

The Hebrew University of Jerusalem

Syllabus

Jazz and Politics - 56253

Last update 19-03-2023

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Political Science

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Nadav Haber

Coordinator Email: nadav67@yahoo.com

Coordinator Office Hours: Sunday, 18:00-19:00

Teaching Staff:

Mr. Nadav Haber

Course/Module description:

Jazz is the musical result of the charged meeting between the African slaves in the US, and their citizen descendants, and the White society to which they were forcefully brought. This music, which is based upon both the African and the European traditions, grew and developed closely connected to socio-political processes. The influence of jazz spread outside of the USA, symbolizing change and political unrest across the world.

During the course, political events that influenced the development of jazz will be analysed, along with the influence of the music itself on socio-political struggles. The political aspects of the music itself will also be examined. The lectures will include demonstrations using original recordings and relevant parts of films.

Course/Module aims:

- 1. Enable the students to know the political contexts of artistic expressions.*
- 2. To enable students to know several theories regarding the political context of jazz in the USA.*
- 3. To enable the students to know the relationship between key landmarks in US history and landmarks in the development in Jazz.*
- 4. To Enable students to know several critical approaches on development in art in general and in music in particular, as human expressions playing part in political power struggles.*

Learning outcomes - On successful completion of this module, students should be able to:

- 1. The students will be able to analyse relationships between art and politics according to models that will examine the relationship between Jazz and US politics.*
- 2. The students will be able to connect between historical events in the US and parallel developments in Jazz, and explain them from several angles.*
- 3. The students will be able to critically analyse developments in human creativity in general, and in music in particular, based on the above models.*

Attendance requirements(%):

According to requirements of the regulations.

Teaching arrangement and method of instruction: The course will involve frontal lectures accompanied by relevant audio - visual clips.

Participation and questions will be welcome.

Due to covid 19 restriction - the frontal lessons will be replaced by Zoom meetings

and reference to recorded lectures

Course/Module Content:

Lesson 1: Slavery – the meanings of music for the slaves during slavery (with a reference to Africa). New Orleans – the special circumstances leading to the birth of jazz. The 20's – the Blues, Church Music, the spread of Jazz to the Northern cities

Lesson 2: The 30's- Jazz as American pop music, the Big Band era. The 40's – the Bebop revolution, second world war, the birth of R&B.

Lesson 3: The 50's – jazz as part of the Civil Rights Movement (Hard Bop, Soul Jazz), Golden Age of Gospel. The 60's – Soul Music, the Free Jazz Revolution

Lesson 4 – Hendrix, James Brown, Fusion. The 80's and 90's – Rap, jazz as mainstream.

Lessons 5-6: Jazz and Democracy

The unique statuses of the African Americans as citizens in a democracy – who don't benefit from its principles. The freedom principle in the music itself – the various forms of improvisation.

Alternative democratic models in Jazz – the status of the leader, joint leadership, mutual dependency, the interplay of freedom and equality, freedom and structure.

Freedom of expression – Blues, dance, Rap.

Lessons 7-8: Jazz and Economics

The distribution of profits among Whites and Blacks, artists and businessmen

The music as an expression of social stratification, the ownership of the music

The attempts by musicians to organize, in order to escape economic and artistic oppression.

The working environment of musicians – its implications

Lessons 9-11: Jazz and Identity

Jazz as an expression of a global-personal identity – resisting the racial and geographical limitations on itself.

Black Music as a means of strengthening self worth of a people who live in a society which does not acknowledge their humanity (images in the media, films, and Tv and the response to these images)

Black music as a means of shaping a group identity which struggles for power within American society, Black Nationalism, the connection with Africa

Lesson 12: The questions arising from the influence of Black music on world culture

Lesson 13: Summary and conclusions

Required Reading:

Thomas brothers, *Louis Armstrong's New Orleans*, W.W. Norton & Company Ltd.
James H. Cone (2004) *The Spirituals and the Blues*. Mary Knoll, N.Y.: Orbis Books,

LeRoi Jones, *Blues People: Negro Music In white America* (1999). N.Y.,N.Y.:
James Lincoln Collier (1984) *Louis Armstrong - A Biography*. London: Pan Books.
Joachim E.Brendt (1986) *The Jazz Book*. London: Paladin Grafton Books.
Martin Williams (1984) *The Jazz Tradition*. Oxford: Oxford University Press.
Guthrie P. Ramsey, Jr. (2003) *Race Music*. Berkeley, CA.:
University of California Press
Fank Kofsky (1998) *Black Music - White Business: Illuminating the History and
Political Economy of Jazz*. Pathfinder Press
Ingrid Monson (2007) *Freedoms Sounds: Civil Rights Call Out to Jazz and Africa*.
Oxford: Oxford University Press.
Scott Saul (2003) *Freedom Is, Freedom Ain't*. Cambridge, MA.: Harvard University
Press.
Valerie Wilmer (1999) *As Serious as Your Life: John Coltrane and Beyond*. London:
Serpent's Tail
Paul Oliver, Max Harrison and William Bolcon (Eds.) (1986) *The New Grove: Gospel,
Blues and Jazz*. MacMillan

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 0 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 100 %
home exam

Additional information: