

Music and Social Justice

Description This course will explore the intersection of music and social justice. Drawing on historical and contemporary examples of performers engaged in struggles for social change, we will examine how and why creative actors participate in political life. In addition to surveying the role of the performing arts in social movements, including Black Lives Matter, women's rights, LGBTQIA+ equality, environmental justice, and national liberation, we will discuss music-centered case studies, each one foregrounding specific aesthetic practices, repertoires, and media, as well as artistic alliances and frictions. We will also learn practical musicianship skills, musical terms and creativity.

Attendance and Participation 20%

[Listening journal expectations: log/journal](#) (p. 332) 60%

Record a short piece (1:00 minute) about climate justice. Record on your phone.
Share with the class. 5%

[Final Project: Music Video Assignment](#) (p. 333) 15%
Requirements: 3 minutes in length, social justice theme.

Learning Outcomes

- 1) Students will engage in scholarship, popular writings, music and art with an emphasis on social justice.
- 2) Students will demonstrate their ability to listen perceptively to sound materials by writing listening journals. Please create a google doc for this.
- 3) Students will have the opportunity to gain practical experience learning about music and social justice by learning songs and engaging in musical performances in a final [video](#) project.
- 4) Students will learn basic musicianship skills and practice creative learning.

Class Schedule

Theoretical and Historical Background

- Aug 31 Introduction to the course: course content and expectations.
- 1) [Stacey Abrams interview](#) 44:25, fostering classroom community
 - 2) [Black Lives Matter](#) manifesto. Read BLM "What we believe" together.
Note on shared [google doc](#) what we hear.

- 3) Kevin Moyer, "[Racism Denial: A Lesson in Gaslighting](#)"
- 4) Protests in Portland, Summer 2020, [Dr. Markisha Smith, Portland's Office of Equity and Human Rights](#), 9:00 - 13:00
- 5) "[From Lil Baby to T-Pain: 10 New Black Lives Matter Protest Songs That You Have to Hear](#)"
- 6) [Introduction to a virtual keyboard](#)
- 7) John Lewis, "[Together, You Can Redeem the Soul of Our Nation](#)"

Sept 2

Black Lives Matter: Black Music Matters

- 1) Chotiner, Q & A "[A Black Lives Matter Co-Founder Explains Why This Time Is Different](#)"
- 2) Ask at least three questions of someone you know about BLM and music. Write the questions and their answers in your journal. (1)
- 3) Henry Ossawa Tanner, "[The Banjo Lesson](#)"
- 4) Norman Rockwell, "[The Banjo Player](#)"
- 5) Picasso, "[The Banjo Player](#)"
- 6) Stephanie Kingsley, "[Chronicling "America's Instrument"](#)"
- 7) [Songs of our native daughters](#)
- 8) Rhiannon Giddens, [On the Lost History of the Black Banjo](#)

Sept 9

Theories of Social Justice

- 1) Laretta Frederking [Reconstructing Social Justice](#) Introduction 1-22. Focus on the idea of community. What do you do to create community? Which communities are you a part of?
- 2) Florence Price, [Concerto for Piano](#) (Draw as you listen to this) (2)
- 3) Birmingham Jubilee Singers, "[What you gonna do when the world is on fire?](#)"
- 4) Guthrie, "[This Land is Your Land](#)" Record (3) [Sound recording](#). [Notation](#)
- 5) Sharon Jones, "[This Land is Your Land](#)"

Sept 14

Social Justice and the Liberal Arts

- 1) Aristotle, [Politics](#) and music. For class be prepared to explain why Aristotle believes that music is an important part of education.
- 2) Ambrogio Lorenzetti, [Effects of Good Government](#) [Effects of Bad Government](#) Look at the paintings and think about the role of music in them. Why is music there? Find another civic mural with music in it. Upload in your journal. Explain what you think music means in it. (4)
- 3) Civic art, [Banksy](#), Dru Berry, "[Artists Paint George Floyd Mural at Cup Foods](#)"
- 4) Rose Minutaglio, "[Five Female Muralists](#)"
- 5) Black Lives Matter and Music, Brooks, "[How #Black Lives Matter](#)" Complete an LL for one of the songs mentioned in this article. (5) Review expectations for Listening Journal due next class.

- Sept 16 Social Justice in History
Author, educator Tre Johnson visits our class via Zoom! 4:00 - 5:00
- 1) Tre Johnson, [PBS News hour](#)
 - 2) Childish Gambino, "[This is America](#)" Write about the video as it relates to 2020. 200 words. (6)
 - 3) [When Black People are in Pain. White People Join Book Clubs](#)
 - 4) [Sneering at Black Protestors](#)
 - 5) [Chadwick Boseman's Legacy](#)
 - 6) Choose a music video that represents a just society. Include the artists name, title of the video in your entry and in 200 write about the video and how it represents justice.(7)
 - 7) Donald Glover and others, "[This is America](#)" notation
Submit Journal #1 Email PDF of Journal to Prof. Beck 3:30.

