



SHARE YOUR PASSION.

Summer Course: Teaching African American Music: Creating an Equitable and Responsible Curriculum

Vandercook College

Course Code: 7551

Time: Wednesdays 3pm EST

Marc Evan Diaz

Office Hours by appointment

mdiaz@vandercook.edu

Course Description

This course gives students the opportunity to study the music, history, artist, styles and cultural impact of African American Music from West Africa to Brooklyn through research, listening, discussion and creating. Though African American music history is a cornerstone of American music and history, many music teachers have limited knowledge about how to incorporate Afrocentric pedagogy into their classrooms, leaving their curriculum unbalanced and inequitable. This class will survey and demonstrate the musical and cultural history, genres and artists that comprise the rich diaspora of black music including spirituals, blues, jazz, gospel, rock, funk, soul, pop and hip hop.

Student Engagement Statement

Each class week will consist of a 90 minute discussion and presentation zoom call, plus an additional 1-2 hours of independent student work, research, and discussion. Students are required to prepare for the first day of class by observing and reflecting upon the pre-course class work which is emailed to students 48 hours before.

Philosophy Statement

This class is intentionally designed to challenge your pedagogical philosophies including how you were taught music, how you believe music should be taught, and the way you teach music. Additional emphasis is placed upon the intersection of Eurocentric Music Education, Culturally Relevant Music Teaching, and Race Identity and Music Education. These are necessary factors to reflect upon to ensure that students are able to clearly review and identify bias in their current curriculums and rebuild curriculums that are equitable and culturally responsive.

Outcomes and Assessment

Student Learning Outcomes	Outcomes Assessment
<ul style="list-style-type: none">• Students will research and review African American Music and its social and cultural impact over generations by listening, analyzing, reading, and reviewing music.• Students will review, create, and discuss effective and equitable lesson and unit plans that include African American Studies.• Students will debate and discuss the contrast between Euro-Centric Education and its supremacy in music pedagogy in America as compared to Afro-Centric Education styles and pedagogy.• Students will discuss and observe best pedagogical practices for incorporating different afro-centric learning styles that are representative of different styles of music.	<ul style="list-style-type: none">• Students will listen, read, observe, and discuss the meaning of a wide variety of significant African American art and artists.• Students will review, identify, and create lesson and unit plans that showcase different African American styles from 1650 to present Day.• Students will create and demonstrate a balanced curriculum that represents a wide variety of pedagogical practices that are racially equitable and culturally responsive.• Students will discuss, observe, and create lesson plans that demonstrate excellence in different pedagogical practices that are appropriate for various styles of music.

Program-Level Outcomes Addressed:

Professionalism in Teaching

Candidates will participate in group and character-building activities by working alone and with other to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth.

Students will demonstrate the ability to:

1. Research best educational practices
2. Discern new uses for information from a variety of course work
3. Reflectively discuss their teaching and ways to enhance it

Excellence in Music

Candidates will explore more deeply the culturally and historically important aspects of music, musicians, and composers throughout the world and across time.

Students will demonstrate the ability to:

1. Recognize style traits of various composers, genres, and periods
2. Identify major and transitional composers in a variety of styles, genres, and periods
3. Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture

Strength in Character

Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research.

Students will demonstrate the ability to:

1. Discuss a variety of educational approaches
2. Describe why particular educational approaches are chosen for use
3. Choose and apply new approaches to the teaching praxis.

Instructional Materials

In order to decentralize an emphasis on Eurocentric methods (which is largely based on written tradition) and emphasize Afro-centric methods (which is largely based on an oral tradition), no books are required for this class. However, students will observe, reflect, and discuss a wide variety of articles and documentaries throughout the class which are listed in the course bibliography.

Grading	Grading Scale
Zoom Conferences -25%	90-100 = A
Learning Resource Response -25%	80-90 = B
Weekly Lesson Planning -25%	70-80 = C
Midterm and Final Research Projects -25%	65-70 = D
	0-65 = F

Instructional Materials and Course Bibliography

Articles and Videos

The Racial Politics of Music Education***

<http://www.ethanhein.com/wp/2020/the-racial-politics-of-music-education/>

Music Theory and White Supremacy

(first 30 mins)

<https://www.youtube.com/watch?v=Kr3quGh7pJA>

Slave Songbook: Origin of the Negro Spiritual

https://www.youtube.com/watch?v=8zeshN_ummU

Up From Slavery by Booker T. Washington

[Chapter 1: A Slave Among Slaves | Up from Slavery | Booker T. Washington | Lit2Go ETC](#)

Is Eurocentricity problem in our music schools

<https://musicschoolcentral.com/eurocentricity-problem-music-schools-five-solutions-revealed/3/>

Teaching whiteness in the classroom

<https://www.ethanhein.com/wp/2018/teaching-whiteness-in-music-class/#:~:text=Eurocentric%20music%20education%20is%20the,Western%20%E2%80%9Cart%E2%80%9D%20music%20tr adition.>

The Birth of Soul by Ray Charles

<https://www.youtube.com/watch?v=f3AFhSsRyyk>

The Tanning of America

<https://www.youtube.com/watch?v=-x9o6qQxbdw>

Attendance Policy

Students will be required to attend the weekly zoom meetings on Tuesday from 3-4PM EST. Meeting links and invitations are made available on the classes Schoology web page. If a student must miss an online class, the student is responsible for re-watching and responding to the Zoom discussion, which will be saved and made available on Schoology. The student alone is responsible for the work due. An excused absence will be applied if the student gives 48 hours notice and responds to the class replay. If a student is not virtually present, an unexcused absence will apply, and the student will receive no credit for that portion of their grade.

Course Weekly Requirements

1. Weekly Learning Resource

One article or video will be sent out per week. You will need to respond to the four questions below on schoology, as well as engage with two of your classmates' responses. In certain cases there will be an additional statement added.

