

Cultural Connections Through Jazz and Popular Music

Project Narrative and Introduction

The countries of Brazil and the United States have important historical and contemporary cultural connections in the musical arts that contribute to the vibrancy of musical cultures in each country and the evolution of musical cultures around the world. One of the clearest and most significant examples of this influence is in the jazz and popular music genre of instrumental and vocal music. The impact of jazz artists and composers from the U.S. whose music became known around the world in the last half of the 20th century played important political, social, and cultural roles in extending the influence of American culture that continues to the present time. In a similar fashion, the musical influences of other cultures have been absorbed into the increasingly complex fabric of American musical culture. The melding of musical cultures from jazz and popular music influences in Brazil and the U.S. is a conspicuous example of the synergy and vitality that results from the overlayment of music styles, artists, and traditions. The transformation of culture happens at many levels of society. Popular media and industry has been, and continues to be, a major factor in this transformation. International travel, ease of communication and connection, and the effects of www-based media resources are additional factors that influence artists and musical culture that lead to further change that may or may not be absorbed into an

evolving musical canon. All of these transformational influences are occurring at an accelerating pace.

The role of educational institutions in preparing new generations of performing artists, composers, and teachers continues to evolve in relation to changes in cultural expectations and the need to absorb and contextualize the growing influence of global musical influences. In response to this growing priority, institutions seek to include more diversity in student backgrounds and cultural representation, broaden the cultural basis of curricula and experience, and reach out to other cultures in ways to make the learning and cultural experience more relevant and authentic.

In proposing the project “Cultural Connections Through Jazz and Popular Music” as a part of the U.S. Brazil Higher Education Consortia Program of the Fund for the Improvement of Post-Secondary Education (FIPSE), the consortium member universities seek to build on important connections that already exist between the broader international music community and the respective institutions, while capitalizing on the cultural and educational relationships that already connect the member institutions. Moreover, the important international musical influence of American and Brazilian jazz / popular music in the jazz education programs around the world is an important factor in any serious review or program of study in the field.

The **purpose** of the work of the consortium is:

- To facilitate the development of common curriculum materials in jazz and popular music of the United States and Brazil that may be used in advanced undergraduate and graduate education programs in the consortium member institutions and to make these materials and courses available to other institutions world-wide through distance education means. Such courses, already under development in a cooperative arrangement between music faculty at the University of Brasilia and the University of Louisville and a significant element of the curriculum at the University of Brasilia, will allow students to begin / continue studies with faculty in addition to time spent in residence in the host institution.
- To develop cooperative arrangements between consortium members that will facilitate the mobility and exchange of faculty members and advanced students in jazz and popular music degree programs, to provide authentic music and cultural experiences as part of their respective program of study, and to recognize the importance and validity of these experiences as part of their university program of study.
- To provide authentic professional development experiences in each country in providing insights into the cultural and professional grounding of the jazz and popular music industry in the culture and to provide personal insights

into the representative cultures through immersive educational and life experiences.

- To support collaborative curricular and professional development experiences for jazz faculty members in consortium institutions that will impact the academic curriculum, music performance practices of each institution.
- To disseminate the materials, ideas, and experiences of the consortium members to the broader jazz and popular music communities through presentations at national and international meetings and professional electronic / print media.

The institutional members of the proposed project consortium are committed to the achievement of these goals and will work cooperatively with each other and within their universities and communities to these ends. The U.S. members of the consortium are the School of Music at the University of Louisville in Louisville, Kentucky and the College-Conservatory of Music at the University of Cincinnati in Cincinnati, Ohio. The Brazilian institutional members of the consortium are the University of Brasilia in the capital city of Brazil and the State University of Campinas in the São Paulo region of the country.

Descriptions of these consortium universities and their respective communities follow.

Louisville and the University of Louisville

Louisville is a progressive community of nearly 1 million people with a robust economy, a vibrant arts scene, a nationally-ranked public school system, and a rich history. Louisville is situated on the banks of the Ohio River and is presently America's 17th largest city. The lead U.S. institution in this proposed consortium is the University of Louisville. The university has three campuses. The 287-acre Belknap Campus is three miles from downtown Louisville and houses seven of the university's 11 colleges and schools, including the School of Music. The Health Sciences Center is situated in downtown Louisville's medical complex and houses the university's health related programs and the University of Louisville Hospital.

