wish to review a concert of your choice for your report, consult with your instructor first via email. All reviewed performances should be at least 30 minutes long.

These reports should adhere to all of the typical college-level writing parameters with which you are familiar. Each report should be of at least two pages (600 words). I would expect that your jazz analytical skills will improve by your second performance report, at which point we will have studied more jazz artists and genres. You should type your responses into a word processing program such as Microsoft Word. You will submit your Online Jazz Performance Reports in the Exam/Assignments tab on the course website under the Exam/Assignments tab. The online system can accept Microsoft Word or .pdf documents.

Use an appropriate header with your name, the course number and name (MUS 347 Jazz in America), the assignment (i.e.: Online Jazz Performance Report #2), and the date. Use double spacing and 12-point font.

In the introductory paragraph, be sure to mention:

1. Who performed (list the names and instruments/voice of all the musicians).
2. The venue or the location at which the performance was held, if this information is available.
3. What date or year the performance occurred, if this information is available.
4. The pieces of music that were performed, or at least the pieces you are focusing on in your review, if this information is available.

In the body of the review, analyze at least three (3) of the pieces that were performed. For each piece, discuss any or all of the following:
1. What was the style of the piece? As best you can, identify the genre or genres (e.g., cool jazz, bebop, etc.). Use musical terminology you have studied during the semester where appropriate.
2. Identify the form of the piece as best you can (if possible).
3. Describe the melody of the piece. Which instruments played or voice sang it? What were your impressions of it?
4. Did the piece feature improvisation? Provide some detail here, for example, whether or not the soloists interacted with the ensemble or other musicians, how long the solos lasted (number of bars, if possible), whether you liked them, etc.
5. What was your impression of this piece overall? Did you have a favorite section?

In the concluding paragraph(s), discuss your overall impressions of the performance. What did you like or dislike, and why? Did you learn anything at this performance? What connections can you draw from this performance to what you are studying in this course?

Tips:

1. Take notes as you watch.
2. If the performers introduce their pieces, take note of what they say.
3. If a performance is over an hour, for example a show with two one-hour sets, you only need to watch one set for the purposes of the assignment. Feel free to watch the whole show if you wish.
4. Write this report as soon as you can after viewing the performance so that it is fresh in your mind.
5. If you reference a piece of music or song, put it in quotation marks, such as “Body and Soul.” An album gets italics, such as Kind of Blue.
6. There are ballads (slow, quieter songs) in every genre and era of jazz. Cool jazz is something very specific. If a piece is slow and/or mellow, that does not mean it is cool jazz. Try to sort out the distinction over the course of the semester!

Getting a passing grade on these reports will require you to actually watch two performances, and your report must be your own work. See the course syllabus for ASU’s policy on plagiarism/academic integrity. **All reports will be vetted for plagiarism.**

If you want to determine an online performance to review not featured the suggested list, you will want to make efforts to determine the performances you review are actually jazz shows. As we will discover in this course, there are some hazy boundaries as to what is and what isn’t jazz. If you have any questions about whether the show you are considering to review could be considered a jazz show, feel free to contact the instructor. The instructor reserves the right to lower the grade of a student’s report if that student reviews a show that is clearly not jazz or is clearly not related to the course content and then attempts to pass it off as a jazz show. This assignment is not an excuse to watch a show of your favorite band, unless that band happens to be a jazz band!
To turn in an Online Jazz Performance Report, navigate to the Exam/Assignments tab. There you will be able to upload your paper. The website can accept Microsoft Word and .pdf files. After your report is graded, you will be able the grade and potentially some comments.

**Discussion Board:** Students will answer eight (8) discussion board questions over the course of the semester. In each of the four (4) units in this course, there will be two (2) related discussion questions. Questions can be found under the Discussions tab of the class website. See the Units/Assessments/Assignments Calendar above for opening and closing dates for the questions. Some of the later questions ask you to consider the whole history of jazz. Other questions will ask you to consider an aspect of jazz history and relate it to your experience in the present day.

When you post in the discussion board, you can either respond directly to the question/prompt, or you can respond to one of your classmates (unless a specific question has instructions otherwise). It's fine to disagree with another member of the class, just do it cordially and defend your point. **Whether you post directly in response to the discussion question or write a response to a classmate, only your first response is graded, although you are welcome to make several posts if you are so moved to discuss further.** Your initial posts for each discussion board question are worth a maximum of 20 points. Aim for around 250 words. Focus on making your posts original, substantive, and on-topic.

Please note that if you respond to a discussion post of a classmate, that response will not receive an automatic grade to start with. The instructor will review all posts and responses after the end of each unit, and grades may not be assigned until soon thereafter. Whether you choose to directly respond to the prompt question or to respond to a classmate, you will be eligible for full grade credit on this assignment.

Your posts and replies must be your own work. See the course syllabus for ASU’s policy on plagiarism/academic integrity. The instructor reserves the right to change your score at any time during the semester. Even if your post receives an automatic grade to start with, posts will have points deducted if the full requirements are not met.

**Extra Credit Discussion Board Posts:** During the final unit of this class, Unit 4, students will have the opportunity to answer two (2) optional discussion questions. Posts for each question are worth a maximum on 20 points. This is the only extra credit in this class, so therefore, there are 40 extra credit points possible overall. Aside from being optional and for extra credit, all the other parameters of the regular discussion board posts apply (only your first post to each question is graded, aim for 250 words and be substantive, your instructor will review your posts, etc.).

**Make-Up Work:** Make-up exams, assignments, and assessments will only be allowed in documented cases of bereavement, hospitalization/illness, military service, religious holidays, or in the case of other extenuating circumstances deemed sufficient by the instructor. If one of these circumstances applies to you, please notify the instructor within one week (7 days) of the exam or assignment and be prepared to present documentation of your reason for missing the exam. The instructor is under no obligation to offer a make-up opportunity for students who “miss” or “forget to complete” an exam or assignment, encounter work or transportation conflicts, do not
follow the technical support guidelines of this course listed in the syllabus and/or website, or do not notify the instructor of a known event within one week (7 days) of the due date or closing date.

Your instructor is under no obligation to allow extensions for any work not completed by the deadlines as indicated in this syllabus with the exception of the cases mentioned above.

**Technology Requirements:** Please visit this link to see if your computer meets the technical minimums necessary to take this course: [https://courses.hol.asu.edu/services/requirements.php](https://courses.hol.asu.edu/services/requirements.php)  
This Frequently Asked Questions (FAQ) for Herberger Online may also be helpful: [https://courses.hol.asu.edu/services/landing/pages/faq - JavaScript](https://courses.hol.asu.edu/services/landing/pages/faq - JavaScript)  
Access to a high-speed Internet connection is required to take this course. Adequate bandwidth is essential. It is your responsibility as a student to take all exams and quizzes in a location in which you have a stable Internet connection. Herberger Online strongly suggests that you use the latest version of Firefox or Google Chrome and that you have both Quicktime, Flash Media, and Adobe Reader installed. **Safari (Mac browser) is not compatible with the media in this course.**

Because this course is entirely delivered via the Internet, you are responsible for making sure that the computer you use to access all course materials meets or exceeds the specified computer minimums. Also, due to the high media content of this course, you will be required to set up and configure a media player that will consistently play the .mp3 files and the .mp4 digital clips delivered via the course website.

You are highly encouraged not to enroll, or to drop immediately, if you do not have computer experience, if you are not willing or prepared to assume the added responsibility of a computer-based course, or if you plan to be away from a computer site for an extended period of time during the semester. Necessary required skills may include downloading .mp3 audio files as well as digital video clips, surfing the net, conferring via email, submitting assignments, posting on discussion boards, and other intermediate computer knowledge.

If you are not able to personally finance the equipment you need to attend class via ASU Sync, ASU has a laptop and WiFi hotspot checkout program available through ASU Library.

