MU 012 D1 SL: Music and Culture in New Orleans
Spring 2019
Course Syllabus

Instructor: Clyde Stats
Phone: 238-1730 (cell) email – clyde.stats@uvm.edu
Course Meets: Hybrid – online plus 4 required in-class meetings – 1/22; 3/6; 3/26; 4/16; 7:00 – 9:30 p.m. Location TBA

Required Text - Rose, Chris. 1 Dead in Attic; (available from instructor)

Other excerpts (available online) from:

The World That Made New Orleans by Ned Sublette
Keeping the Beat on the Street by Nick Burns
The Civically Engaged Reader by Davis & Lynn
New Directions for Teaching and Learning by R. Rhoads
Essential Jazz: The First 100 Years by Martin and Waters
Musical Gumbo: The Music of New Orleans by Grace Lichtenstein
Cajun Music Vol. I by Ann Allen Savoy

Websites:

Louisiana Folk Regions Map:
http://www.louisianavoices.org/Unit4/edu_unit4_3subregions.html
The Treasured Traditions of Louisiana Music:
http://www.louisianafolklife.org/LT/Articles_Essays/treas_trad_la_music.html
A Brief History of New Orleans Jazz:
http://www.nps.gov/archive/jazz/Jazz%20History Origins_pre1895.htm
History of Social Aid and Pleasure Clubs:
http://www.mardigrasdigest.com/Sec_2ndline/2ndline_history.htm
History of Mardi Gras:
http://www.eastjeffersonparish.com/culture/MARDIGRA/HISTORY/history.htm
History of Mardi Gras Indians: http://www.mardigrasindians.com/
Origins of Cajun and Zydeco Music: http://www.scn.org/zydeco/nwczHISTORY.htm
Hurricane Katrina Timeline: http://www.nola.com/katrina/timeline/

Required Listening – Various examples posted online

Videos

New Orleans – The Natural History: http://www.mrbill.com/store/NONatFilm.html
Let the Good Times Roll – New Orleans Jazz and Heritage Festival
Course Description
This course looks at the musical and cultural “gumbo” of New Orleans. Beginning with the history of its founding and development and natural history, the city’s African-American, Franco-American and Anglo-American cultural traditions and the musics that developed from them will be examined, as well as how they function and are expressed in present day New Orleans. Styles covered will include traditional jazz, r&b/funk, cajun, zydeco, brass bands, and Mardi Gras Indians music. The effects of Hurricane Katrina on the culture and music of New Orleans will also be considered, as well as issues of race, racism, and diversity. The course will culminate with a trip to New Orleans in early March to experience the music and culture firsthand.

Academic Objectives
By the end of this course, students will:

- Become familiar with the geography and natural history of New Orleans
- Become familiar with the settlement history of New Orleans
- Become familiar with the cultural/ethnic mix in New Orleans
- Develop a working knowledge of the musical elements and structure of various styles of New Orleans music
- Be able to make connections between various styles of New Orleans music
- Become familiar with the connections between music and culture in New Orleans
- Understand the effects of Hurricane Katrina on the connection between music and culture in New Orleans
- Sharpen their ability to listen closely and analytically to music in general
- Increase their awareness and understanding of issues related to diversity and multiculturalism, race and racism, and power and privilege, and confront and reflect on their own prejudices and feelings regarding these issues (see “Diversity Objectives” below).

“Pedagogical” Objectives

- Encouraging Critical Thinking – Students will be continually challenged to move beyond “the facts” and to engage in higher order critical thinking skills involving reflection, critical analysis, evaluation, making connections, and personalizing the course material. This will be accomplished during online and in-class discussions and through such assignments as discussion questions,
identifying musical elements within a piece of music, journals, comparisons of
musical styles/cultures, and a final project related to the music and/or culture of
New Orleans (see “Assignments” below).

- **Service Component** – During our trip to New Orleans in early March, we will
  engage in a community service project, such as demolition/rehabilitation of
  flooded housing. I hope that this will foster reflection and a sense of empathy
  and contribute to students personalizing the experience.