- What do you agree with?
- What do you disagree with?
- What do you want to incorporate in your class?
- What do you have a question about?

2. Weekly Zoom Call

You need to attend our Weekly Zoom call (Wednesday 2-3pm EST). In this zoom call we will further discuss the article or video sent out, and I will also demonstrate song writing practices in different styles.

3. One Lesson Plan or Unit Overview per week.

Lesson plan or Unit Overview should include:

- Objective
- Unit
- Essential Question
- Basic Agenda
- Assessment

Course Calendar and Class Session Breakdown

Pre-Class Preparation And Homework

Due:

1. Watch and discuss the first 30 minutes of Music Theory and White Supremacy.
2. In a synopsis that reflects upon what kind of theory you lean towards, your music history background, and your students cultural backgrounds.

<https://www.youtube.com/watch?v=Kr3quGh7pJA/>

Week 1: Intro Class and The Music of West Africa

Teacher/ Student Introductions

1. Review Syllabus
2. Euro-centric vs. Afro-centric Music Education Discussion:
3. Teacher Presentation: West African Unit Plan by MED

https://docs.google.com/presentation/d/1UcXh_ljTG8ZmjYO1TL6BfyCtwyQj_jyvRFeh3veCqnk/edit#slide=id.p

Homework

Due:

Create: a Lesson or Unit Plan using a West African Song or Technique

Watch and Note (18 minutes)

Slave Songbook: Origin of the Negro Spiritual

https://www.youtube.com/watch?v=8zeshN_ummU

Week 2: Slave Songs

1. Student Presentations: West African Lesson/ Unit Plans
2. Listening: Compare and Contrast:
<https://www.youtube.com/watch?v=FlCangLXR2w>
<https://www.youtube.com/watch?v=7oFcFzJT7Tw>
3. Teacher Presentation: Slave Song Unit
4. Listening: Popular Spirituals for Choir

Homework

Due:

Option 1: Create a Lesson/ Unit Plan with a slave songs using songs that you've researched.

Read and Discuss: Up From Slavery by Booker T. Washington

Read the first Chapter, paying close attention to the last 2 paragraphs.

[Chapter 1: A Slave Among Slaves | Up from Slavery | Booker T. Washington | Lit2Go ETC](#)

Week 3: Blues Part 1 & 2

1. Excerpt from "Up from Slavery" by Booker T. Washington
2. Writing Blues Songs
3. Teacher Share: How to write the Blues and Blues Unit
4. Student Share: Blues Songs
5. Teacher Share: Blues Unit

Homework

Due:

Create: Write a 2 verse Blues Song and Record it.

We will share in class next week.

Create: A Blues Lesson Plan or unit plan

Watch and Discuss: [Blues Story: A Documentary](#)

Week 4: Survey of Jazz and Classical Music

1. Student share: Jazz plans

Homework

Due:

Create: Research an African American Classical Musician or music style.

Create a lesson or unit plan that is representative of that style.

Be sure to include:

- The artist or style you are representing
- 3-5 significant works
- Cite your sources

~or~

Create: Research a particular jazz musician or a type of jazz music and create a lesson or unit plan that is representative of their work.

Make sure to include:

- The artist or style you are representing
- 3-5 significant works
- Cite your sources

Week 5: Music of the Civil Rights Movement/ R&B and Rock and Roll

1. **Discussion:** Why should we teach protest music? What are things we should be aware of when teaching protest music?
2. **Teacher Presentation:** Music of the Civil Rights Movement
3. **Brainstorming and Planning:** How to teach protest
4. <https://www.youtube.com/watch?v=qLc5QJsMgww>

Homework

Due:

Watch and Discuss: The Birth of Soul by Ray Charles

<https://www.youtube.com/watch?v=f3AFhSsRyyk>

Create a Unit Plan that outlines the Protest Music and the Civil Rights Movement. Be sure to have a final project where students lead independent protests.

Week 6: Funk, Soul, and Rock & Roll

1. **Discussion:** What is cultural appropriation and how can we teach about it?
2. **Student Presentations:** Protest Music and the Civil Rights Movement

Homework

Due:

Watch and Discuss: Watch Hip-Hop Evolution on Netflix, or a similar video that discusses the origins of hip hop.

Create a lesson or unit Plan that outlines funk/ soul/ or black rock & roll music:

Be sure to include:

- The artist or style you are representing
- 3-5 significant works
- Cite your sources
- Use little kids rock to teach modern songs

Week 7: Hip hop Part 1

1. Discussion: What is an equitable and responsible curriculum? And how can we ensure that our students are getting what they need to succeed.
2. Teacher Presentation: Hip hop Part 1
3. Student Presentations: Funk, Soul, and Rock and Roll

Homework

Due:

Research and Respond: Equity articles.

Create a Unit Plan that teaches Hip hop fundamentals.

Week 8: Hip Hop Part 2

1. **Discussion:** Create an Equity plan in small groups (band/ choir/ orchestra). Create 5 creed (I Will/ I Believe) statements that speak to how you will commit to creating an equitable and responsible classroom.
2. **Teacher Presentations:** Hip Hop part 2

Homework

Due:

Read and Discuss: The Racial Politics of Music Education

<http://www.ethanhein.com/wp/2020/the-racial-politics-of-music-education/>

Create a Curriculum Map that highlights the evolution of African American Music. Be sure to include your lesson and Unit Overviews. Include a final project.

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Candidate Conduct

An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.

Academic Honesty

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include: Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.

Communicating or receiving answers or information to/from another in a testing situation. Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access. Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor. Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor. Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.

Disability Statement

If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.

Plagiarism

Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or

technology – really in any area of intellectual work. All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties. Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.