JAZZ10016 *History of Jazz 2*
Term 2 - 2019

Profile information current as at 03/05/2024 10:34 am

General Information

Overview

This unit introduces students to the history and cultural development of modern jazz music, including hardbop, west coast, free jazz, fusion, latin jazz and modern mainstream. It focuses on prominent musicians, composers and repertoire as well as the major sociological and political events that influenced musical trends in jazz from the mid 1950's to the present day.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 2019

- Mackay
- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 30%
2. **Written Assessment**
Weighting: 30%
3. **Written Assessment**
Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit evaluations

Feedback

Students reflected positively on the relevance of the unit content and the connection to the practical application of acquired knowledge.

Recommendation

Continue to develop engaging unit materials and lectures to reinforce the essential historical knowledge required that underpins the authentic performance of jazz repertoire.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Demonstrate knowledge of the musical repertoire studied and of its stylistic features, social and historical background, and chronological placement in the development of Jazz. This knowledge will be based strongly on aural as well as written sources.
2. Demonstrate understanding of musical and historical concepts through coherent presentation of information in research assignments, analysis and examinations.
3. Demonstrate ability to comprehensively analyse a musical work through identification of form, style and primary compositional elements.
4. Demonstrate appropriate use of primary and secondary sources, including pertinent exemplification/illustration, selection of relevant data, complete and accurate documentation of sources used, correct use of language in written presentations.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	° Introductory Level	• Intermediate Level	• Graduate Level	° Professional Level	° Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 30%	•	•	•	•
2 - Written Assessment - 30%	•	•		•
3 - Written Assessment - 40%	•	•		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4

Graduate Attributes **Learning Outcomes**

Graduate Attributes	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving		•	•	
3 - Critical Thinking			•	
4 - Information Literacy	•	•		
5 - Team Work				
6 - Information Technology Competence		•		•
7 - Cross Cultural Competence	•	•		
8 - Ethical practice				•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	•	•	•	•		•	•	•		
2 - Written Assessment - 30%	•	•		•		•	•	•		
3 - Written Assessment - 40%	•	•				•				

Textbooks and Resources

Textbooks
JAZZ10016
Prescribed

Jazz Styles History and Analysis
Edition: 11th edn (2011)
Authors: Gridley, M
Pearson Higher Ed USA
Upper Saddle River , NJ , USA
Binding: Paperback
JAZZ10016

Supplementary

Jazz - A History
2nd Edition (1993)
Authors: Tirro, F
W W Norton & Co
New York , NY , USA
Binding: Paperback

View textbooks at the CQUniversity Bookshop

IT Resources
You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Jason Smyth-Tomkins Unit Coordinator
j.smyth-tomkins@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Topic 1: Bebop	**Gridley:** Chapter 9 **Tirro:** Chapter 7	

Week 2 - 22 Jul 2019		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Topic 1: Bebop	**Gridley:** Chapter 9 **Tirro:** Chapter 7	

Week 3 - 29 Jul 2019		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Bebop	**Gridley:** Chapter 9 **Tirro:** Chapter 7	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Cool Jazz & West Coast Jazz	**Gridley:** Chapter 10 **Tirro:** Chapter 8	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Cool Jazz & West Coast Jazz	**Gridley:** Chapter 10 **Tirro:** Chapter 8	**Minor Essay 1 due Friday 16 August at 11.45pm.**

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Hardbop & Modal Jazz	**Gridley:** Chapter 11, 12 & 13 **Tirro:** Chapter 8	

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Hardbop & Modal Jazz	**Gridley:** Chapter 11, 12 & 13 **Tirro:** Chapter 8	

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Latin Jazz	Resources on Moodle	

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Free Jazz	**Gridley:** Chapter 14 **Tirro:** Chapter 9	**Minor Essay 2 due Friday 20 September at 11.45pm.**

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Fusion	**Gridley:** Chapter 16 **Tirro:** Chapter 10	

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Fusion	**Gridley:** Chapter 16 **Tirro:** Chapter 10	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Modern Mainstream	**Gridley:** Chapter 17 **Tirro:** Chapter 11	

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment Task 3 - History & Listening Test will be scheduled during the exam period. **Written Research Assignment: The Genius of Miles Davis** Due: Review/Exam Week Monday (14 Oct 2019) 11:45 pm AEST

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment Task 3 - History & Listening Test will be scheduled during the exam period. **History and Listening Test** Due: Exam Week Wednesday (23 Oct 2019) 11:45 pm AEST

Assessment Tasks

1 Minor Essay 1 & Minor Essay 2

Assessment Type
Written Assessment

Task Description

Minor Essay 1
Choose **one** (out of the two) of the short essay topics relating to Bebop and Cool Jazz and provide a **1000 - 1500 word** written response to your chosen topic.