The University of Louisville is committed to become a premier, nationally recognized metropolitan research university with a commitment to the liberal arts and sciences and to the intellectual, cultural, and economic development of our diverse communities and citizens through the pursuit of excellence in five interrelated strategic areas: (1) Educational Experience, (2) Research, Creative, and Scholarly Activity, (3) Accessibility, Diversity, Equity, and Communication, (4) Partnerships and Collaborations, and (5) Institutional Effectiveness of Programs and Services. The student enrollment is approximately 22,000 on all campuses.

The School of Music is one of 11 colleges and schools of the university. With a full-time faculty of 34 members, supplemented by an additional 40 part-time lecturers, the school offers programs which lead to the degrees Bachelor of Arts with a concentration in music and in jazz; the Bachelor of Music with concentration in music education, performance, music history, music theory, composition, music therapy or piano pedagogy; the Master of Music with concentration in performance, music history, theory-composition, conducting, jazz, or piano pedagogy; and the Master of Music Education.

In addition to the research efforts of the School of Music faculty and graduate students, the school sponsors one of the world's most prestigious awards for music composition, the University of Louisville Grawemeyer Award for Music Composition. The University of Louisville School of Music is pleased to be the home of the Jamey Aebersold Jazz Studies Program. Established in 1985, the program was named for Mr. Aebersold in 2000. Mr. Aebersold, a retired faculty member, is one of the leading proponents of jazz education and largest publisher of jazz education materials in the world. Additionally, the School of Music has hosted the Aebersold Summer Jazz Workshops since 1977.

Between 2004 -2010, the Jamey Aebersold Jazz Studies Program has been one of only a few institutions in the United States selected to participate in an international music exchange sponsored by the Open World Leadership Center at the Library of Congress, with support also provided through partnership and

funding from the National Endowment for the Arts. In addition to continuing work with Russian musicians and institutions, there are exchange programs currently in place with the Akademia Muzyczna in Katowice, Poland and the Central Conservatorium of Music in MacKay, Australia. Exchanges with institutions in Brazil, Argentina and Ecuador are underway, including extended workshops presented in São Paulo and Brasilia in 2008.

Cincinnati and the University of Cincinnati

The University of Cincinnati is classified as a Research University (Very High Research Activity) by the Carnegie Commission and is ranked as one of America's top public research universities by the National Science Foundation. Current enrollment is approximately 40,000 students, with almost 30,000 in full-time status. There are more than 100 different undergraduate degree programs, 85 master's degree programs, and 67 doctoral programs distributed among the 15 colleges and schools that make up the University of Cincinnati.

The University of Cincinnati College-Conservatory of Music is recognized both nationally and internationally as one of the leading conservatories of the performing arts and electronic media. CCM offers the benefit of a professional training conservatory within the setting of a comprehensive public university. With educational roots date back to 1867, the current version of CCM's faculty and staff and its state-of-the-art facilities make possible the professional training and

exceptional education on which CCM believes the future of the arts relies. The school's roster of eminent faculty regularly receives distinguished honors for creative and scholarly work, and its alumni have achieved notable success in the performing and media arts.

In the 1998 music rankings by U.S. News and World Report, CCM was honored as the sixth top university program in the country for pursuing a graduate degree in music. Within the specialty areas of voice and conducting, CCM's programs placed third and fifth, respectively. Other nationally ranked programs include Music Composition, Orchestra/Symphony and Drama. The Musical Theater program is widely considered one of the best in the country.

The jazz studies program is recognized as one of the outstanding programs in the country for its highly interactive faculty, comprehensive curriculum, and extensive Visiting Jazz Artist Workshop Series which each year brings some 20 workshops and master classes to the campus to interact with the jazz students and ensembles. The jazz studies program is home to a variety of performing jazz ensembles, including two big bands, combos, and specialty groups like the Brazilian Ensemble, Latin-Jazz Combo, and Jazz Guitar Ensemble. The program offers both the Bachelor of Music in Jazz Studies degree and the Master of Music in Jazz Studies.

