Add Course Request

Submitted on: 2011-02-23 15:02:19

<table>
<thead>
<tr>
<th>1. COURSE SUBJECT</th>
<th>FINA</th>
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<tbody>
<tr>
<td>2. COURSE NUMBER (OR PROPOSED NUMBER)</td>
<td>1001</td>
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<tr>
<td>3. COURSE TITLE</td>
<td>Earhtones</td>
</tr>
<tr>
<td>4. INITIATING DEPARTMENT or UNIT</td>
<td>Music</td>
</tr>
<tr>
<td>5. NAME OF SUBMITTER</td>
<td>Eva Gorbants</td>
</tr>
<tr>
<td>6. PHONE of SUBMITTER</td>
<td>Phone: +1 860 486 4571</td>
</tr>
<tr>
<td>7. EMAIL of SUBMITTER</td>
<td>Email: <a href="mailto:eva.gorbants@uconn.edu">eva.gorbants@uconn.edu</a></td>
</tr>
<tr>
<td>8. CONTACT PERSON</td>
<td>Eva Gorbants</td>
</tr>
<tr>
<td>9. UNIT NUMBER of CONTACT PERSON (U-BOX)</td>
<td>1128</td>
</tr>
<tr>
<td>10. PHONE of contact person</td>
<td>Phone: 486-3016</td>
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<tr>
<td>11. EMAIL of of contact person</td>
<td>Email: <a href="mailto:eva.gorbants@uconn.edu">eva.gorbants@uconn.edu</a></td>
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<tr>
<td>12. Departmental Approval Date</td>
<td>12/01/2010</td>
</tr>
<tr>
<td>13. School/College Approval Date</td>
<td>01/20/2011</td>
</tr>
<tr>
<td>14. Names and Dates of additional Department and School/College approvals</td>
<td></td>
</tr>
<tr>
<td>15. Proposed Implementation Date</td>
<td>Term: spring, Year: 2012</td>
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<tr>
<td>16. Offered before next printed catalog is distributed?</td>
<td>Yes</td>
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| 17. General Education Content Area | Content Area 1 Arts and Humanities  
Content Area 4 Diversity and Multiculturalism |
| 18. General Education Skill Code (W/Q). Any non-W section? | None |
| 19. Terms Offered | Semester: Fall  
Spring  
Year: Every-Year |
<p>| 20. Sections | Sections Taught: 1 |
| 21. Student Number | Students/Sections: 50 |
| 22. Clarification: Number of students is limited by the studio size which can accommodate 50 students, movement and instruments. | |</p>
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| 23. **Number of Credits** | 1  
|   | if VAR Min: Max: credits each term |
| 24. **INSTRUCTIONAL PATTERN** | One laboratory meeting per week for 2.5 hrs. |
| 25. Will this course be taught in a language other than English? | No  
|   | If yes, then name the language: |
| 26. Please list any prerequisites, recommended preparation or suggested preparation: | None |
| 27. Is Instructor, Dept. Head or Unit **Consent Required**? | No |
| 28. Permissions and Exclusions: |   |
| 29. Is this course **repeatable for credit**? | Yes  
|   | If yes, total credits allowed: 8  
|   | Allow multiple enrollments in same term?  
|   | No |
| 30. **Grading Basis** | Graded |
| 31. If satisfactory/unsatisfactory grading is proposed, please provide **rationale**: |   |
| 32. Will the course or any sections of the course be taught as Honors? | AsHonors |
| 33. Additional Details: |   |
| 34. Special Attributes: |   |
| 35. **REGIONAL CAMPUS AVAILABILITY:** | Course is based on faculty expertise, studio space and instrument availability offered only at the Storrs Campus. |
| 36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: | FINA (1001) Earthtones  
Offered either semester. One credit each semester. One laboratory period. May be repeated for credit with a change in topic. No prerequisites.  
Earthtones is a world music vocal ensemble that brings to life the songs of specific cultures as a means to gain knowledge and understanding of communities, culture, spirituality and social justice. |
| 37. **RATIONALE FOR ACTION REQUESTED** | Earthtones will increase the diversity of music ensembles. The intent of the vocal ensemble is to be inclusive, thus a 1000 level course is appropriate. Earthtones will be open to all students; however enrollment will be limited to 50 given the limitations of the rehearsal space. The current offerings of choral ensembles in the School of Fine Arts include Festival Chorus, Concert Choir, Collegium Musicum and Women’s Choir, all of which perform primarily Western art music, and Voices of Freedom, which performs traditional and contemporary gospel music. Earthtones will add a world-music vocal ensemble opportunity for students at the university. The course will require the support of 1/2 time TA for 10 hours per week. |
38. SYLLABUS:

Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/evg02003-1298491339-Earthtones syllabus (2).docx)

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

The stories, events and beliefs that define a culture are preserved in its songs, and the opportunity to recreate these songs in an authentic way-to learn by doing-will be a unique experience for students who want to immerse themselves in a new artistic and cultural experience that engages the body, mind and spirit. The course will culminate each semester in a final performance that is open to the community at-large. The goals are for students to acquire, first-hand, the feelings of inspiration, community and joy that arise when voices join together in song subsequently developing a deeper understanding of themselves and others and to develop a deeper understanding of the historical and cultural contexts of the songs and respect for the people who sing the songs, how they sing them and why they continue to do so. (See syllabus for learning outcomes)

b) Course content will cover one culture each semester. Assessment will be both formative and summative. Formative assessment will focus on contributions to on-line discussion groups posted on HuskyCT and journals as students share their thoughts and feelings about identity, music and culture throughout the semester. Summative assessment includes 1) a cumulative performance that honors the musical tradition being studied and 2) pre- and post-test surveys on understanding of the music style and attitudes toward culture being studied.

c) Particular attention will be given to cultures with well-known vocal traditions such and/or styles that reflect social justice, such as spirituals, freedom songs and work songs. Students and I will share together the learning process to master song repertoire and learn how to manipulate the materials according to the specific culture’s rules and styles. We will be guided on a routine basis, via Skype or some other audio/visual means, by the master teachers with whom I have studied during the AY2010-2011 as a part of the Provost General Education Grant. These experiences will provide the foundation for students to express their own thoughts, feelings and ideas through discussions, journals and performance.

d. New course

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

All courses proposed for a General Education Content Area: The general education guidelines state that students “will become conscious of the diversity of human culture and experience.” By exploring the music of a specific culture with the opportunity to recreate the songs, students will gain a deeper understanding of the culture, the people and their circumstances. They will become aware of the role of music as a means to communicate common feelings, unite disparate groups and to transform emotionally those whose are voices are joined in song. By participating in Earthtones, students also will recognize that the arts provide a means by which they can
“continue to acquire and use knowledge” and develop understanding of other communities and cultures.

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

   a. Arts and Humanities:

   Arts and Humanities: Creation or "re-creation" of artistic works culminating in individual or group publication, production or performance. Earthtones will conclude each semester with a final "performance" at a university or community venue. The repertoire for the course will change each semester and represent a broad variety of cultures; however, pedagogy will be distinctive all well. Community singing customs, such as the oral transmission of songs, creativity, movement and improvisation, will be integrated with instruction to provide a more comprehensive and authentic experience with the music and culture.

   b. Social Sciences:

   c. Science and Technology:
      i. Laboratory:
   d. Diversity and Multiculturalism:

   Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity. Earthtones will be unique in that students will experience that there are varied modes of individual and group expression that define and sustain a culture, as a form of creativity and as a response to social injustice. As such, it will meet other CA4 criteria depending the content, which will change each semester.

43. International:

   e. Q course:
   f. W course:

42. RESOURCES:

   Does the department/school/program currently have resources to offer the course as proposed
   NO
   If NO, please explain why and what resources are required to offer the course.

   We will seek additional resources through collaboration with the cultural centers and other departments. The course will need a 1/2 time TA for 10 hours per week

43. SUPPLEMENTARY INFORMATION:

   Earthtones was awarded a 2010 Provost General Education Grant.

   GEOC Note: GEOC did not approve the course for inclusion in CA4 as the Gen Ed Guidelines do not allow for 1 credit CA4 courses; CA1 approval will be forwarded to Senate C&CC as soon as addition of subtitle confirmed by dept, as recommended by GEOC. 052511AP.
This sample syllabus highlights songs from the Georgia Sea Islands. Course content will change each semester and other possibilities include music from Eastern Europe and the Caribbean.