- Sept 21 Music and Social Justice in Education
- 1) Tuesday Roberts and Dorinda Carter Andrews, "[A Critical Race Analysis of the Gaslighting Against African American Teachers Considerations for Recruitment and Retention](#)"
 - 2) Apply what you read in the article above to the music industry. How does gaslighting work in our musical world now (200 words)? Mention two songs in your response. (8)
 - 3) Marley, Tosh, "[Get up, Stand up.](#)" notation "Get up, Stand up,"
 - 4) Tracy Chapman, "[Revolution](#)" LL (9)

- Sept 23 Music, capitalism and sexism
- 1) Bell hooks, "[Sexism and Misogyny: Who Takes the Rap? Misogyny, gangsta rap, and The Piano](#)"
 - 2) The Piano, [scene with the piano](#). Respond to this scene in your journal. 200 words. (10)
 - 3) Michael Nyman, "[The Heart Asks Pleasure First](#)" notation https://www.youtube.com/watch?v=_9pnPKfw-Rs
 - 4) Sugarhill Gang, "[Rapper's Delight](#)"

American Civil Rights Movement in Song

- Sept 28 Freedom Singers
- 1) [Freedom Singers](#)
 - 2) Rutha Mae Harris, [NPR 'Without Music, There Would Be No Movement'](#)
 - 3) Freedom Singers--Washington D.C, "[We shall not be moved](#)"
 - 4) [We shall not be moved](#) notation
 - 5) keyboard tutorial, "[We Shall Overcome](#)"

- 6) Barry Werbin, "[“We Shall Overcome” Could Not Overcome the Public Domain](#)” Be prepared to discuss the history of this song. Write about the history in your journal. 200 words. (11)

Sept 30

Black Panthers and music, AfriCOBRA, Wall of Respect

- 1) [“Black and proud: the music of the Black Panther Party”](#)
- 2) The Lumpen, [“Free Bobby Now”](#) The band was called the Lumpen, from Karl Marx’s *lumpenproletariat*.
- 3) Rickey Vincent, Party Music: The Inside Story of the Black Panthers’ Band and How Black Power Transformed Soul Music. [Chapter 6.](#)
- 4) Wall of Respect, [“The Original Black Power Mural And A New History Of African American Art From Chicago”](#)
- 5) [AfriCOBRA](#) Find an image that reflects the social justice movement. Paste the image in your journal and write about it. 200 words. (12)

Oct 5

Paul Robeson: a courageous life of social justice and music

- 1) [Legacy of Paul Robeson](#). Find 2 paintings/drawings of Robeson, include the name of the artist. Learn the story of the art. Attach images and place in your journal: 200 words describing what you found. (13)
- 2) [Paul Robeson before Congress](#) 1956
- 3) “Ol’ Man River,” [Lyric Changes](#)
- 4) NPR, “Ol Man River,” [Murray Horwitz](#)
- 5) “Ol Man River,” [notation](#)

Oct 7

Review of your journals. Make sure you are up to date.

Prepare to speak about what you have written and share ideas/images with the class.

Playing through the songs that we have learned. Bring instruments.

This Land is Your Land

We Shall Overcome

Old Man River

Oct 12

Aretha Franklin and the Civil Rights Movement-Respect

Prof. Rebecca Jordan Smith

Read/View:

A. [1968 ABC TV Feature on Aretha Franklin](#) (27 minutes):

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

B. Civil Rights Timeline (in the U.S.):

1.

<https://www.britannica.com/list/timeline-of-the-american-civil-rights-movement>

OR

2.

<https://www.artgallery.umd.edu/sites/artgallery.umd.edu/files/lesson-plans/Civil%20Rights%20Timeline.pdf>

C. Women's Rights Timeline (in the U.S.):

1.

<https://www.history.com/topics/womens-history/womens-history-us-timeline>

OR

2. Origins and Importance of the NOW (National Organization for Women)
NOW founding:

<http://now.org/about/history/founding-2/>

NOW timeline of historical highlights 1966 - 1976:

<http://now.org/about/history/highlights/#1966>

D. Billboard Hot 100 Charts for June 3, 1967, the date "Respect" becomes the #1 single in the U.S.:

<https://www.billboard.com/charts/hot-100/1967-06-03>

Do/Assignment:

Choose an event from the Civil Rights Timeline between 1963 to 1976 to research, write a paragraph on what you learn

Choose an event from NOW's history from 1966 to 1976 to research, write a paragraph on what you learn.

Find and listen to another song from a female or black artist in the top 20 of Billboard's June 3, 1967 Hot 100 chart. Compare what you hear to Aretha Franklin's "Respect", at #1 that week. (14)

LGBTQIA+ rights and music

Oct 14

AIDS in the US

- 1) Natasha Geiling, ["The Confusing and At-Times Counterproductive 1980s Response to the AIDS Epidemic."](#) Read articles linked to this one too: they provide history in the United States.
- 2) [The Black Community and AIDS](#)
- 3) Linda Villarosa, ["The Terrible Price"](#) 1619 Project.
- 4) Tracy Gilchrist, ["12 Songs that were part of a movement."](#) Choose one of the songs and do an LL in your journal. (15)
- 5) TLC, ["Waterfalls"](#) Sylvester, ["You make me feel mighty real"](#)
- 6) Joshua Barone, ["John Corigliano and David Lang: Two Paths to Political Music."](#) [Corigliano. Symphony #1.](#) Listen to the symphony and write your

reactions to it in your journal. 200 words (16) [Corigliano interview to watch in class.](#)