Who is eligible?
- Any currently enrolled ASU student is eligible to checkout a laptop. The current availability of laptops can be found here.
- Borrowing and returning laptop rules
- Laptops are lent on a first-come, first-serve basis, and cannot be reserved in advance. They can be returned at any time, but will be due at the conclusion of the fall 2020 semester.
- Rentals are limited to one laptop per student.
- Laptops are available for checkout at the following libraries on all four campuses. (Please check online for current library hours)
  - Downtown Phoenix campus Library
  - Polytechnic campus Library
  - Tempe: Hayden and Noble Libraries
West campus: Fletcher Library
- Return laptops to any ASU Library Information Desk (not at the drop box or other location)
- Refer to ASU Library Computer Use Policy and ASU Computer, Internet, and Electronic Communications Policy.
- Borrowers are responsible for loss, damage, and theft of the laptop while in their possession. Borrowers should verify the condition of the laptop at the time of check-out and upon check-in.

**Technical Support:** Please do not contact your instructor with technical questions. Herberger Online handles all technical questions and issues that may arise in this course. Please contact the support team immediately if you encounter technical issues while completing an assignment (including an exam) and you are unable to resolve the problem and reset your work.

The Herberger Online support team is available to assist you 24 hours a day, 365 days a year. You may reach them anytime via:
- The Help button
- The Service Center on MyASU
- 1-855-278-5080

When contacting support, please provide:
- The full name of this course (MUS 347: Jazz in America)
- The title(s) of any assignment(s) you’re having trouble with
- A brief description of the problem
- Detailed, step-by-step instructions to reproduce the problem

**ASU Policies**

**Student Conduct:** ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states: The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums. In addition, all students should be aware of their Rights and Responsibilities at Arizona State University.
Academic Integrity and Student Honor Code: The ASU student honor code affirms the commitment of ASU to uphold the values, principles, and ethics of academic integrity. All students are expected follow the code which states:

“We, the students of Arizona State University, have adopted this code as an affirmation of our commitment to academic integrity and our participation in ethical education. We embrace the duty to uphold ASU’s Honor Code, and in light of that duty. We promise to refrain from academic dishonesty. We pledge to act with integrity and honesty to promote these values among our peers. We agree to always abide by the Sun Devil Way and uphold the values of the New American University.

Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Integrity Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Plagiarism is defined as deliberately passing off someone else’s words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the ASU Student Academic Integrity Policy (http://provost.asu.edu/academicintegrity), “[e]ach student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments.” This policy also defines academic dishonesty and sets a process for faculty members and colleges to sanction dishonesty. Violations of this policy fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignments
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding Academic Integrity Policy violations and inappropriately collaborating
- Falsifying academic records

I sanction any incidents of academic dishonesty in my courses using University and HIDA guidelines. Should you have any question about whether or not something falls subject to this clause, feel free to contact me or review the university policy on academic integrity at the above link. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

In this course, the exams are not open-book or open-note. Accessing, or trying to access course lessons or any other course page while you are taking an exam or opening new browsers is in violation of academic honesty. No collaboration or use of outside sources of any kind is allowed on any exams, assignments, assessments, etc. This includes viewing the course website while taking the exam, listening to audio excerpts on another student's exam, discussing the exam with another student who has taken the exam before you take it, and other such behavior. Do NOT navigate away from an exam once you've opened it for any reason! No other
Web pages or computers should be open while taking an exam. If you open a browser window from the course website immediately before the exam or open another browser window with the course website while taking the exam, you may be prevented from submitting the exam. The Herberger Online staff may be able to access records indicating that you opened up a browser window from the course website during your exam. In your Discussion Board Posts and Live Jazz Performances Reports, all words and ideas included in your work that are not your own must be cited.

Any violation of this policy will result in sanctions and may result in further disciplinary action. Sanctions may include failure of the course (E), failure by reason of academic dishonesty (XE), and others as outlined by the ASU policy. All violations of the Code detected during the term will be sanctioned, even if the assessment has already been graded and points assigned. Do not share your course ID and password with anyone. Log out of the course website when you are finished with it. Do not allow another student to use the course website under your password, even if s/he is also in the course. Each student is fully responsible for all activity that takes place on the course website under his/her password.

Online Activity Logs: All course activity is logged by the Herberger Online servers, and those logs are regularly reviewed by Herberger Online during the course of normal business. These logs contain all requests you make while visiting the site: every image, video, web page, etc. Each request is logged with the time, down to the second, when it was made. If you contact your instructor, or Herberger Online, about a technical issue, these logs will be reviewed as part of that process.

