**Objective:**Write a short essay (450 words) about these two videos and pdf.

**Below is a summary that my Professor wrote based on the videos and pdf. He wants us to write something similar to what he wrote but not copy him. He wants us to input our own thoughts just like how he’s showing it in his summary. Please write a reaction summary in the same fashion as the one below and make sure to answer the questions asked as well. If there is any confusion, please do not hesitate to contact me. I appreciate all your effort!**

Go to YouTube and watch these two video lectures

* Introduction to World Music: Lecture 8 - Music of Africa I (48’) (<https://www.youtube.com/watch?v=2eJIoZunJ4I>
* Introduction to World Music: Lecture 9 - Music of Africa II (53’) <https://www.youtube.com/watch?v=f1Yi5hyQLqI>

**Professors Lecture Summary :**

Meet Dr. John Prescott, he teaches world music at Missouri State U. In our course, we will use his lectures on YouTube.  Your readings (PDFs) cover the same materials.  He makes reference to the PDFs you have and audio tracks on Bb all the time.  Watch and listen with your PDF next to you for reference.

When we talk about the music of a region or country, first learn basic facts about it.  Where is this place?  Who lives there?  How big is the population?   Are there one or more religions?  What language do they speak?  What is their political system? Look at your reading (PDF):  how many musical tracks are there?  What is the name of the ethnic groups they belong to?  In what modern African countries do they live in? Etc.

Dr. Prescott starts describing the continent of Africa (**north**:  Muslim, Mediterranean, Arabic speaking **vs**. **South**, black, sub-Saharan Africa).  In this chapter we will be discussing **Sub-Saharan Africa** (not the North).  Note that in Africa music is integrated in daily life.  For example, the track “Postal Workers Canceling Stamps,” is it music or not?  (See your PDFs and audio tracks) It is not in the Western sense (it is just postal workers working); but it is because the result is very musical.  Read about that in your PDFs.

Dr. Prescott begins his class with a demonstration of a track (“Postal workers...”) and, as we said, the question:  is it music? He introduces the term **syncopation** (off beat accent). Then, he names a few instruments:  harps, xylophones, etc. He mentions the **tuning** of the xylophone (more about that later).  Music is an intrinsic part of society, as stated, and he mentions the **talking drums.**Most music in Africa is part of an **oral tradition** (oral vs. written – Shakespeare, for example, is part of a written tradition). The **griots** are singers who sing the history of a village or tribe. Some of the characteristics of African music are:   **repetition, pentatonics**, **variable pitch** (non-western sense of pitch), **choral and solo singing**, **call and response**, **syncopation, buzzing and rattling** sounds, **history songs** (griots), body movement, clapping, stomping, dancing.  However, the most important aspect of African music is its **rhythm**and its offshootsincluding:**polyrhythm, 2-against-3** **pulse, syncopation, cross-rhythms, clave**, and others.

Look at your PDF:  The next track is called **“Agbekor”** and it is from the **Ewe** people, who now live in modern Ghana and Togo (make sure you can locate those countries).  “Agbekor” means clear life; it is an example of “war music,” and it is said to be related to a “monkey dance.”  Dr. Prescott mentions how music is often used for **social control and war**:  bagpipes in Scotland, bugle calls, Agbekor, music in the famous film “Apocalypse Now” (see on YouTube a scene about the Vietnam war).  Can you think of any example of music used for social or political control or even war? The lecture continues with a demonstration of **Agbekor**:  note the **polyrhythm** and the **2-against-3** feeling.  Dr. Prescott mentions the time signature of 12/8 (more about that later).

Now move on to the next video lecture (**# 9**).  The first eight minutes are not related to the music of Africa, so you can skip over to the actual Africa topic.  The lecture continues with the demonstration of “Agbekor.”  Pay attention to all the different instruments (no need to memorize them, but write them down in your notebook:  **kidi**, **gankogui**, etc.).  He mentions the drumming interlocking rhythmic patterns (or polyrhythms).  He mentions the **variable pitch**, a different concept from the West.  For example, in the West, the pitches are A, B, C, D, E, F, G, etc. The second degree is “B” and that B is always the same pitch (it has the same number of vibrations per second).  In Africa the second degree is always different when it is repeated, it is always a bit off, the **pitch is variable**.  In Africa music is often **“communal”** or participatory.  In the USA, very often music could be the opposite:  you may enjoy music alone without any people around you.

Note how the **Mande** people from modern Mali perform **“Lambango.”**  Read your PDF:  An important instrument is the **kora** (a harp).  The **griot** (or jalolou) are singing historians (like in medieval Europe the troubadours, court jesters etc.).  Listen also to **“Nag Biegu.”**  It is a praise song, a celebration of war, the killing of the enemy, etc.  Dr. Prescott mentions the meaning of “indigenous” = from the place.  Then he moves on to a class demonstration:  3-against-2 (or 2-against-3) pulse; polyrhythm, body movement, call and response, variable pitch, etc.

**Ask yourself:**  what is African about the music discussed in this lecture and chapter PDF?:  **repetition, pentatonics**, **variable pitch** (non-western sense of pitch), **choral and solo singing**, **call and response**, **syncopation,** **buzzing and rattling** sounds,  **history songs** (griots), body movement, clapping, stomping, dancing.