FINA 1001 Earhtones

SAMPLE Syllabus Spring 2012

6:00-8:30 ML103

Dr. Mary Ellen Junda, director
Office: Music 202
Phone: 486-2759
Email: mary.junda@uconn.edu

Graduate assistant
DRMU 222
486-XXXX

Earthtones is a world music vocal ensemble that will bring to life the songs of underrepresented cultures as a means to broaden and deepen knowledge and understanding of people and their connection to communities, history, spirituality and social justice. Each semester the music, songs and dance of one culture will be studied in depth under the guidance of a master teacher, with the goal of recreating the music to share with the community. The ensemble is open to University of Connecticut students and community members. Members should be open to exploring their voices and moving their bodies in ways that may be unfamiliar.

This semester will focus on the musical traditions of the Georgia Sea Islands as preserved in the recordings of the Sea Island Singers, featuring Joe Armstrong and Bessie Jones, the performances of the Macintosh County Shouters and the services of the United House of Prayer for All People. Repertoire will include work songs, ring shouts, ring plays and religious songs. Members will be introduced to prominent books, poetry, art work, audio and video recordings of the Gullah traditions to enhance their understanding of cultural and historical significance of the songs and to inform performance practice.
Rehearsal attendance is mandatory in order to learn and develop the elements of style necessary for performance including vocal quality, improvisation, harmony, movements, hand clapping, etc. It is particularly important to be present during the rehearsal in which master teachers will instruct our group either in person or via Skype. Members also will be required to listen to recordings available on HuskyCT to further develop their aural skills and to internalize and memorize songs. Course content will be assessed through contributions to on-line discussion groups and each member will document his/her personal experience in weekly journal entries.

**Goals:**

Students will

1. **acquire**, first-hand, the feelings that arise when voices join together in song subsequently developing a deeper understanding of and respect for community traditions.

2. **develop** a deeper understanding of the historical and cultural contexts of the songs and respect for the people who sang the songs, how they sang them and why they continue to do so.

3. **produce** a performance of songs from the tradition which also includes the historical and cultural background of the songs.

**Learning Outcomes:**

Students will

1. **recognize** the music of the Sea Islands as a component marker of its time and culture.

2. **sing** a repertoire of secular and religious songs with expressive elements appropriate to the style

3. **articulate** the role of music in the lives of slaves and their descendents on the Sea Islands through performance

4. **develop** the interpersonal and intellectual skills to be open to multiple perspectives of human expression

5. **reflect** on their own musical heritage and why music is an essential ingredient of all human cultures

**Rehearsal Protocol**

The rehearsal is necessary for developing performance expertise and shaping cultural understanding and
awareness; likewise, a positive and constructive rehearsal attitude by all members is crucial to the success and reputation of Earthtones. It is the responsibility of all members to:

Arrive on time with a positive attitude

Be active participants in vocal warm-ups, movement exercises, singing and dancing

Show support of all members of the ensemble by listening, assisting and/or taking a leadership role as needed

**Concert Dress:** Men- denim shirts and overalls or jeans, Women- dresses.

See: http://shoutforfreedom.synthasite.com/photos.php

**Evaluation**

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<tr>
<td>Attendance and course preparation</td>
<td>70%</td>
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<tr>
<td>Two Discussion Topics</td>
<td>10%</td>
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<tr>
<td>Journal (mid-term and final review)</td>
<td>20%</td>
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*Student members must participate in the master classes, final rehearsal and performance to pass the course unless they have an excused absence from the instructor.*

**Unit 1: Introduction, History and Secular Songs**

**Topics:** Introduction to the Sea Islands

History of the Sea Islands [http://yale.edu/glc/gullah/index.htm](http://yale.edu/glc/gullah/index.htm)

Gullah/Geechee Culture

**Songs:** *So Glad I’m Here*, Bessie Jones

*Yonder Come Day*

Work songs- *Pay Me My Money Down, Michael Row the Boat, Join the Band*

Ring Plays- *Little Sally Walker, Little Johnny Brown, Rosie, Darlin’ Rosie*

**Videos:** *The Gullah/GeeChee Culture, Saving the Soul*

[http://alt.coxnewsweb.com/ajc/swf/gullah/movie2.swf](http://alt.coxnewsweb.com/ajc/swf/gullah/movie2.swf)

