

Music in New Worlds: Global Encounters in the Age of Discoveries, 1492–1800: Detailed Schedule, Unit IV

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November 21, 2018

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Listings by week

- Week 12
- Week 13
- Week 14
- Week 15
- Week 16
- Week 17

Abbreviations

BB Source on Blackboard under Course Materials, by week

Schedule of Assignments

Unit 1: The African Diaspora

Week 1

Tue., Nov. 13 **From Congo to Brazil**

Reading

1. Cécile Fromont, "Dancing for the King of Congo from Early Modern Central Africa to Slavery-Era Brazil," *Colonial Latin American Review*, vol. 22, no. 2 (2013): 184–208
 - PDF text online

Thu., Nov. 15 **Rare Books Day/Research workshop**

Week 2

Tue., Nov. 20 **The Origins of Afro-Latin Music**

Weekly writing (due Tuesday in class)

1. Kubik's book represents the most substantive effort of any text on our syllabus to demonstrate concrete, specifically musical evidence of cultural interchange resulting from the colonial period. Contrast the kind of sources Kubik uses, and how he uses them, with the approaches of other scholars we have read (particularly Baker and Irving). What aspects of Kubik's method, use of evidence, and overall argument do you find most and least convincing?
2. Contribute to class YouTube playlist of African diasporic music (see announcement on **BB**).

Reading

1. Gerhard Kubik, *Angolan Traits in Black Music, Games and Dances of Brazil: A Study of African Cultural Extensions Overseas* (Lisbon: Centro de Estudos de Antropologia Cultural, 1979) (**BB**)

Nov. 21–25 **Thanksgiving Break**

Week 3

Tue., Nov. 27 **Race in New Spain**

Reading

1. Jesús Ramos-Kittrell, *Playing in the Cathedral*, ch. 1

Music listening and score study

1. Juan Gutiérrez de Padilla, *Al establo más dichoso (Ensaladilla)*, Christmas Matins at Puebla Cathedral, 1652
 - Edition and translation in Andrew Cashner, *Villancicos about Music from Seventeenth-Century Spain and New Spain*, Web Library of Seventeenth-Century Music no. 32 (2017) [YouTube video]
2. Ignacio Jerúsalem, Matins for Our Lady of Guadalupe (Mexico City Cathedral, 1763): Responsory, *Quae est ista, quae ascendit?* [YouTube video]

Thu., Nov. 29 **North America**

Reading

1. William T. Dargan, *Lining Out the Word*, ch. 1, 3, 4
 - Full text online via UR library

Music listening and score study

1. “Dr. Watts” singing [YouTube video]
2. Ring shout [YouTube video]

Fri., Nov. 30, 5:00 **Paper draft due**
p.m.

Week 4

Tue., Dec. 4 **Presentations in class**

Thu., Dec. 6 **Presentations in class, continued**

Week 5

Tue., Dec. 11 **Conclusions: Post-Colonial Ethics**

Reading

1. Geoffrey Baker, "Latin American Baroque: Performance as a Post-Colonial Act?"
 - PDF full text on JSTOR
2. Aaron Fox, "Repatriation as Reanimation through Reciprocity," *The Cambridge History of World Music* (BB)

Music listening and score study

1. "Exotic Latin Baroque"-style performance by Ars Longa de Habana of a *negrilla* (villancico caricaturing African characters) by Juan Gutiérrez de Padilla
2. Navajo songs recorded by Laura Boulton (see Fox reading) [YouTube video]

Dec. 13–14 Reading period

Week 6

Monday, Dec. 17, 5:00 p.m.	Final paper due
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