# Add Course Request

Submitted on: 2013-04-09 14:10:16

<table>
<thead>
<tr>
<th>1. COURSE SUBJECT</th>
<th>MUSI/FINA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. COURSE NUMBER (OR PROPOSED NUMBER)</td>
<td>1006</td>
</tr>
<tr>
<td>3. COURSE TITLE</td>
<td>Earthtones: Vocal Ensemble</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 3016</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>Peter Kaminsky</td>
</tr>
<tr>
<td>9. UNIT NUMBER of CONTACT PERSON (U-BOX)</td>
<td>1012</td>
</tr>
<tr>
<td>10. PHONE of contact person</td>
<td>Phone: 6-2758</td>
</tr>
<tr>
<td>11. EMAIL of of contact person</td>
<td>Email: <a href="mailto:peter.kaminsky@uconn.edu">peter.kaminsky@uconn.edu</a></td>
</tr>
<tr>
<td>12. Departmental Approval Date</td>
<td>02/06/2013</td>
</tr>
<tr>
<td>13. School/College Approval Date</td>
<td>4/09/2013</td>
</tr>
<tr>
<td>14. Names and Dates of additional Department and School/College approvals</td>
<td>FINA, 03/26/2013</td>
</tr>
<tr>
<td>15. Proposed Implementation Date</td>
<td>Term: Fall, Year: 2013</td>
</tr>
<tr>
<td>16. Offered before next printed catalog is distributed?</td>
<td>Yes</td>
</tr>
<tr>
<td>17. General Education Content Area</td>
<td>Content Area 1 Arts and Humanities</td>
</tr>
<tr>
<td>18. General Education Skill Code (W/Q). Any non-W section?</td>
<td>None</td>
</tr>
<tr>
<td>19. Terms Offered</td>
<td>Semester: Fall Spring Year: Every_Year</td>
</tr>
<tr>
<td>20. Sections</td>
<td>Sections Taught: 2</td>
</tr>
<tr>
<td>21. Student Number</td>
<td>Students/Sections: 30</td>
</tr>
<tr>
<td>22. Clarification: two sectios per year (one each semester) with a CAP of 30</td>
<td></td>
</tr>
<tr>
<td>23. Number of Credits</td>
<td>01</td>
</tr>
<tr>
<td>If VAR Min: Max: credits each term</td>
<td></td>
</tr>
<tr>
<td>24. INSTRUCTIONAL PATTERN</td>
<td>One 2.5 hour class per week</td>
</tr>
</tbody>
</table>
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:
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? no

33. Additional Details:
Other (specify): Offered at the Storrs Campus

34. Special Attributes:

35. REGIONAL CAMPUS AVAILABILITY: Currently not offered at a Regional Campus, though, with appropriate faculty expertise, it can be.

36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY:

Current Title and Catalog Copy: FINA 1001. Earthtones: Vocal Ensemble
One credit. One laboratory period. May be repeated for credit with a change of topic.
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. A fee of $25 is charged for this course. CA 1

Revised Title and Catalog Copy: MUSI 1006/FINA 1001
One credit. One laboratory period. May be repeated for credit with a change of topic for a maximum of 8 credits.
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. A fee of $25 is charged for this course. CA 1

37. RATIONALE FOR ACTION REQUESTED
reason for adding/dropping or revising the course
By cross listing as a music course, Earthtones Vocal Ensemble will be featured both as a music
ensemble so that students can use the course toward a minor in music, and fine arts ensemble, with broader implications for performance criteria (speech, acting, movement, dance).

why the course is appropriate for the 1000 or 2000 level The intent of the vocal ensemble is to be inclusive, thus a 1000 level course is appropriate for this performance class.

justification for enrollment restrictions: Earthtones will be open to all students; however enrollment will be limited to 30 given the limitations of the rehearsal space.

effect on other departments None

amount of overlap with existing courses: The choral ensembles in the Music Department 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 be the first world-music vocal ensemble in the department.

other departments consulted: Music

effects on the regional campuses: None

specific costs approved by the Dean

reasons for cross-listing By cross listing as a music course, Earthtones Vocal Ensemble will be featured both as a music ensemble so that students can use the course toward a minor in music, and fine arts ensemble, with broader implications for performance criteria (speech, acting, movement, dance).

38. SYLLABUS:

Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/evg02003-1365531016-MUSI 1006 Syllabus.docx )

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

a. A brief (2-3 sentences) course description that includes course goals and learning objectives. 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 requirements: Specify exam formats, nature and scope of weekly reading assignments, nature and scope of writing assignments, problem sets, etc. 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. List the major themes, issues, topics, etc., to be covered. 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. If this is an existing general education course, please specify how the revisions will affect the way in which the course fulfills the requirements. No Change

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

This course has been approved for Content Area 1, Arts and Humanities. 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:

CA1-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 is distinctive all well. Community singing customs, such as the oral transmission of songs, creativity, movement and improvisation, is integrated with instruction to provide a more comprehensive and authentic experience with the music and culture.
<table>
<thead>
<tr>
<th>Social Sciences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Technology:</td>
</tr>
<tr>
<td>Laboratory:</td>
</tr>
<tr>
<td>Diversity and Multiculturalism:</td>
</tr>
<tr>
<td>International:</td>
</tr>
<tr>
<td>Q course:</td>
</tr>
<tr>
<td>W course:</td>
</tr>
</tbody>
</table>

### 42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed?

**YES**

If **NO**, please explain why and what resources are required to offer the course.

### 43. SUPPLEMENTARY INFORMATION:

This course is approved as a FINA1001 and has been taught for the past two semesters. By crossing listing in music, students will be able to count the course toward the minor in music degree.