**Diversity Objectives**

By the end of the course, students will:

- Increase their understanding of *issues of race and racism in the U.S.* through
  online content and required discussion questions before the trip, and through
  discussions, visits to historical sites and museums, presentations, a community
  service project, and journal writing during the trip to New Orleans.
- Increase their understanding of *the meaning of power and privilege* through
  online content, required discussion questions, and an in-class discussion in
  preparation for the community service project before the trip; discussions, a visit
  to a plantation, and journal writing during the trip; and a discussion on “disaster
  tourism” after the trip.
- Increase their understanding of *the importance and impact of diversity and
  multiculturalism in U.S. society* through online discussion before the trip
  promoting the “salad bowl/gumbo” rather than the “melting pot” view of U.S.
  society and the use of music as a lens through which to experience
  multiculturalism, as well as direct interaction with people from varied
  backgrounds during the trip.
- *Reflect on their own prejudices in a manner observable by the instructor* through
  an online discussion question on students’ prior experiences providing or
  receiving service before the trip, journal writing during the trip, and an evaluation
  and discussion of our community service experience after the trip.

**Assignments**

- Weekly online discussion questions emphasizing and encouraging reflection and
  critical thinking connected to course content
- Weekly listening questions identifying typical musical elements of various styles
  of New Orleans music.
- Comparisons of musical styles/cultures (3); 3 pages each
- Journal of reflections on New Orleans trip
- Final project of students’ own choosing relating to the music, people, and culture
  of New Orleans
Grading

Online discussion - 30%
Listening questions - 10%
Musical styles/cultures essays (3) - 20%
Journal - 10%
Final project - 30%

Attendance

**Attendance in an online course is determined by participation in the Discussion Board.** If you don't participate in the discussion, you haven't attended. Attendance at all in-class meetings and on the New Orleans trip is mandatory!

Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Overview of New Orleans Music; elements of music; New Orleans geography/natural history;</td>
<td>Online discussion questions; listening questions</td>
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<tr>
<td>1/14-20</td>
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<tr>
<td>2</td>
<td>1st. in-class meeting (1/22): Online introduction; settlement history of New Orleans; Traditional Jazz</td>
<td>Online discussion questions; listening questions</td>
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<td>1/21-27</td>
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<td>3</td>
<td>Brass bands</td>
<td>Online discussion questions; listening questions;</td>
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<td>1/28-2/3</td>
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<td>4</td>
<td>“The Whole Gritty City” (video)</td>
<td>Online discussion questions; <strong>Traditional Jazz/Brass Bands musical/cultural comparison due</strong></td>
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<td>2/4-10</td>
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<tr>
<td>5</td>
<td>Mardi Gras Indian Music</td>
<td>Online discussion questions; listening questions;</td>
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<td>2/11-17</td>
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<td>6</td>
<td>R&amp;B/Funk</td>
<td>Online discussion questions; listening questions;</td>
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<td>2/18-24</td>
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<td>7</td>
<td>Cajun &amp; Zydeco</td>
<td>Online discussion questions; listening questions; <strong>Mardi Gras Indian/R&amp;B/Funk musical/cultural comparison due</strong></td>
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<td>2/25-3/3</td>
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<td>Event</td>
<td>Dates</td>
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<tr>
<td>8</td>
<td>Hurricane Katrina; 2\textsuperscript{nd} in-class meeting (3/6): Trip Preparation</td>
<td>3/4-3/10</td>
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<td>9</td>
<td>New Orleans Trip!!</td>
<td>3/12-17</td>
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<td>10</td>
<td>Trip Processing</td>
<td>3/18-24</td>
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<td>11</td>
<td>3\textsuperscript{rd} in-class meeting (3/26): Trip Debrief; Community Service evaluation</td>
<td>3/25-3/31</td>
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<td>12</td>
<td>Work on Final Project</td>
<td>4/1-7</td>
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<td>13</td>
<td>Work on Final Project</td>
<td>4/8-14</td>
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<td>14</td>
<td>4\textsuperscript{th} in-class meeting (4/16): Present Final Projects</td>
<td>4/15-21</td>
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