**MHST 519: Jazz Outside the United States**

**Reading Presentation Assignment**

Dates: 10/9, 10/16, 10/23, 10/30, 11/13

**Assignment Summary**

Working in groups of three, prepare a 30-minute presentation of the assigned reading for the week’s class. First, develop a thorough understanding of the assigned reading and meet with your group to discuss the topics and themes that emerge from it. Then, identify a particular topic of interest and conduct additional research to develop a deeper understanding through primary and secondary sources. Finally, develop a 30-minute presentation that guides the class through an understanding of the reading, and outlines an argument about what’s going on, and what its significance is to the topic of our class.

Your presentation must include the following:

* Two **audio or video examples** that illustrate the music discussed in the reading, and shed light on your topic of interest. For example, if you were presenting Feld’s “Jazz Cosmopolitanism in Accra” you could bring in recordings by Ghanaba and his collaborators.
* Two **secondary sources** that show what other scholars have said about your topic of interest. For the above example, if you were interested in the role of jazz as an agent of African nationalism you might bring in a historical discussion of Pan-African Nationalism, and another paper that discusses Pan-African influences in African-American culture at the same time.
* Two additional **primary sources** (not music, since you’ve already got this covered) directly relevant to your topic of interest. For example, you could bring in a text by American writer and civil rights activist W.E.B. DuBois, and a speech by Kwame Nkrumah, the first President of Ghana that illustrate African-American and African perspectives, respectively, on the topic of Pan-African Nationalism.

**Recommendations**

* Schedule a consultation with a research librarian at the NEC libraries to guide you in conducting your research into primary and secondary sources.
* Thoroughly prepare for your class presentation. Each group should plan to meet at least three times: once to go over the reading and indentify a topic of interest, a second time to conduct library and internet research; and a third time to collate your material into a well-structured presentation.
* Put the strengths of each team member to the best possible use. Divide project tasks fairly, and assign clear roles to each team member.
* Troubleshoot your audio-visual components before class: make sure your laptop can be hooked up to the podium, or bring your presentation in a PowerPoint form on a thumb drive. Consider preparing a handout to illustrate key concepts.

**Grading**

This assignment is worth 10% of your final grade. All group members will be given the same grade, so it’s vital that you work together effectively as a team.

**Groups and Reading Assignments**

Group 1: Robin Lohrey, Max Light, Joseph Ricard

Date: Class presentation on October 9, 2013

Reading: Penny von Eschen, “Ike Gets Dizzy”

Group 2: Linden Wu, Travis Bliss, Isaac Wilson

Date: Class presentation on October 16, 2013

Reading: [Berish, "Negotiating 'A Blues Riff': Listening for Django Reinhardt's Place in American Jazz"](https://tanya-kalmanovitch.squarespace.com/s/Berish-2009.pdf)

Group 3: Ireno Cabreros, Wyatt Palmer, Aaron Bahr

Date: Class presentation on October 23, 2013

Reading: Horst and Lotz, “Propaganda Swing” from *Hitler's Airwaves*, 136-177

Group 4: Marisa Waller, Gabe Terracciano, Kody Glazer

Date: Class presentation on October 30, 2013

Reading: S. Frederick Starr, “The Music of the Gross, 1928 – 1931”

Group 5: Alan Tode-Ambaras, Sonny Lalchandani, Simon Willson

Date: Class presentation on November 13, 2013

Reading: Steven Feld, “A Sweet Lullaby for World Music”