

MUS 347: JAZZ IN AMERICA
Class #74967 and #75280
Fall, 2023, Session A: August 17 - October 6, 2023

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/>

Required Materials:

Martin, Henry and Keith Waters. *Essential Jazz: The First 100 Years, Third Edition*.
Belmont, CA: Schirmer, 2013. (ISBN 978-1133964407)

This is the Essential Jazz version of the text, not to be confused with the original, larger *Jazz: The First 100 Years* text. The publisher, Cengage, no longer makes paper copies of this textbook, but it can still be purchased or rented as a Kindle book or an e-book. You may also find used versions of the textbook, which should work as well. Just make sure to get the Third edition.

The e-book for this text is available through the ASU bookstore. There is no need for a class code. If you rent it through the ASU bookstore (you can either click through MyASU or go directly to <https://bookstore.asu.edu>), you will receive a separate order confirmation email giving you a URL to access the e-book reader and a PIN to add the book to your shelf.

You will not need to purchase the 2-CD set that previously came with the textbook. I will provide links to the appropriate digital sound files on the course website. Look in the Documents section of the course website entitled: Jazz Listening Collection. There, I have compiled a list of corresponding hyperlinks to either:

1. listen to the tracks as YouTube videos
2. buy the tracks individually on Amazon.com (this is optional)

Almost all of the tracks can be found these ways, with a few exceptions (see the notes on each track in the document).

Course Description and Objectives: This course provides an introduction to the history of jazz, from its origins in the 19th-century 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 jazz concerts, either live in the community or online, 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 and consider jazz performance either by attending live jazz performances or by viewing online streaming concerts by master musicians

Assessments/Assignments Calendar:

Assessment/Assignment:	OPENS:	CLOSES:
Discussion Board Responses 1 and 2	Thursday, August 17 at 10:00am	Tuesday, August 29 at 11:59pm
Exam 1	Monday, August 28 at 10:00am	Tuesday, August 29 at 11:59pm
Jazz Performance Report 1	Thursday, August 17 at 10:00am	Thursday, September 7 at 11:59pm
Discussion Board Responses 3 and 4	Wednesday, August 30 at 12:00am	Tuesday, September 12 at 11:59pm
Exam 2	Monday, September 11 at 10:00am	Tuesday, September 12 at 11:59pm
Discussion Board Responses 5 and 6	Wednesday, September 13 at 12:00am	Friday, September 22 at 11:59pm
Exam 3	Thursday, September 21 at 10:00am	Friday, September 22 at 11:59pm
Jazz Performance Report 2	Friday, September 8 at 12:00am	Thursday, September 28 at 11:59pm
Discussion Board Responses 7 and 8 (and two extra credit questions)	Saturday, September 23 at 12:00am	Friday, October 6 at 11:59pm
Exam 4	Thursday, October 5 at 10:00am	Friday, October 6 at 11:59pm

See Course Tasks Organized by Unit at the end of this syllabus for more detail.

Assignment/Assessment Point Values:

Exam 1	150 points
Exam 2	150 points
Exam 3	150 points
Exam 4	150 points
Jazz Performance Report 1	120 points
Jazz Performance Report 2	120 points
Discussion Board Posts	160 points (20 points per question)
Extra Credit Discussion Board Posts	40 extra points possible (20 points per question)

Grading Scale and Point Values:

This class is out of 1,000 possible points.

975-1000 or more points	A+
915-974	A
895-914	A-
875-894	B+
815-874	B
795-814	B-
775-794	C+
695-774	C
595-694	D
Below 595	E

Incomplete Policy: The incomplete is not a routine process for successful completion of coursework. Rather, it is a limited academic exception intended to address situations where a student who has been doing acceptable work experiences exceptional extenuating circumstances beyond the student's control preventing their timely completion of the course. In evaluating requests for incompletes, I not only assess the nature of the extenuating circumstances and whether such circumstances were beyond the student's control, but also whether the student's record of performance in the class demonstrates the likelihood for successful completion of the remaining coursework. All incomplete contracts must also be approved from the academic unit leads. Finally, while policy dictates the maximum time for contract completion, I take into account what materials are outstanding and consider the appropriate extension. Statistically at ASU, the shorter the contract length the more likely students will be able to successfully complete their classroom obligations. You can read more about the incomplete policy at <https://www.asu.edu/aad/manuals/ssm/ssm203-09.html>

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 drawn from 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 other than technical problems (see below). 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 to listen to the corresponding digital sound files available via links in a document called Jazz Listening Collection on the course website. 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.

Technical Problems During Exams: **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.

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.

Jazz Performance Reports: You must complete reports on two (2) jazz performances. One report is due in the first half of session A, and the other report is due in the second half. Students have the option to either review live jazz performances in their community or jazz performances that are streamed online. Students can choose two live performances, two online performances, or one of each. Each report is worth 120 points. Full credit is available for either sort of report, whether live or online. Please complete the sort of report that you are comfortable with and/or more interested in.

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

Your instructor will provide a list of some suggested live jazz performances and venues in the greater Phoenix area (periodically, in course announcements) as well as a list of suggested online jazz performances (in the Documents section of the course website). You may seek out other performances. If you wish to seek out performances not listed by the instructor, 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 to view the grade and potentially some comments.

Your reports must be your own work. See elsewhere in the course syllabus for ASU's policy on plagiarism/academic integrity. **All reports will be vetted for plagiarism.**

There are slightly different parameters for live and online reports, as detailed below:

Parameters for Live Jazz Performance Reports:

In the introductory paragraph, be sure to mention:

1. Who performed (list the names and instruments of all the musicians).
2. The venue at which the performance was held, and perhaps a short description of the venue.
3. What date the performance occurred. *Please note that if you choose to review a live jazz performance, it must take place during the dates in which this course is occurring. That would be Fall Semester, 2023, Session A (August 17-October 6, 2023).*
4. The pieces that were performed (if they were announced in some way).

In the body of the review, analyze at least three (3) of the pieces/songs that were performed. For each, 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. Can you identify the form of the piece? If so, please describe it. Please don't agonize about this. Some jazz pieces are in standard forms that you will learn about during the

class, but some are not. It is totally acceptable to write “I could not identify the form of this piece.”

3. Describe the melody of the piece. Which instruments played it, or was it sung? What were your impressions of it?
4. Did the piece feature improvisation? Provide some detail here, for example, whether you discerned interaction between the soloist and the rest of the ensemble, what you liked or didn't like about the improvising, etc.
5. What was your impression of this piece overall?

In the concluding paragraph, discuss your overall impressions of the performance. What did you like and 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?

Some tips:

1. Be on time to the performance.
2. Bring a notepad and a writing utensil to take down notes.
3. If the performers introduce their pieces, take note of what they say. If you can, talk to the performers afterward. Include their perspectives in your report.
4. If a performance is over an hour, for example a show with two one-hour sets, you only need to stay for one set for the purposes of the assignment. Feel free to stay for the whole show if you wish.
5. Write this report as soon as you can after seeing the performance so that it stays fresh in your mind.
6. 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*.
7. 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 necessarily mean it is cool jazz. Try to sort out the distinction over the course of the semester!

Parameters for Online Jazz Performance Reports:

All online jazz performances should be at least 30 minutes long unless otherwise approved by the instructor.

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. Can you identify the form of the piece? If so, please describe it. Please don't agonize about this. Some jazz pieces are in standard forms that you will learn about during the class, but some are not. It is totally acceptable to write "I could not identify the form of this piece."
3. Describe the melody of the piece. Which instruments played it, or was it sung? What were your impressions of it?
4. Did the piece feature improvisation? Provide some detail here, for example, whether you discerned interaction between the soloist and the rest of the ensemble, what you liked or didn't like about the improvising, etc.
5. What was your impression of this piece overall?

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!

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 150 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 later in 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 of 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 150 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. In case you cannot attend class or complete work as a result of illness or possible exposure to infectious disease, contact the instructor via email to discuss make-up work and/or extensions. Make-up work and extensions may be assigned by the instructor on a case-by-case basis.

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> This Frequently Asked Questions (FAQ) for Herberger Online may also be helpful: <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 audio and video files 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 playing audio files as well as digital video clips, using the internet, 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 2023 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 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>. 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> 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> and <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>

Student Services & Resources: You will find a list of student resources at: <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>

You will find Novel Coronavirus updates and announcements here:

<https://eoss.asu.edu/health/announcements/coronavirus>

Statement on ASU's Community of Care standards: The Herberger Institute for Design and the Arts complies with the spirit and the letter of ASU's community of care standards with regard to social distancing, masking, and student, faculty, and staff safety and well being.

<https://eoss.asu.edu/communityofcare>

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> 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 2023.

August 17	1 st Day of classes
August 18	Last day to register or drop/add without college approval
August 23	Tuition & Fees 100% Refund Deadline; Last day to drop a class without receiving a W (withdrawal) on your transcript
September 4	Labor Day Observed – Classes excused/University closed
September 6	Course Withdrawal Deadline
October 6	Complete Session Withdrawal Deadline
October 6	Last Day of Class
October 9	Final Grades Due

Course registration changes are processed through MyASU: <http://my.asu.edu/>

Course Tasks Organized by Unit

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

Unit 1 (opens Thursday, August 17 at 10:00am, closes Tuesday, August 29 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 17 at 10:00am, closes Tuesday, August 29 at 11:59pm)

Assessment for Unit 1: Exam 1 (opens Monday, August 28 at 10:00am, closes Tuesday, August 29 at 11:59pm)

(turn the page)

Unit 2 (opens Wednesday, August 30 at 12:00am, closes Tuesday, September 12 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: Jazz Performance Report 1 (opens Thursday, August 17 at 10:00am, closes Thursday, September 7 at 11:59pm)

Discussion Board for Unit 2: Posts 3 & 4 (opens Wednesday, August 30 at 12:00am, closes Tuesday, September 12 at 11:59pm)

Assessment for Unit 2: Exam 2 (opens Monday, September 11 at 10:00am, closes Tuesday, September 12 at 11:59pm)

Unit 3 (opens Wednesday, September 13 at 12:00am, closes Friday, September 22 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” – Charlies Mingus

“So What” – Miles Davis Sextet

Discussion Board for Unit 3: Posts 5 & 6 (opens Wednesday, September 13 at 12:00am, closes Friday, September 22 at 11:59pm)

Assessment for Unit 3: Exam 3 (opens Thursday, September 21 at 10:00am, closes Friday, September 22 at 11:59pm)

(turn the page)

Unit 4 (opens Saturday, September 23 at 12:00am, closes Friday, October 6 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: Jazz Performance Report 2 (opens Friday, September 8 at 12:00am, closes Thursday, September 28 at 11:59pm)

Discussion Board for Unit 4: Posts 7 & 8 (opens Saturday, September 23 at 12:00am, closes Friday, October 6 at 11:59pm)

Assessment for Unit 4: Exam 4 (opens Thursday, October 5 at 10:00am, closes Friday, October 6 at 11:59pm)

Optional Extra Credit Discussion Board Posts: E.C. Posts 1 & 2 (opens Saturday, September 23 at 12:00am, closes Friday, October 6 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.****