Topic 1
Explain the specific performance practises of the Bebop style and how it differs from Swing. What caused the development of Bebop from Swing? Discuss any relevant musical, social, political and economic factors that contributed to the development of Bebop.

Topic 2
Explain the specific performance practises of the Cool Jazz style and how it differs from Bebop. How did this reflect what was going on in America at the time? Discuss relevant musical, social, political and economic factors that contributed to the development of Cool Jazz.

From your chosen topics, provide the following:

• A historic overview of the development of the style (Bebop or Cool Jazz, depending on which you choose), highlighting principal artist/s responsible for the transition and development of the new style.
• A discussion of the transition between styles (Swing and Bebop or Bebop and Cool Jazz) with regard to the political and social climate of the era.
• A discussion and comparison of the defining performance practises of the era/s (eg. Swing and Bebop or Bebop and Cool Jazz). Include discussion on ensemble size, common instrumentation, compositional / arranging practises and audience / public reaction.

Minor Essay 2
Choose **one** (out of the two) of the short essay topics relating to Hard Bop and Free Jazz and provide a **1000 - 1500 word** written response to your chosen topic.

Topic 1
Explain the specific performance practises of Hard Bop, how it differs from Cool Jazz and why Hard Bop came after Cool Jazz. What social statement was being made by this stylistic change and how did it affect the American cultural landscape at that point? Discuss all relevant musical, social, political and economic factors that contributed to the development of Hard Bop.

Topic 2
Explain the relevant performance practises of Free Jazz. How was Free Jazz an outgrowth and expression of the Civil Rights movement in America and what was the political, social, and economic climate of America that allowed (or caused) Free Jazz to emerge? Discuss all relevant musical, social, political and economic factors that contributed to the development of Free Jazz.
From your chosen topics, provide the following:

• A historic overview of the development of the style (Hard Bop or Free Jazz), highlighting principal artist/s responsible

for the transition and development of the new style.
• A discussion of the transition between styles (as per chosen topic eg. Hard Bop and Cool Jazz or Cool Jazz and Free Jazz) with regard to the political and social climate of the era.
• A discussion and comparison of the defining performance practises of the era/s (Hard Bop and Cool Jazz or Cool Jazz and Free Jazz). Include discussion on ensemble size, common instrumentation, compositional / arranging practises and audience / public reaction.

Assessment Due Date

Minor Essay 1 is due on Friday 16 August at 11.45pm. Minor Essay 2 is due on Friday 20 September at 11.45pm.

Return Date to Students

Minor Essay 1: Week 7 & Minor Essay 2: Week 11

Weighting
30%

Assessment Criteria

- Appropriate introduction and conclusion - **5%**
- Accuracy and depth of historic analysis of the development of the musical sub-style and identification of principal artists - **20%**
- Accuracy of identification of the contributing social and political influences - **10%**
- Accuracy of discussion of the transition of styles - **15%**
- Accuracy in the identification and discussion of the sub-style specific performance practises - **25%**
- Grammatical accuracy and spelling - **10%**
- Correct use of academic referencing conventions - **10%**
- Evidence of wide reading - **5%**

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
Submit through unit Moodle site

Learning Outcomes Assessed

- Demonstrate knowledge of the musical repertoire studied and of its stylistic features, social and historical background, and chronological placement in the development of Jazz. This knowledge will be based strongly on aural as well as written sources.
- Demonstrate understanding of musical and historical concepts through coherent presentation of information in research assignments, analysis and examinations.
- Demonstrate ability to comprehensively analyse a musical work through identification of form, style and primary compositional elements.
- Demonstrate appropriate use of primary and secondary sources, including pertinent exemplification/illustration, selection of relevant data, complete and accurate documentation of sources used, correct use of language in written presentations.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Written Research Assignment: The Genius of Miles Davis

Assessment Type
Written Assessment

Task Description
Task
For this assessment task students are required to write a **2000 - 2500 word** written assignment.