Copyright: Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. The course content, including lectures and other materials, is copyrighted. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see ACD 304–06, “Commercial Note Taking Services” for more information). This content is protected and may not be shared, uploaded, sold, or distributed.

Special Accommodations: Your instructor will make any reasonable adaptations for limitations due to any disability documented with the DRC, including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the Disability Resource Center to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (http://www.asu.edu/studentaffairs/ed/drc/# ; Phone: (480) 965-1234; TDD: (480) 965-9000). Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website for eligibility and documentation policies (https://eoss.asu.edu/drc). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office
indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me as soon as possible so that your needs can be addressed effectively.

**Religious Holidays:** A list of recognized religious holidays may be found at: [https://eoss.asu.edu/cora/holidays](https://eoss.asu.edu/cora/holidays). This course allows for excused absences related to religious observances/practices in accord with ACD 304–04, “Accommodation for Religious Practices.” Students may be excused for the observance of religious holidays. Students should notify the instructor at the beginning of the semester about the need to be absent from class due to religious observances. Students will be responsible for materials covered during their absence and should consult with the instructor to arrange reasonable accommodation for missed exams or other required assignments.

**Missed Classes Due to University-Sanctioned Activities:** This course allows for excused absences related to university sanctioned activities in accord with ACD 304–02, “Missed Classes Due to University-Sanctioned Activities.” Students required to miss classes due to university sanctioned activities will not be counted absent. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Students should inform the instructor early in the semester of upcoming scheduled absences and immediately upon learning of unscheduled required class absences. Reasonable accommodation to make-up missed exams or other required assignments will be made. Consult the instructor BEFORE the absence to arrange for this accommodation.

**Title IX:** Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at [http://sexualviolenceprevention.asu.edu/faqs/students](http://sexualviolenceprevention.asu.edu/faqs/students) As an employee of ASU, I am a mandated reporter and obligated to report instances of reported or suspected incidences of sexual harassment.

**Threatening or Disruptive Behavior:** Self-discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment. Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Threatening, violent, or disruptive behavior will not be tolerated in this class, and will be handled in accordance with ASU policy (SSM 104-02). For more information please visit: [https://eoss.asu.edu/dos/srr/PoliciesAndProcedures](https://eoss.asu.edu/dos/srr/PoliciesAndProcedures) and [https://eoss.asu.edu/dos/safety/ThreateningBehavior](https://eoss.asu.edu/dos/safety/ThreateningBehavior)

**Prohibition Against Discrimination, Harassment, and Retaliation:** Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the
entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

As an employee of ASU, I am a mandated reporter and obligated to report instances of reported or suspected incidences of sexual harassment.

**Policy on Sexual Discrimination:** Policy on sexual discrimination as described in ACD 401, "Prohibition Against Discrimination, Harassment, and Retaliation", including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

**Withdrawal:** If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit: [https://students.asu.edu/drop-add](https://students.asu.edu/drop-add)

**Student Services & Resources:** You will find a list of student resources at: [https://eoss.asu.edu/resources](https://eoss.asu.edu/resources). Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

**Novel Coronavirus Information and Updates:**
You will find information and Frequently Asked Questions here: [https://eoss.asu.edu/communityofcare](https://eoss.asu.edu/communityofcare)
You will find Novel Coronavirus updates and announcements here: [https://eoss.asu.edu/health/announcements/coronavirus](https://eoss.asu.edu/health/announcements/coronavirus)

**Non-emergency Student Care process:**
If you are concerned for a your own or a fellow student’s well-being, please review the information and complete the form at: [https://herbergerinstitute.asu.edu/resources/new-students/student-of-concern-process](https://herbergerinstitute.asu.edu/resources/new-students/student-of-concern-process) and the HIDA Care Team will reach out. FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)

*No exceptions will be made to any of the policies as outlined above, under any circumstances.*
**Academic Calendar and Important Dates**