The two consortium member universities from the United States have already developed extensive ties to international initiatives and learning. Both the

College Conservatory of Music at the University of Cincinnati and University of Louisville presently offer a Brazilian Music Ensemble in their respective music curricula. Both the College Conservatory of Music at the University of Cincinnati and University of Louisville have students, faculty, and music ensembles that have performed and taught in Brazil, including jazz tours in 2000 and a faculty Fulbright appointment in 2008. In the Louisville program, there is a visiting music professor for the spring 2010 semester in residence from the University of Brasilia. Additionally, the School of Music recruits and supports an International Student Jazz Combo program, with current students from Brazil as part of its membership.

Brasilia and the University of Brasilia

The University of Brasília (in Portuguese Universidade de Brasília, known simply as UnB), is one of the largest and most prestigious Brazilian public universities funded by the Brazilian Federal Government. It is located in the country's capital Brasilia. The University of Brasilia has been consistently ranked as one of the top five public universities in Brazil by Guia do Estudante ("Student Guide").

From its very beginning, the University of Brasilia (UnB) has strived for excellence in teaching, research and outreach courses open to the community at large, thereby ranking as one of the most respected universities in Brazil. UnB has approximately 32,000 students. Its physical facilities house 22 institutes and

schools; 50 departments; 16 scientific, technological, cultural, artistic and general service centers; student, faculty and staff residences; a University Hospital; a Sports Center, a Seismological Observatory capable of registering earthquakes across the planet, and an Animal Research Laboratory.

The Music Department was founded in 1962 and through the years has demonstrated a strong commitment to international exchange programs. Under the leadership of composer Claudio Santoro, the Music Department began as a composition center and developed a strong tradition in music performance through the creation of the UnB String Quartet and the UnB Wind Quintet. Since 2000, there has been great interest in music education in Brazil exhibited through the creation of an evening program of studies and a web-based degree. In 2009, the department created a degree in Popular (Jazz) Music, with the goal to establish new paradigms of performance at the University of Brasilia. Most members of the faculty have earned graduate degrees from institutions in France, Russia, England and the U.S., including the Juilliard School , University of Louisville, Michigan State University, University of Missouri, University of Oklahoma, Florida State University, and the Catholic University of America.

Campinas and the State University of Campinas (Unicamp)

Campinas is a community of nearly 1 million people, located about 100 kilometers (62 miles) from the city of São Paulo. Since 2000 Campinas has been the center of its own metropolitan area made up of 19 cities and comprising a total population of 2.3 million people. The State University of Campinas, Unicamp, was officially founded in 1966. Even in the Brazilian context for higher education institutions in which the oldest university is only 70 years old, Unicamp can be considered a young institution, one which has already established a strong tradition in education, research and service to society. The project to create Unicamp was a response to a growing demand for qualified personnel in the São Paulo, region of the country that by the 1960's accounted for 40% of Brazil's industrial capacity and 25% of its economically active population. Unicamp has three campuses; Campinas, Piracicaba and Limeira – consisting of 22 centers of teaching and research. It also has an extensive hospital complex, 23 interdisciplinary centers, two technical high schools, and a series of support units within an organization of about 50,000 people. Unicamp has approximately 17,000 students in its undergraduate courses and 16,000 matriculated in its 135 graduate programs. It is the Brazilian university with the largest percentage of graduate students – 48% of its student body – and is responsible for 12% of the master's and doctoral theses in the country.

The Institute of Arts is a center of teaching and research that includes Departments of Theater, Multimedia, Dance, Visual Arts and Music. The Music

Department offers programs which lead to the degrees of the Bachelor of Music with concentrations in composition, performance, music education and popular music, as well as the Master and Doctor of Music with concentrations in performance, music history, theory-composition, conducting and popular music.

Created in 1989, the popular music program of Unicamp was the first program on an undergraduate and graduate level in South America. This four-year program includes Brazilian styles and at least two semesters of American jazz. During its comparatively short history the Popular Music program has already produced several musicians and academic researchers on popular music with a high level of expertise and recognition.