*The Language I Cry In*, video excerpts
Little Johnny Brown, Bessie Jones

Assessment: Master Class on work songs and ring plays
One Discussion entry per student member
Journal review

Unit 2: Daily Lives and Faith

Topics: Living Conditions:

Journal of a Residence on a Southern Plantation 1838-1839, Frances Anne Kemble

Religion- African Spirituality and Christianity

Culture: Stories, Poetry, Artwork

Spirituals: Everybody Talking About Heaven, Never Mind, O Day, Wade in the Water
I’m Gonna Sail Like a Ship

Ring Shouts: Walk Daniel, Blow Gabriel

Videos: BinYah Film http://binyahfilm.org/

Assessment: Master Class on religious songs
One Discussion Group Entry

Unit 3: Performance

Topic: Songs for Performance
Sequence
Slide show of historical and cultural content
Soloists

Assessment: Pre-performance Master Class
Performance
Journal Review
Potential Repertoire

Yonder Come Day  Put Your Hand on Your Hip and let Your Backbone Slip:  Songs and Games from the Georgia Sea Islands, Bessie Jones

So Glad I’m Here  Put Your Hand on Your Hip and let Your Backbone Slip:  Songs and Games from the Georgia Sea Islands, Bessie Jones

Work Songs

Pay Me My Money Down  Joe Armstrong and Group, Southern Journey, Vol 13

Earliest Times

Georgia Sea Island Songs

Join the Band  John Davis and St. Simon ‘s Island Singers, Sounds of the South, Disc 1, Blue Ridge Mountain Disc

Michael Row the Boat

Ring Shout

Walk Daniel  Put Your Hand on Your Hip and let Your Backbone Slip:  Songs and Games from the Georgia Sea Islands, Bessie Jones

Daniel  Georgia Sea Island Songs

Blow Gabriel  St. Simon’s Island Singers, Sounds of the South, Disc 3

Negro Church Music & White Spirituals

Ring Plays

Little Johnny Brown  Put Your Hand on Your Hip and let Your Backbone Slip:  Songs and
Games from the Georgia Sea Islands, Bessie Jones

Bessie Jones, You Tube

Little Sally Walker
Pamela Wood, Massachusetts Institute of Technology

Rosie Darlin’ Rosie
Pamela Wood, Massachusetts Institute of Technology

Hand Clapping

Juba
Put Your Hand on Your Hip and let Your Backbone Slip: Songs and Games from the Georgia Sea Islands, Bessie Jones

Religious Songs

Everybody Talking

About Heaven
Unknown Vocals, Southern Journey, Vol. 13 Earliest Times

You Better Mind
Bessie Jones, Southern Journey, Vol. 13 Earliest Times

I’m Gonna Sail Like a Ship
Henry Morrison and St. Simon Island Singers, Sounds of the South, Disc 3, Negro Church Music & White Spirituals

O Day
Bessie Jones, Southern Journey Vol 1

Voices from the American South

Recordings on Electronic Reserve:

Put Your Hand on Your Hip and let Your Backbone Slip: Songs and Games from the Georgia Sea Islands, Bessie Jones

Sounds of the South, Disc. 1, Blue Ridge Mountain Disc, John Davis and St. Simon ‘s Island Singers
Sounds of the South, Disc 3, Negro Church Music & White Spirituals, Henry Morrison and St. Simon Island Singers

Southern Journey Vol. 1, Voices from the American South, Bessie Jones

Southern Journey, Vol. 13, Earliest Times, Joe Armstrong and Group

Videos

BinYah Film http://binyahfilm.org/

Family Across the Sea

The Gullah/GeeChee Culture, Saving the Soul http://alt.coxnewsweb.com/ajc/swf/gullah/movie2.swf

The Language You Cry In (1998), Alvaro Toepke, producer

Websites

Opala, J. A. The Gullah: Rice, Slavery and the Sierra Leone-American Connection http://yale.edu/glc/gullah/index.htm

References