The following dates have been established by Arizona State University and the Herberger Institute of Design and the Arts; your professor cannot make exceptions to them or change them. The dates below are applicable for Session A courses at ASU during the Fall Semester of 2020.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 20</td>
<td>1st Day of classes</td>
</tr>
<tr>
<td>August 21</td>
<td>Last day to register or drop/add without college approval</td>
</tr>
<tr>
<td>August 26</td>
<td>Tuition &amp; Fees 100% Refund Deadline</td>
</tr>
<tr>
<td>September 7</td>
<td>Labor Day Observed – Classes excused/University closed</td>
</tr>
<tr>
<td>September 9</td>
<td>Course Withdrawal Deadline</td>
</tr>
<tr>
<td>October 9</td>
<td>Complete Session Withdrawal Deadline</td>
</tr>
<tr>
<td>October 9</td>
<td>Last Day of Class</td>
</tr>
<tr>
<td>October 11</td>
<td>Final Grades Due</td>
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</tbody>
</table>

Course registration changes are processed through MyASU: [http://my.asu.edu/](http://my.asu.edu/)

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Course Tasks Organized by Unit

Course Introduction Video (on main page of course website; scroll down)

Unit 1 (opens Thursday, August 20 at 10:00am, closes Tuesday, September 1 at 11:59pm)

Unit 1 Introduction Video (lessons and introduction videos can be found under the Classroom tab on the course website)

Lesson 1: Jazz Fundamentals
Lesson: Jazz Fundamentals
Reading: Essential Jazz, Intro - Jazz Basics, pp. 3-21

Lesson 2: Jazz Origins
Lesson: Jazz Origins
Reading: Essential Jazz, Chapter 1- Roots, pp. 23-35
Listening: “Kasuan Kura” – Masters Drummers of Dagbon
“Daniel” – Willis Proctor and Group
“Dere’s No Hidin’ Place Down Dere” – Marian Anderson
“Field Calls” – Annie Grace Horn Dodson

Lesson 3: The Birth of Jazz
Lesson: The Birth of Jazz
Reading: Essential Jazz, Chapter 1- Roots, pp. 35-42
Listening: “Backwater Blues” – Bessie Smith
“Maple Leaf Rag” – Scott Joplin
“Maple Leaf Rag” – Jelly Roll Morton

Discussion Board for Unit 1: Posts 1 & 2 (opens Thursday, August 20 at 10:00am, closes Tuesday, September 1 at 11:59pm)

Assessment for Unit 1: Exam 1 (opens Monday, Monday, August 31 at 10:00am, Closes Tuesday, September 1 at 11:59pm)
**Unit 2** (opens Wednesday, September 2 at 12:00am, closes Tuesday, September 15 at 11:59pm)

**Unit 2 Introduction Video**

**Lesson 4: Early Jazz**
Lesson: Early Jazz  
Reading: *Essential Jazz*, Chapter 2 - Early Jazz, pp. 45-67  
Listening:  
- “Tiger Rag” – Original Dixieland Jass Band  
- “Dippermouth Blues” – King Oliver’s Creole Jazz Band  
- “Grandpa’s Spells” – Jelly Roll Morton and His Red Hot Peppers  
- “Singin’ the Blues” – Frankie Trumbauer & His Orchestra, feat. Bix Beiderbecke

**Lesson 5: Jazz in New York and Europe**
Lesson: Jazz - New York and Europe - 1920s & Early ‘30s  
Reading: *Essential Jazz*, Chapter 2 - Early Jazz, pp. 67-84  
Listening:  
- “Tiger Rag” – Art Tatum  
- “East St. Louis Toodle-Oo” – Duke Ellington and His Famous Orchestra  
- “Tiger Rag” – Quintet of the Hot Club of France

**Lesson 6: Swing**
Lesson: Swing  
Readings:  
*Essential Jazz*, Chapter 3 - The Swing Era, pp. 85-118  
*Essential Jazz*, Chapter 5 - The Fifties and Jazz Styles Multiply, pp. 149-151 (section on Ella Fitzgerald)  
Listening:  
- “Down South Camp Meeting” – Fletcher Henderson and His Orchestra  
- “Mary’s Idea” – Andy Kirk & His 12 Clouds of Joy (w/Mary Lou Williams)  
- “Every Tub” – Count Basie  
- “Solo Flight” – Charlie Christian  
- “Vi Vigor” – International Sweethearts of Rhythm  
- “Koko” – Duke Ellington and his Famous Orchestra  
- “Body and Soul” – Coleman Hawkins  
- “Body and Soul” – Billie Holiday and Her Orchestra  
- “Take the ‘A’ Train” – Ella Fitzgerald