The Music Department has a history of collaboration dating from 1998 with the visit of Professor John Rapson, Head of the Jazz Department of the University of Iowa, to teach jazz improvisation classes and to conduct the department's jazz big band. Professor Rapson still comes every two years for a teaching residency. The initial residency was followed by workshops and lectures given by other teachers from the U.S. including Ed Sarath, Daniel Barry, and, most recently, Professor Phil DeGreg as a Fulbright professor in 2008. This last residency led to a continuing exchange between the Music Department and the University of Cincinnati College-Conservatory of Music, culminating in the proposal to participate in the proposed consortium with the University of Louisville, University of Brasilia, and University of Campinas.

The proposed work of the consortium is organized into two phases of work.

Both are based on:

- the creation of tangible curricular goals that build upon the groundwork already in place among the four member institutions of the consortium,
- accountability of faculty and students to achieve the agreed-upon goals,
- the commitment of the institutions to work within the parameters of the grant and to create programmatic structures that will be both achievable and sustainable after the duration of the grant,
- the premise that materials developed through the work of the consortium should be transferable to other institutions in the U. S. and Brazil.

The initial preparatory work of the consortium members and their institutions over the first year of the project will be to consult and develop a Memorandum of Understanding on matters related to the following three-year implementation phase of the project. These factors include the following specific areas for development.

1. Planning and development of consortium member financial commitments and agreements, including extended planning for sustainability of financial / institutional support after the initial grant period, tuition and other instructional costs, and student credit transfer and degree recognition.

The University of Louisville and University of Cincinnati are very experienced in

accommodating and recognizing the academic needs and coordination of curricular requirements necessary for a successful international exchange program. Current programs are underway in the University of Louisville School of Music with the University of South Queensland in Australia, with additional experience with previous institutions. In similar fashion, the University of Cincinnati is very experienced with international exchanges of faculty and students, with all appropriate infrastructure to manage issues related to earned academic credits, tuition and fee coordination, housing, orientation and acculturation. While using university resources, the School of Music at Louisville has an extensive history in coordinating the residencies of international visitors with the staff of the World Affairs Council of Louisville.

Both U.S. institutions have highly developed financial aid programs that routinely support international students. As a consequence, one early topic in developing the sustainability of the project after the initial grant period is to affirm the financial aid commitments necessary to bring students from Brazil to the U. S. consortium institutions with appropriate financial support. Presently, the Louisville program supports an International Jazz Quartet whose membership is assembled from students outside the U.S., presently including Brazilian students. As one of the sustainability initiatives, the music program is committed to maintaining this level of membership by qualified Brazilian graduate students. This is an early indication of the nature of sustainability plans which may be put in

place after the grant period.

2. Student recruitment and selection, orientation and acculturation, language development.

The consortium partners anticipate that there will be a total of 16 students from Brazil and an equal number from the U.S. who will participate in the exchange over a period of three years, with anticipation that eight students will be selected from each of the four consortium universities for study. The distribution of these students which forms the basis of the budget projection and request found elsewhere in the proposal is that four students will travel in the program during the second year and six students in each of years three and four. The consortia members anticipate that participating students will be in their senior (final) year of study if undergraduate students, or will have earned a minimum of 15 credits as a graduate student (second year graduate student). Students will be provided an option for a semester or year-long residency, with the latter concentrated at one university or distributed for one semester at each of the two consortium partners in country. In either case, as part of the planning process for the exchange a formal agreement between the student, her home institution, and the host university must be developed that specifies the student's educational plan for the exchange period, the recognition of the course and course credits and, upon completion, the specific degree requirements that will be fulfilled.

The proposed grant budget has provisions in years one through three of the

project to fund two faculty members from the U.S. institutions to travel to consortium members in Brazil to meet prospective students, teach and coach in the consortium institutions, and interview prospective students for future participation in the exchange program. Such personal connection with new students, as well as the maintenance of continuing connections with earlier participants in the program will enhance the experience of all the participants and contribute to the long-term success of the project on an ongoing basis as generations of students identify with and are comfortable with the prospect of travel and study at an international institution. Such has been the case with other international institutions with which there has been a history of friendship and connection.