[Oct 19](#)

LGBTQIA+ and lip-synching

- 1) Nicole Pasulka, "[Read My Lips: Today, almost all drag artists have to lip-sync for their livelihoods. But that wasn't always the case.](#)"
- 2) [Lypsinka](#)
- 3) [RuPaul: Drag Race](#)
- 4) [Risky Business](#)
- 5) [Wayne's World](#)
- 6) In your journal, watch one of these performances and react to it. 200 words (17)

[Oct 21](#)

LGBTQIA+ Music and art

- 1) [Keith Haring](#), biography
- 2) Haring, [record covers](#) Find one of his record covers, compare the music to the cover. 200 words. (18)
- 3) [Aids Quilt Songbook Song album](#)
- 4) [Beyond Queer Words](#)
- 5) [Chapman, "Fast Car" How to play on the piano](#)

Submit journal #2

[Oct 26](#)

LGBTQIA+ musicians in Portland:

Katy Davidson [Dear Nora](#)

- 1) Jenni Moore, "[Genderqueer Artist Maarquii Could Be Portland's Next Rap Star](#)"
- 2) David Del Tredici, [Bullycide](#), Portland performance

Climate justice

[Oct 28](#)

The environment--overview/history

- 1) Haley Hansel, "[How Social Justice and Environmental Justice Are Inextricably Interconnected](#)" Respond to this article in 200 words. (19)
- 2) "[Rhythms Del Mundo" Cuba Released on November 14, 2006](#)
- 3) Colby and Awu, "[Green, Go Green](#)"

[Nov 2](#)

Climate change-Ocean

- 1) Judy Twedt, "[Connecting to climate change through music](#)"
- 2) Salatiel, Pharrell Williams, Beyoncé - "[Water](#)"
- 3) John Luther Adams, Introduction to "[Become Ocean](#)" Alex Ross, "[Water music](#)"
- 4) Claude Debussy, "[La mer](#)" Describe music about water: 200 words. (20)

Nov 4

Water in Flint, Michigan

- 1) Michael Torrice, "[How Lead Ended up in Flint's Water](#)"
- 2) [Making Music For Flint's Water Crisis](#)

- 3) Dayton Family, "[City of Lead](#)"
- 4) Find another environmental crisis and find music with it. Discuss in 200 words and its relation to social justice. (21)

Nov 9

Climate change-Fire

- 1) Childish Gambino, "[Feels like summer](#)"
- 2) Billie Eilish, "[all the good girls go to hell](#)"
- 3) Hildegard of Bingen, "[The Fire of Creation](#)"
- 4) Compare and contrast Gambino and Eilish's songs: 200 words. (22)
- 5) 1:00 minute recording of environmental sounds.

Nov 11

Ecomusicology/Social Justice

Prof. Freddy Vilches

- 1) Sebastien Hackmeyer, "Music, Climate, and Therapy in Kallawaya Cosmology (Part 2): [Dysfunction of Seasonal Change, Climatic Reversal, and Musical Worlding](#)"
- 2) [Video about the Kallawaya](#)
- 3) [Musical example](#)

National liberation

Nov 16

South India

Prof. Kaley Mason, "Singing in the Fray: Radical Publics and Popular Entertainment in South India"

Read Prof. Mason's article: prepare three questions to ask him. (23)

Nov 18

Nueva canción

Prof. Freddy Vilches

- 1) [Leandro Vargas-Camus](#), pp. 823-824
- 2) [La Nueva Canción](#)
[The New Song Movement in South America](#)
- 3) "[Who was Violeta Parra?](#)"
- 4) "[Gracias a la vida](#)" [How to play on the piano, guitar](#)
- 5) [Parra's art](#)

Submit Journals #3

Nov 30

Soviet Union and repression of the arts/Shostakovich

- 1) Shostakovich, [Lady Macbeth](#) of Mtsensk, except

Dec 2

Fascism and Resistance in Italy

Silvia Boero, Professor of Italian

- 1) [Primo Levi](#) The Periodic Table, "[Gold](#)"
- 2) "[Bella Ciao](#)" Italy [notation](#)

Dec 7

Beethoven 9th and its meanings in history

- 1) Marin Alsop, [“The Music And Morality Of Beethoven's Mighty Ninth”](#)
- 2) NPR Staff, [“Tracing the People’s Republic of Beethoven”](#)
- 3) Scorpions, [“Wind of Change”](#)
- 4) Walter Murphy, [“A Fifth of Beethoven”](#)
- 5) Beethoven, Wordsmith: [Baltimore’s Ode to Joy](#)
- 6) [BEETHOVEN NATURE RAP 2020](#)
- 7) [9th finale melody: notation](#)
- 8) Schiller, [“Ode to Joy”](#)

Dec 9

Returning to the beginning: BLM--what has happened while we were in this class. [Music and Art](#). Reflections.

Dec 14

Final: Your video