As with all Williams College courses for this emergency period this is a PASS/FAIL course.

Course Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (in discussion sessions)</td>
<td>20%</td>
</tr>
<tr>
<td>1 album Review</td>
<td>25%</td>
</tr>
<tr>
<td>1 Final Essay (8-10 pgs)</td>
<td>40%</td>
</tr>
<tr>
<td>Discussion of final essay topic online</td>
<td>15%</td>
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“No matter what the crisis is…we give thanks and praises.”— Bob Marley, *Crisis* (1978)
A note to students

We have entered a new era in world history. It is a very confusing time. Each and every one of us as global citizens are confronting a crisis that has no precedent in our lived experience. But know that whatever you are feeling and experiencing now is shared by all of us. By acknowledging that we can open spaces for working through it together. As you will be the people who will have to make this new world it is useful, in the midst of all the stunning news, to think through what it means to be living in this moment.

We will search for signs of guidance from the past in the remaining six weeks we will spend together. Our period of ERT (Emergency Remote Teaching) will aim to match the goals we have for this course. But as we focus on the course content, we won’t disconnect from the rapidly changing reality around us. I want you to find in our interaction, a space to share, reflect and ask of each other what we think about the changes that have happened to our world.

If at any point you wish to introduce anything specific to our discussions you should feel free to check in with me and we can find a way to integrate that into what we outlined. As this course is on the social importance of music, one of the most highly emotive art forms we can all learn a lot from each other’s thoughts/reactions/stories around music.

With that in mind, below you will find a detailed outline of how we will proceed.

Instruction

Each of the six remaining weeks will be organized around related topics, which we will have the opportunity to discuss in an asynchronous online format.

For each topic a package will be uploaded to GLOW. The package will include: PowerPoints prepared by the instructor; voice/video notes prepared by the instructor; readings; playlists; audio-visual material; and questions for discussion for the week.

Students will go through the material in the package in preparation for each week’s discussion. An online discussion room will be launched on GLOW for students to participate and respond to various questions raised by the material. This will be an opportunity for us to have an online “reasoning” to use a common Rastafarian term. A “reasoning” is meant to be a gathering of people to share thoughts, comments, observations, and information around a given topic. They aren’t meant to be high pressure situations. Quite the opposite. What is expected is that through the sharing we all gain new knowledge and understanding of a given topic.

These reasonings can be extremely rewarding with full participation. Remember, no view/perspective/thought will be judged or assessed. What is important is that we each feel free to discuss the material and even build on the comments/contributions made by each other. You should all feel free to add items to the discussion (songs, videos, articles, blogs, anything really) that will enhance how we all “reason” about the topic. No doubt we each have music that we like/have discovered in research for the course, that you wish to bring to everyone’s attention. Feel free to do so.

Comments can be made in whatever form students feel comfortable. This may be text or voice notes or even short videos.
The instructor will closely moderate the discussion room several times a day, responding to the comments and adding guidance, new information and clarification where necessary.

Final point: This format is highly flexible. We want it to work out for everyone. So if there are challenges you are experiencing with the format please do let me know and I will do my best to accommodate considering the needs of the class.

Outline of weekly topics/reasonings:

In putting this together I have combined several topics of the earlier outline so that we can comfortably complete the course. Where some topics are not dealt with directly (for example, sound system culture) I will prepare a playlist for that topic so that students wishing to engage with it will have something to build on. There will also be an opportunity to fold these themes into group discussion on the forum.

Week 1: April 6-11

**One Love: Rastafari in Jamaican culture**

Package items:
- Barry Chevannes, article “Millenialism in the Caribbean,”
- Count Ossie and the Mystic Revelations of Rastafari, *Grounation* (1973)
- Power point prepared by instructor

Week 2: April 13-17

**Iron Lion: The rise and afterlife of Bob Marley and the Wailers**

Package items:
- Clinton Hutton: “The Power of Philosophy in Bob Marley’s music”
- Bob Marley and the Wailers, *Natty Dread* (1975)
- Matthew Smith, “Bob Marley” in Handbook of Oxford Biography of LACB
- *Time Will Tell* (1992 documentary)
- Power point prepared by instructor

Week 3: April 20-24

**Dub me Forever: Dub Music and Poetry**

Package items:
- Michael Veal, “The evolution of dub music in the 1970s”
- Kei Miller, “A Smaller Sound, A lesser fury”
- Mutabaruka, *First Poems* (selections)
- Linton Kwesi Johnson, *Mi Revalueshanary Fren* (selections)
Week 4: April 27-May 1

**Gone Abroad: Roots, Rockers, and International Reggae**

Package items:
- Rachel Mosley Wood, “Reggae and Rockers”
- Film, Rockers (1978)
- Playlist of international Reggae songs prepared by instructor
- Powerpoint prepared by instructor

Week 5: May 4-8

**Nurtured Frequencies: The Hip Hop Connection and Reggae Revival**

Package items:
- Jeff Chang, Can’t Stop, Won’t Stop ch.2 & 3
- Big Youth, Screaming Target (1972)
- Chronixx, Chronology (2017)
- Akae Beka, Hail the King (2019)
- Koffee, Rapture (2019)
- Powerpoint prepared by instructor

Week 6: May 11-15

**Student Presentations**

For the student presentations, each student will be responsible for preparing a PowerPoint of the topic the student is working on for the final. The PowerPoint should have no more than 15 slides. That PowerPoint will be uploaded to the discussion group at the beginning of the final week. That is the basic requirement but students should as always feel free to add material (for example, recorded oral presentations, voice notes, URL links, curated playlists, artwork, etc.) and include that in the discussion section. You can be as creative as you like.

Everyone will have the opportunity to review the PowerPoint and any other related material submitted. Feedback on the presentations from both colleagues and the instructor will inform the final preparation of the project which will be due Friday May 22.

I am still thinking through the modality of how best we can discuss each other's work. There may be a need for us to have two one-hour synchronous group meeting for the discussion that week so that everyone can benefit from the feedback in real time. I will let you know what I decide as we go along.