Additionally, the respective web pages and other social media pages of consortium universities will cover the progress of the residencies in real time, as well as through artifacts of each residency. Connections between current experiences as well as products of the residencies, such as DVDs and sound recordings, are effective tools to develop connections, to stay connected, and to encourage other participants.

Part of the student recruiting and selection process involves the evaluation of language skills, general experience with another culture, and familiarity with South American / Brazilian culture. The primary individual criteria for initial consideration for the program is student motivation and interest, empathy and flexibility, sensitivity and respect for other cultures and populations. However,

additional traits including speaking or reading experience with the Spanish or Portuguese language, family background in Brazil, travel experiences in country, or other international travel or living experiences may be important qualifiers for success in the program. After selection into the program, students' knowledge and literacy in Brazilian Portuguese will be formally assessed by the Modern Languages department at each university and recommendations for further study implemented. Language training for residencies in host countries will begin before the residency periods. In the U.S. consortium universities there are Portuguese language courses offered at both their respective universities. These will be required preparation, in addition to individual language coaching and speaking assistance provided by students and faculty and each institution. Additionally, the project budget provides for provision of additional language acquisition materials for individual use to supplement other training before the residency. In Louisville, jazz graduate and undergraduate students already fluent in Portuguese will provide individual and group coaching sessions for students preparing to begin residency in a Brazilian host university. Finally, students will arrive in Brazil at least a month prior to the beginning of formal university classes for immersive language training and acculturation. The \$1,000 stipend for this immersive training is included in the requested grant funding in years two through four. As one outcome of the residency, students' language skills will be assessed in the home institutions at the conclusion of each residency by the languages department at each university.

In addition to university-based resources, the communities of Louisville and Cincinnati have a wealth of resources to prepare exchange students for their study and life in Brazilian culture. These organizations have offered letters of support for the consortium project that may be found in the supporting documents to this proposal.

In Brazil, the Bachelor of Music, Master of Music, and Doctor of Music programs at Unicamp already require a minimum of two semesters of English training. After that period, the CEL (Language Studies Center) offer extra classes for those students who want to improve their speaking and writing skills.

3. Faculty recruiting, curricular adjustments, exchange teaching, development of common instructional technology resources, development of innovative curricula, teaching materials, and supporting experiences.

At present, each consortium institution anticipates that there will be three to four jazz faculty members who will comprise the core of the program faculty. The qualifications and experience of each is found in a supporting section of the proposal and substantiates the experience each has in teaching and music performance in a highly diverse and international context. As the program expands and requires broader expertise than may be present in the core faculty members, additional membership may be added to the program faculty.

The proposal envisions a focus on four core courses in the advanced undergraduate / masters level curricula. These courses include Jazz and Popular Music Styles of Brazil and the U.S., Jazz Writing and Arranging, Jazz History, and Jazz Theory and Pedagogy. These courses will form the core of the unified curriculum between consortium universities, and may include core materials suitable for use in a web-based setting. Additionally, their inclusion in many other universities and related jazz curricula suggest the viability of their use in other universities that may eventually adopt materials created through this program.

Students will enroll in two of the four core courses in a single semester together with enrollment in applied music, jazz big band, and small group / combo. Taken together, these courses will qualify students in full-time status. In each case, students will have a broadly-based exposure to music, composers, styles, and theoretical concepts that underlay the fundamental of contemporary jazz and popular music from Brazilian and American cultures and traditions. The content of each of courses in the curriculum will be reviewed, refined, and agreed upon during the first year of the project. Based on assessment of the effectiveness of the individual courses in meeting the broad goals of the project, additional refinement will be implemented.

An anticipation of the project is that some or all of the course content will eventually be available, in part or in total, on a web-based course platform. All consortium partners have extensive experience with the creation, formatting, and

delivery of course content in a variety of instructional formats. This course content and enrollments are administered by the Delphi Center for Teaching and Learning at the University of Louisville who regularly enroll students from around the country each semester for specialized coursework. At present, the Louisville School of Music is engaged with a visiting faculty member of the music program at the University of Brasilia to create a *Brazilian Styles and Analysis* undergraduate course for a real time student audience, as well as a web-based format so that future students from around the world may enroll and so that the faculty member may continue to offer the course on the web to students at the University of Louisville upon return to Brazil.

