

## **Introduction to Global Music**

The [Center for European Studies](#) (CES) 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 each 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.

## **Nederhop: Hip Hop from the Netherlands**

**Dan Thornton and Lauren Brenner**

### **Pre-Listening Questions**

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

1. What do you think of first when you think of the Netherlands?
2. In this program, you're going to hear hip hop by Dutch musicians. Make some predictions. Will the songs be just like American hip hop, only in Dutch? What instruments will you hear? What will the musicians say about life in the Netherlands? How will they be expressing their thoughts and feelings?

Name \_\_\_\_\_

Read these questions before you start listening to “Nederhop: Hip Hop from the Netherlands.” As you listen, write down your answers to the questions.

### **Nederhop: Hip Hop from the Netherlands, Dan Thornton and Lauren Brenner**

#### **Playlist:**

Osdorf Posse “Moordenaar!”

Osdorf Posse “Origineel Amsterdams”

Opgezwolle “Verre Oosten”

Lange Frans & Baas B “Het Land Van . . . “

Extens “5 percent”

#### **Listening Guide**

At the beginning of the program, Professor Thornton explains that the Netherlands is not particularly known for music. What kinds of songs have been most popular in the Netherlands? What other art is the Netherlands better known for?

In “Moordenaar!” (“Murderer!”) a man suddenly goes on a killing rampage. What sets him off? What sound effects add to the tension?

Professor Dan Thornton says that “Moordenaar!” “has nothing to do with Dutch culture.” Why?

How is the feeling of “Origineel Amsterdams” (“Original Amsterdam”) different from “Moordenaar!”? What instruments do you hear in the song?

What is Opgezwolle describing in “Verre Oosten” (Far East)?

Lange Frans & Baas B join in the song “Het Land Van . . . ” (“The Country Of . . . ”). This song celebrates the Netherlands, but also mentions “the golden lion that plundered the world.” What does this mean?

Compare the musical feeling and tone of “Het Land Van . . .” to the earlier songs. How is it different? How is it the same?

### **Post-Listening Discussion**

1. After the class has listened to “Nederhop: Hip Hop from the Netherlands,” use these questions as springboards for discussion.
2. 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?
3. Professor Dan Thornton explains that “Moordenaar!” “has nothing to do with Dutch culture.” Why do you think Osdorf Posse created it?
4. Apart from “Moordenaar!” the Dutch hip hop we’ve heard expresses mostly positive feelings about the Netherlands. Does this mean it’s not really hip hop?
5. “Het Land Van . . .” celebrates life in the Netherlands, but also points out problems. What problems does it mention? If you were writing a similar song about the United States, what positive and negative realities would you include?

### **Activities:**

1. Choose two or three 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 Dutch hip hop for the album notes.
2. Create your own original poster to advertise “Nederhop: Hip Hop from the Netherlands.”
3. Continue learning about contemporary Dutch music, history, and culture by exploring these sites:

### **Background on The Netherlands on EU site**

[http://europa.eu/abc/european\\_countries/eu\\_members/netherlands/index\\_en.htm](http://europa.eu/abc/european_countries/eu_members/netherlands/index_en.htm)

### **Background on The Netherlands on the National Geographic site**

<http://travel.nationalgeographic.com/travel/countries/netherlands-guide/>

### **Dutch multiculturalism**

“Test of Tolerance,” PBS NewsHour”

[http://www.pbs.org/newshour/bb/religion/july-dec04/dutchmuslims\\_11-4.htm](http://www.pbs.org/newshour/bb/religion/july-dec04/dutchmuslims_11-4.htm)

“Dutch Virtue of Tolerance Under Strain,” New York Times

[http://www.nytimes.com/2005/10/16/world/europe/16iht-islam1.html?\\_r=1](http://www.nytimes.com/2005/10/16/world/europe/16iht-islam1.html?_r=1)

European Year of Intercultural Dialogue EU site on diversity

<http://www.interculturaldialogue2008.eu/>

Netherlands National Site for European Year of Intercultural Dialogue

<http://www.interculturaldialogue2008.eu/1027.0.html>

### **Dutch tourist site for Amsterdam**

<http://www.holland.com/global/destinations/amsterdam/>

### **Environment—polder land**

Droogmakerij de Beemster (Beemster Polder) UNESCO World Heritage Site

<http://whc.unesco.org/en/list/899>

Defense Line of Amsterdam

<http://whc.unesco.org/en/list/759>

### **Rap World wide (National Geographic World Music)**

[http://worldmusic.nationalgeographic.com/view/page.basic/genre/content.genre/hip\\_hop\\_730/en\\_US](http://worldmusic.nationalgeographic.com/view/page.basic/genre/content.genre/hip_hop_730/en_US)