

## **Introduction to Global Music**

The [Center for European Studies](#) and other Area Studies Centers at the University of North Carolina at Chapel Hill are collaborating with the student-run radio station [WXYC](#) in the production of [the Global Music Show](#).

This monthly hour-long program features music from a particular area of the world combined with commentary by guest scholars, who discuss the music played in the context of the culture and history of the region that produced it.

To support cultural learning, CES has created student listening guides, pre- and post-listening discussion questions, and resource links for several of their Global Music programs. The programs run about one hour, and so listening and discussion would work well for block schedule classes. If your class runs the traditional hour length, you can have the class listen over two periods, and then discuss. Alternatively, you can assign the listening for homework, and hold the discussion during class time.

Music can teach us much about a culture that never appears in a textbook. Use these programs and teaching resources to connect your students with European cultures in a dynamic, new way. Encourage students to continue their exploration of Europe through music.

## **Rap and the Riots in France**

**With Martine Antle and Brice McGowen**

### **Pre-Listening Questions**

Ask students to think about these questions before you listen to the program. Write their answers on the board.

1. What kinds of music do you usually associate with France? What instruments do you usually expect to hear? What are the French songs we're familiar with usually about?
2. In this program, you're going to hear rap by French musicians. Make some predictions. Will the songs be just like American rap, only in French? What instruments will you hear? What will the musicians say about the riots in France? How will they be expressing their thoughts and feelings?

Name \_\_\_\_\_

Read these questions before you start listening to “Rap and the Riots in France.” As you listen, write down your answers.

### **Rap and the Riots in France** (with Martine Antle and Brice McGowen)

#### **Playlist**

Lady Laistee: Hip Hop Therapy “Un peu de respect”

Supreme NTM: Paris sous les bombes “Plus jamais ça”

Passi: Genese “Emeutes”

Monsieur R: Politikment Inkorrekt “Interlude Antisocial 05” feat. Olivier Besancenot

113: Les Princes de la Ville “Face à la police”

KDD: “Une couleur de plus au drapeau”

Rim-K du 113 feat. Cheba Zahouania, album “L’enfant du pays” song “Rachid System” (2004)

#### **Listening Guide**

1. At the start, Professor Antle explains that the riots in the outskirts of French cities are connected to “economic segregation followed by ethnic ghettoization.” What group has been experiencing the segregation and ghettoization Professor Antle describes?
2. “Plus jamais ça” (“No, Not Again”) is directed to the National Front, a far-right, nationalist party that opposes immigration. How would you describe the emotions expressed by the singer?
3. “Emeutes” (“Riots”) by Passi has a refrain that sums up the response of the media and people in power to the riots. What is it?
4. In “Interlude Antisocial 05” Olivier Besancenot sums up the last twenty-five years of life in the *banlieues*, the city outskirts where many immigrants and their families live. What are some of the serious problems they have been facing?
5. In “Face à la police” (“Facing the Police”) the music includes a particular sound in the background. What is it?
6. In “Un couleur de plus au drapeau” (“Another Color for the Flag”), what song does KDD rewrite?
7. Part of “Rachid System” is in a regional dialect, and the music includes instruments from the same region. What region are the dialect and instruments from?

## Post-Listening Discussion

After the class has listened to “Rap and the Riots in France,” use these questions as springboards for discussion.

1. Look back on your predictions of what you would hear in the program. Were your predictions correct? Did anything surprise you about the music you heard?
2. The program opens with “Un peu de respect,” a French translation of “Respect,” a song made famous by Aretha Franklin. Why do you think the producer chose to begin this program with this song?
3. Professor Antle explains that the media and politicians describe participants in riots as “delinquents.” How does calling people “delinquents” avoid the issues that led to the riots?
4. Why do you think some French politicians blamed the rappers for the riots?
5. What are some of the similarities between rap in France and in the United States? What differences do you hear? Why do you think rap became so popular in France?
6. The letter Brice McGowen reads from a French friend offers a different view of the riots from those expressed in the media and in the songs we’ve just heard. How is it that people can have such different views of the same events?

## Activities

1. Choose four to six songs from the program for a CD compilation. Give the CD a title and write either a short description of each song you choose or a one page essay on rap and the riots for the album notes.
2. Create your own original poster to advertise “Rap and the Riots in France.”
3. Continue learning about contemporary French music and culture by exploring these sites:
  - Background on France on the EUROPA site  
[http://europa.eu/abc/european\\_countries/eu\\_members/france/index\\_en.htm](http://europa.eu/abc/european_countries/eu_members/france/index_en.htm)
  - CBC background on the Riots in France  
[http://www.cbc.ca/news/background/paris\\_riots/](http://www.cbc.ca/news/background/paris_riots/)
  - 2005 Riots, BBC News  
<http://news.bbc.co.uk/2/hi/europe/4430540.stm>
  - Rai music on National Geographic World Music  
[http://worldmusic.nationalgeographic.com/view/page.basic/genre/content.genre/rai\\_772](http://worldmusic.nationalgeographic.com/view/page.basic/genre/content.genre/rai_772)
  - The Veil Debate in France  
<http://www.unc.edu/depts/europe/conferences/Veil2000/>
  - Rap in Europe  
[http://www.icce.rug.nl/~soundscapes/DATABASES/MIE/Part2\\_chapter08.shtml](http://www.icce.rug.nl/~soundscapes/DATABASES/MIE/Part2_chapter08.shtml)
  - Web Resources on France on the CES site  
<http://www.unc.edu/depts/europe/teachingresources/france.htm>