4. Program measurement and evaluation, planning and development.

Successful planning, measurement and evaluation are integral to the proposed project and the principal means of determining the achievement of broad programmatic goals. Utilizing both quantitative and qualitative measures, the evaluation plan considers multiple perspectives in the development of measurement data, including the perspectives of the teaching faculty and consortium music administrators, the international program staff at each university, and the contracted evaluation consultant for the project. A combination of attitudinal change, language development and mastery, musical growth, and intellectual attainments will be assessed on a pre- and post-exchange basis. Observational instruments, interviews, surveys, reflective writing, and video /

sound recordings will comprise the principal means of data collection. Longitudinal change may be measured at the period of one academic semester from the beginning of the exchange, followed by additional data collection a year and two years after the exchange.

The responsibility for the specific creation and implementation of the evaluation plan rests with an independent assessment consultant contracted and funded through the grant who will attend meetings of the consortium members, develop the assessment plan with the P.I. and Project Directors, and develop the required annual and final report of the project.

The second implementation phase of the project focuses on the following activities.

1. Faculty exchanges and student recruiting.

Throughout the grant, representatives of the consortium faculty in jazz studies will be actively involved in developing coordinated course content in all jazz curricula, but focusing on the four target courses in styles, history, theory, and performance practice. Twice a year for the first three years of the grant, representatives will meet in Brazil or the U.S. for formal meetings as specified in the budget narrative and yearly detail. Meetings in Brazil will have the dual purpose of coordinating the work of the consortium, but will also serve to meet prospective Brazilian students who would be interested in preparing for an exchange with a consortium university

in the U.S. The development of groups of students interested in participating in the project is a critical feature of the overall success of the project for not all students will be prepared, nor suited to derive maximum benefit from the experience. Additionally, consortium members will make full use of social media to stay connected with prospective students and to utilize students engaged in the exchange program to stay connected with their programs at home and to nurture future participants.

2. Student mobility

Mobility stipends for each of the students are funded through the grant at the rate of up to \$4,000 per student to provide assistance for round trip travel between their home and host institutions, the cost of travel documents including passports and entry visas as necessary, and to support the cost of room and board at the host institution. International Student Offices at each university are expert at assisting international students in facilitating travel, orientation, support services, documents and university identification, and securing appropriate housing and food arrangements.

3. Student internship experiences.

In addition to university-based academic classes and musical experiences, participating students will have an opportunity to partner with students from the host institution to perform and share knowledge with the culture and schools in the host country through musical performance opportunities and educational touring.

Such opportunities will provide a broad exposure to the host country in a variety of settings, thus insuring a complete and valuable enculturation experience throughout the residency. Additional partners participating in the U.S. include the foremost jazz pedagogue and producer of jazz education materials in the world, Jamey Aebersold. Mr. Aebersold will provide instructional materials and his consultation to the project. Participants in the U.S. will have the opportunity to perform in regional jazz venues in the Louisville and Cincinnati areas and perform and teach in regional *Jazz In The Schools* programs for elementary and secondary school students. Participants in Campinas will have the opportunity to perform in regional venues, to take part in rodas (jam sessions) of choro and samba and to visit samba schools both in Campinas and in São Paulo.

Conclusion

The University of Louisville and University of Cincinnati appreciate the opportunity to work together with the University of Brasilia and University of Campinas to apply for financial support from the Fund for the Improvement of Post Secondary Education to create a consortium based on Cultural Connections Through Jazz and Popular Music. The activity and success of each institution in international music initiatives and history of activity between the countries over the past two decades suggests that future projects will be equally successful. Such models of international cooperation in the development of innovative curricula that

makes use of the best talent and experience of faculty members mediated through the intervention of established technology is the instructional model that has enormous potential in post secondary education . Moreover, the alumni of the program will gain important insights into their art form in an international, authentic context which simply cannot be duplicated on the home campus. In an artistic discipline that has long ago made the transition to an international standard, students will have artistic, personal, cultural, and life experiences as part of their residencies that will vividly illustrate that tolerance, patience, perspective, communication, empathy, persistence, respect and an openness to life's experiences are among the most important values of a complete education.