**Assignment for Unit 2:** Live Jazz Performance Report 1 (opens Thursday, August 20 at 10:00am, closes Thursday, September 10 at 11:59pm)

**Discussion Board for Unit 2:** Posts 3 & 4 (opens Wednesday, September 2 at 12:00am, closes Tuesday, September 15 at 11:59pm)

**Assessment for Unit 2:** Exam 2 (opens Monday, September 14 at 10:00am, closes Tuesday, September 15 at 11:59pm)
Unit 3 (opens Wednesday, September 16 at 12:00am, closes Friday, September 25 at 11:59pm)

Unit 3 Introduction Video

Lesson 7: Bebop
Lesson: Bebop
Reading: Essential Jazz, Chapter 4 - The Bebop Era, pp. 119-138
Listening: “Salt Peanuts” – Dizzy Gillespie and His All Star Quintet (w/Charlie Parker)
“Manteca” – Dizzy Gillespie and His Orchestra
“Four in One” – Thelonious Monk

Lesson 8: Jazz in the 1950s
Lesson: Jazz in the 1950s
Reading: Essential Jazz, Chapter 5 - The Fifties and New Jazz Substyles pp. 139-149, 151-164
Listening: “Jeru” – Miles Davis
“Moanin’” – Art Blakey & The Jazz Messengers
“Powell’s Prances” – Clifford Brown & Max Roach
“Hora Decubitus” – Charles Mingus
“So What” – Miles Davis Sextet

Discussion Board for Unit 3: Posts 5 & 6 (opens Wednesday, September 16 at 12:00am, closes Friday, September 25 at 11:59pm)

Assessment for Unit 3: Exam 3 (opens Thursday, September 24 at 10:00am, closes Friday, September 25 at 11:59pm)

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Unit 4 (opens Saturday, September 26 at 12:00am, closes Friday, October 9 at 11:59pm)

Unit 4 Introduction Video

Lesson 9: New Directions in Jazz - Avant-Garde Movement
    Lesson: Avant-Garde
    Reading: Essential Jazz, Chapter 6 - The Sixties, pp. 165-181
    Listening: “Street Woman” – Ornette Coleman
               “Ghosts: First Variation” – Albert Ayler

Lesson 10: Mainstream Jazz in the 1960s
    Lesson: Mainstream Jazz in the 1960s
    Reading: Essential Jazz, Chapter 6 - The Sixties, pp. 182-192
    Listening: “Acknowledgement” – John Coltrane
               “Autumn Leaves” – Bill Evans Trio

Lesson 11: Fusion
    Lesson: Fusion
    Reading: Essential Jazz, Chapter 7 - Jazz-Rock, Jazz-Funk Fusion, pp. 193-212
    Listening: “It’s About That Time/In a Silent Way” excerpt – Miles Davis
               “Phenomenon: Compulsion” – John McLaughlin
               “Birdland” – Weather Report

Lesson 12: Jazz Since 1980
    Lesson: Jazz Since 1980
    Reading: Essential Jazz, Chapter 8 - Jazz Since the 1980s, pp. 213-236
    Listening: “Express Crossing” – Wynton Marsalis
               “Hang Gliding” – Maria Schneider
               “Softly, as in a Morning Sunrise” – George Benson
               “Salt Peanuts” – Steve Coleman and Five Elements
               “Falsehood” – Vijay Iyer

Assignment for Unit 4: Live Jazz Performance Report 2 (opens Friday, September 11 at 12:00am, closes Thursday, October 2 at 11:59pm)

Discussion Board for Unit 4: Posts 7 & 8 (opens Saturday, September 26 at 12:00am, closes Friday, October 9 at 11:59pm)

Assessment for Unit 4: Exam 4 (opens Thursday, October 8 at 10:00am, closes Friday, October 9 at 11:59pm)

Optional Extra Credit Discussion Board Posts: E.C. Posts 1 & 2 (opens Saturday, September 26 at 12:00am, closes Friday, October 9 at 11:59pm)

***Disclaimer: The instructor reserves the right to adjust this syllabus as necessary to meet the needs of the class. Any changes made by the instructor or staff will be posted on the course homepage.***