Topic
Miles Davis (or groups led by Davis) recorded several albums that stand out in the history of jazz as 'seminal recordings'. Three such albums are acknowledged as pioneering developments of new jazz sub-styles and are heralded as some of the most influential jazz recordings ever produced.

- **Cool Jazz:** *'Birth of the Cool'* ushered in a transition towards a bebop influenced, yet 'cool' sounding jazz.
- **Modal Jazz:** *'Kind of Blue'* steered jazz away from the frenetic sounds of bebop and complex chord progressions, towards a simpler, modal based music.
- **Fusion:** *'Bitches Brew'* was a full-blown announcement that jazz had moved in the direction of technologically manipulated music, fusing jazz elements with rock instrumentation, among other things.

Task Description
Choose **one sub-style** from those provided (above) and discuss the significance of this recording by providing:

• A brief biographical introduction to Miles Davis.
• A historic overview of the chosen sub-style (Cool Jazz, Modal Jazz or Fusion), including an analysis of the musical, social and political influences.
• A summary of the performance practises associated with the chosen sub-style (instrumentation, size of ensemble, common performance elements etc).
• Background information on the associated album (Birth of the Cool, Kind of Blue or Bitches Brew). Such information may include the recording process, composer/arranger information etc.
• Background information on the musicians who recorded on the album and their contribution to the recording itself.
• A musical analysis of the individual song associated with each recording (**Birth of the Cool:** *Boplicity*, **Kind of Blue**: *So What*, **Bitches Brew**: *Pharaoh's Dance*).

Assessment Due Date
Review/Exam Week Monday (14 Oct 2019) 11:45 pm AEST
Return Date to Students

End of Examination Period
Weighting
30%
Assessment Criteria

- Appropriate introduction and conclusion - **5%**
- Accuracy of biographical history of the artist - **15%**
- Precise and relevant account of the development of the musical sub-style and identification of contributing social and political influences - **10%**
- Accuracy in the identification and discussion of the sub-style specific performance practises - **15%**
- Accuracy and depth of research of the chosen album and associated artists - **15%**
- Accuracy of musical analysis of the chosen recording - **15%**
- Grammatical accuracy and spelling - **10%**
- Correct use of academic referencing conventions - **10%**
- Evidence of wide reading - **5%**

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Submit through unit Moodle site
Learning Outcomes Assessed

- Demonstrate knowledge of the musical repertoire studied and of its stylistic features, social and historical

background, and chronological placement in the development of Jazz. This knowledge will be based strongly on aural as well as written sources.
- Demonstrate understanding of musical and historical concepts through coherent presentation of information in research assignments, analysis and examinations.
- Demonstrate appropriate use of primary and secondary sources, including pertinent exemplification/illustration, selection of relevant data, complete and accurate documentation of sources used, correct use of language in written presentations.

Graduate Attributes

- Communication
- Problem Solving
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 History and Listening Test

Assessment Type
Written Assessment

Task Description
Students will undertake a history and listening test based on the unit materials presented in lectures and on the Moodle site during the term. The test will consist of the identification of works from a listening list and may contain short answer responses related to the history of the musical period being studied.

Assessment Due Date
Exam Week Wednesday (23 Oct 2019) 11:45 pm AEST

Return Date to Students

Results will be posted to Moodle after the completion of this test.

Weighting
40%

Assessment Criteria
Accuracy and clarity of response to questions relating to the musical / historical period being studied.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Offline

Submission Instructions
Students undertake this assessment item during the standard examination period.

Learning Outcomes Assessed

- Demonstrate knowledge of the musical repertoire studied and of its stylistic features, social and historical background, and chronological placement in the development of Jazz. This knowledge will be based strongly on aural as well as written sources.
- Demonstrate understanding of musical and historical concepts through coherent presentation of information in research assignments, analysis and examinations.

Graduate Attributes

- Communication
- Problem Solving
- Information Technology Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem