

Fayetteville State University
College of Arts and Sciences
Department of Performing and Fine Arts
Music 260.02
Fall Semester/2009

I. Locator Information:

Instructor: **Denise Murchison Payton**

Course # and Name: **260 African American Music**

Semester Credit Hours: **3**

Day and Time Class Meets: **MWF 1:00-1:50**

Total Contact Hours for Class: **50** hours

Email address: **dpayton1@uncfsu.edu**

Office/Classroom Locations: **Rosenthal 105, LSA 120**

Office hours: **TBA**

Office Phone: **910-672-1457**

The following statement should appear on the first page of each course syllabus:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description: African-American Music: A study of traditional African music and its interaction with western musical styles, with emphasis on the development of the blues, spirituals, gospel music, jazz idioms, and more recent African-American styles, and with attention to the work of major black composers and performers in both the concert and commercial areas will be discussed.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook: Burnim, Mellonee; Maultsby, Portia K. African American Music: An Introduction. First Edition Taylor & Francis Group, 2006.

Supplemental Reading:

Southern, Eileen: The Music of Black Americans: A History. Fourth Edition W.W. Norton and Company, 1997.

Stewart, Earl: African American Music: An Introduction First Edition, Schirmer, 1998.

Thomas, Velma: No Man Can Hinder Me: First Edition Crown Publishers, 2001.

Websites:

<http://www.creativefolk.com/toolkit/musicart.html>

<http://www.blackrefer.com/music5c.html>

<http://www.indiana.edu/~aaamc/netresources.html>

<http://www.folkways.si.edu/searchresults.aspx?sPhrase=African%20American%20Music&sType=cat>

<http://www.negrospirituals.com/>

<http://chevalierdesaintgeorges.homestead.com/History.html>

<http://www.africanamericans.com/Music.htm>

V. Student Learning Outcomes – Upon completion of this course the learner will be able to:

1. Recognize and critically confer significant creative, philosophical and religious works by describing and analyzing the most famous works by African composers and performers.

2. Help the student appreciate the complex vision, social-cultural background, ethical values and aesthetic judgment in their compositions by exploring the composers' lives and the social context in which they existed.
3. Discuss the diverse means of communication in these works by developing a specialized and descriptive vocabulary of terms and through analysis of these masterworks

VI. Course Requirements and Evaluation Criteria -

- a. Grading Scale – 92-100 = A
 83- 91 = B
 73-82 = C
 64-72= D
 63 or less= F
- b. Attendance Requirements – Class attendance is required for all students enrolled in courses at the 100 and 200 levels. Students are required to arrive at each class meeting on time and remain in class until dismissed by the instructor. Students, who miss 10% of the class two (2) without a proper excuse, will have their final grades lowered one letter grade. Every two tardies to class will constitute one (1) absence.
- c. Graded Assignments --tests, papers, quizzes, reports, group or individual projects, experiments, etc, will be used to determine student's final grade.
- d. Value of Each Assignment –

| | |
|-------------------------------------|------------|
| Class preparation and participation | 20% |
| Black Board Assignments | 10% |
| Research Project | 15% |
| Quizzes | 15% |
| Concert Review and Class Projects | 20% |
| Mid-term Examination | 10% |
| Final Examination | <u>10%</u> |
| | 100% |

- e. Policy on Missed or Late Assignments - Late papers will not be accepted without prior approval/permission of the instructor.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

REVISION OF GRADES – STUDENT RESPONSIBILITIES
The following revisions become effective on August 16, 2007.

WN GRADE DISCONTINUED:

- **WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.**

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. *See warning below about class withdrawals.

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. **See warning below about class withdrawals.* If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. **See warning below about class withdrawals.*

NEW FINAL GRADE:

- **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grade is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. **See warning below about class withdrawals.*

WARNING ABOUT CLASS WITHDRAWALS:

- **When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.**

FSU Policy on Disruptive Behavior in the Classroom (Optional)

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints is prohibited.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VII. Academic Support Resources – SI, Smart Thinking, Criterion, University College Learning Center, Writing Center.

VIII. Course Outline and Assignment Schedule

| Topic | Page |
|----------------------|-----------|
| Intellectual History | 1-33 |
| Secular Music | 35- 50 |
| Religious Music | 51 – 78 |
| Art/Classical Music | 211 – 244 |
| Ragtime | 127 – 145 |
| Blues | 79 – 126 |
| Jazz | 145 – 184 |
| Musical Theatre | 185 - 210 |

IX. Teaching Strategies

1. A variety of models will be used throughout this course. Classroom experiences will include but not limited to: lectures, cooperative learning, reading and writing assignments, critical listening, video and audio presentations. The instructor will supply handouts and selected reading material for musical activities. Students will develop style sheets for each genre discussed.
2. An oral group presentation must be completed on a topic selected from a list prepared by the instructor or of interest to the student in the area of **African or African-American music**, approved by the instructor. The presentation must be researched and include a bibliography. Presentations will take place during the final exam period and should be no longer than 15 minutes in length.
3. A series of written exams will be given during the course of the class. Some exams may be given via CPS System (answers completed via remote controlled computer response.) These exams will be short essay questions based on the reading material.
4. Each student must research one African-American composer, arranger, or performer from the list provided by the instructor. Papers must be prepared to include title page, table of contents, and a bibliography. All students must present their papers using power point with main points outlined, to include but not limited to photos, sound clips and video clips. All papers should be 12 point – New Times Roman.

X. Bibliography

Berry, Lemuel. *Biographical Dictionary of Black Musicians and Music Educators*.
See Dictionaries and Encyclopedias—Biographical Dictionaries

Brown, Linda Rae. *Music, Printed and Manuscript, in the James Weldon Johnson Memorial Collection of Negro Arts and Letters*.
See Catalogs of Music Libraries, Societies and Exhibitions

Carter, Madison H. *An Annotated Catalog of Composers of African Ancestry*.

Clifford, Mike. *The Illustrated Encyclopedia of Black Music*.

See Dictionaries and Encyclopedias—Biographical Dictionaries

Floyd, Samuel A., and Marsha J. Reisser. *Black Music Biography: An Annotated Biography*.

Floyd, Samuel A., and Marsha J. Reisser. *Black Music in the United States*.

Gray, John. *Blacks in Classical Music: A Bibliographical Guide to Composers, Performers, and Ensembles*.

Horne, Aaron. *Brass Music of Black Composers: A Bibliography*.

Horne, Aaron. *Keyboard Music of Black Composers: A Bibliography*.

Jackson, Irene V. *Afro-American Religious Music: A Bibliography and a Catalogue of Gospel Music*.

[Reisser, Marsha J. *Black Music and Musicians in the New Grove Dictionary of American Music and the New Harvard Dictionary of Music*](#).

Southern, Eileen. *Biographical Dictionary of Afro-American and African Musicians*.

See Dictionaries and Encyclopedias—Biographical Dictionaries

Southern, Eileen, and Josephine Wright. *African-American Traditions in Song, Sermon, Tale, and Dance, 1600-1920*.

Walker-Hill, Helen. *Piano Music by Black Women Composers: A Catalog of Solo and Ensemble Works*.

See Repertory Guides—Piano Literature

White, Evelyn Davidson. *Choral Music by African American Composers: A Selected Annotated Bibliography*.

See Repertory Guides—Choral Literature