### ADMIN COMMENT:

Senate approved revised course 10.14.13. GEOC/CA1/Cross-listAppr_041713KCP. NewCross-listCA1_040913KCP

---

**CURRICULA ACTION REQUEST** *(form revised 09/21/09)*

**UNIVERSITY OF CONNECTICUT**

**SFA CURRICULA AND COURSES COMMITTEE**

**Course Subject:** **MUSI**

**Course Title:** **Earthtones: Vocal Ensemble**

**Course Number:** **1006**
Initiating Department: Music

Contact Person: Peter Kaminsky

Action Requested: adding a new course

Does this action require Senate approval? YES

1000 or 2000 level

Content Area General Education requirement – C.A.1 Art & Humanities

Date submitted to Departmental C & C committee:

Date of Departmental Approval: 02/06/2013

Date of School of Fine Arts Courses and Curricula Committee Approval: 03/06/2013

Date of School of Fine Arts Approval:

If this course is cross listed, provide names and dates of additional department and/or school/college approval:

Proposed Implementation Date: Fall 2013

Will this course be offered before the next printed catalog is distributed? YES

Terms offered: Fall  Spring  Every year

Estimate of # of sections taught per year and # of students per sections: two sectios per year (one each semester) with a CAP of 30
Number of credits: 01

Instructional pattern: One 2.5 hour class per week

Will this course be taught in a language other than English? NO

Please list any prerequisites, recommended preparation or suggested preparation: None

Is instructor and/or department head consent required? No

Permissions and Exclusions: None

Is this course repeatable for credit? Yes, with a change of topic for 8 maximum number of credits

Do you allow multiple enrollments in the course during the same term? No

Grading basis: Graded (A,B,C etc)

Will the course or any sections of the course be taught as Honors? No

Additional information: Offered at the Storrs Campus

Describe the availability of the proposed course at each of the regional campuses & please explain why: Currently not offered at a Regional Campus, though, with appropriate faculty expertise, it can be.
Proposed Title & Complete Catalog Copy:

Current Title and Catalog Copy: FINA 1001. Earhtones: Vocal Ensemble
One credit. One laboratory period. May be repeated for credit with a change of topic.
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. A fee of $25 is charged for this course. CA 1

Revised Title and Catalog Copy: MUSI 1006/FINA 1001
One credit. One laboratory period. May be repeated for credit with a change of topic for a maximum of 8 credits.
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. A fee of $25 is charged for this course. CA 1

Rationale for action requested:

reason for adding/dropping or revising the course
By cross listing as a music course, Earhtones Vocal Ensemble will be featured both as a music ensemble so that students can use the course toward a minor in music, and fine arts ensemble, with broader implications for performance criteria (speech, acting, movement, dance).

why the course is appropriate for the 1000 or 2000 level The intent of the vocal ensemble is to be inclusive, thus a 1000 level course is appropriate for this performance class.

justification for enrollment restrictions: Earhtones will be open to all students; however enrollment will be limited to 30 given the limitations of the rehearsal space.

effect on other departments None

amount of overlap with existing courses: The choral ensembles in the Music Department 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. Earhtones will be the first world-music vocal ensemble in the department.

other departments consulted: Music

effects on the regional campuses: None

specific costs approved by the Dean

reasons for cross-listing By cross listing as a music course, Earhtones Vocal Ensemble will be featured both as a music ensemble so that students can use the course toward a minor in music, and fine arts ensemble, with broader implications for performance criteria (speech, acting, movement, dance).

Please attach proposed course syllabus:

Does the department current have the resources to offer the course as proposed? YES

FOR ALL GENERAL EDUCATION COURSES provide the following information:

a. A brief (2-3 sentences) course description that includes course goals and learning objectives. 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 requirements: Specify exam formats, nature and scope of weekly reading assignments, nature and scope of writing assignments, problem sets, etc. 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. List the major themes, issues, topics, etc., to be covered. 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. If this is an existing general education course, please specify how the revisions will affect the way in which the course fulfills the requirements. No Change

FOR ALL GENERAL EDUCATION CONTENT AREA COURSES please answer the following question: This course has been approved for Content Area 1, Arts and Humanities. Approval is pending for Content Area 4.

How does the proposed course meet the overall GOALS of General Education? (note the overall goals of general education are different from the goals of specific content areas). 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.

FOR ALL GENERAL EDUCATION COURSES provide the following information:

Describe how the proposed course meets the specific criteria for the content area and/or competency chosen: CA1-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 is distinctive all well. Community singing customs, such as the oral transmission of songs, creativity, movement and improvisation, is integrated with instruction to provide a more comprehensive and authentic experience with the music and culture.

CA4-Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity. Earhtones 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.

Does the department/school currently have resources to offer the course as proposed? YES

Supplemental information:  This course is approved as a FINA1001 and has been taught for the past two semesters. By crossing listing in music, students will be able to count the course toward the minor in music degree.

MUSI 1006/FINA 1001 Earhtones Vocal Ensemble

SAMPLE Syllabus Spring 2014

6:00-8:30 ML103

Dr. Mary Ellen Junda, director

graduate assistant

Office: Music 202

DRMU 222

Phone: 486-2759

486-XXXX

Email: mary.junda@uconn.edu

Earhtones 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 the Gullah of the Coastal 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 at 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 Gullah traditions through prominent books, poetry, art work, audio and video recordings to enhance their understanding of the 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 appropriate performance 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
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

Participation and course preparation (weekly rehearsals, dress rehearsal, performance) 60 pts.
Two Discussion Topics-posted on HuskyCT 20 pts.
Journal (mid-term and final review) 20 pts.

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

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

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 Entry per student

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, YouTube

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/](http://binyahfilm.org/)

*Family Across the Sea*

*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 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](http://yale.edu/glc/gullah/index.htm)

References


