

UNIVERSITY OF UTAH SCHOOL OF MUSIC

WORLD MUSIC - MUSC 3600 (3 credit hours)

There are no pre- or co-requisites for this course.

May 10-14, M-F

8:00 AM - 5:00 PM

Canvas / Zoom

Instructor: Emily Nelson, D.M.A.

Phone: 801-649-8522 (text messages okay when absolutely necessary)

Email: Through Canvas or e.j.nelson@utah.edu

Office Hours: By appointment or via email or phone

Welcome to World Music! This course is a selective survey of the music of the indigenous and migrant populations of Africa, India, China, Southeast Asia, Indonesia, Central and South America, and North America. In this course we will examine the ways that music functions within these cultures. We will examine the music itself, the people who make it, the instruments they use, and the complex ideas, behaviors, and processes that are involved in the production of this music.

World Music 3600 has a contemporary international, transnational, and comparative focus that entails a variety of perspectives and emphasizes cross-border phenomena. You will study this subject from a number of vantage points: the music itself (its concepts, theories, and forms), the people who make it, the instruments they use, and the complex ideas, behaviors, and processes that are involved in the production of this music. You will learn the place of music in each society and how music reflects the unique cultural, economic, and political systems of that society. This course will give you the ability to communicate across language, cultural, and political borders.

LEARNING OUTCOMES: Highlighted below are the course objectives and the assignments that have been devised to help you achieve these objectives. Each assignment will also enhance your ability to think critically.

Outcome 1: You will be able to identify and explain some contemporary issues that impact the global community.

Assignment 1: Music can be a tool for someone without much political influence to broadcast a message to a wider audience. For this assignment, select and examine a song that was written during or about a conflict between two cultural groups, and which gives power and voice to a group of people or an issue that might not otherwise be heard. You can choose a song that addresses a larger global issue (e.g. war, colonialism, racism either within one community or across national/ethnic lines, religious issues, political domination or oppression, etc.) or a more individual issue (e.g. eating disorder, suicide, addiction, etc.) You will unpack the song's meaning in a 15-minute group presentation (class time will be designated for group preparation and a computer will be provided for the presentation). 5 points of your grade will be based on a peer score given by the other members of your presentation group. **See Canvas for assignment details.**

Outcome 2: You will be able to explain how global awareness will impact your frame of reference in the future.

Assignment 2 (Post-work): You will watch and review a music documentary from the list provided in Canvas (2-3 pages). If you wish to review a documentary that is not on the list, it must be approved ahead of time. **See Canvas for assignment details.**

Outcome 3: You will be able to identify and explain political, economic, social, and/or cultural connections between the United States and other communities of the world.

In-class breakout exercises, TBA

Outcome 4: You will gain a better understanding of the different functions and effects of music in your own culture and as well as others.

Assignment 4 (Pre-work): For this assignment, you will select a national anthem from a country that has been colonized by another country after 1492. Each student in our class will choose a different country and answer a series of questions detailed in Canvas. Bringing your reports to class, you will break up into large groups to compare notes and discuss your findings with each other. **See Canvas for assignment details.**

Assignment 3: You will examine your own soundscape by keeping a record of every musical event that you encounter in a 24-hour period. In a 1-2 page paper, you will report observations about the meaning of these events based on a series of questions. **See Canvas for assignment details.**

*All written assignments must be turned in through the Canvas “Assignment” site. *Turn-it-in* is enabled for all papers. **No late work will be accepted for this course.**

Required Materials: Soundscapes: Exploring Music in a Changing World, 3rd Ed. by Kay Kaufman Shelemay (W.W. Norton & Co., 2015). Music recordings that accompany text. Available through inclusive access.

Both textbook and musical recordings are available at the McKay Music Library in Gardner Hall at the Salt Lake campus. Music for the class is available for streaming on each computer in the music library, and through your home computer through this link:

<https://streaming.finearts.utah.edu/mckaylibrary/>

Grades are broken down as follows:

Syllabus quiz	6 points
Attendance and class participation	75 points (15 points/day)
Lecture quizzes (15 at 5 points each, lowest 2 scores dropped)	65 points
Lecture comments/questions (15 at 2 points each)	30 points
Music in Conflict Presentation	25 points total
National Anthems Assignment (pre-work)	20 points total
Documentary Review (post-work)	20 points
End-of-Day Quiz 1	10 points
End-of-Day Quiz 2	20 points
End-of-Day Quiz 3	30 points
End-of-Day Quiz 4	40 points
End-of-Day Quiz 5	50 points
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Total points possible	391 points

Grading Scale:

A 93-100 C+ 77-79 D- 60-62
A- 90-92 C 73-76 E < 60
B+ 87-89 C- 70-72
B 83-86 D+ 67-69
B- 80-82 D 63-66

Class structure (as of 3/22/2021, subject to change)

Lectures:

- Pre-lecture in Zoom. I will introduce the topic and we'll engage in some warm-up learning (i.e. the whole class will spitball what we already know or want to learn about the subject, practice quizzes, icebreakers)
- The class will break up to watch a prerecorded lecture on Canvas, write a comment or question about the lecture, and take a short quiz and a short break. Lecture quizzes will be 5 points and your lowest two scores will be dropped. You may complete the quiz as you watch the lecture (i.e. have both windows open at the same time). Lecture quizzes must be completed within the given window of time.
- We will return to the Zoom meeting for a structured group discussion; I will often use breakout rooms first, followed by plenary discussion.

Group presentations:

On days 1 and 2, you will have extra time in the afternoons to work on your group presentations (Assignment 1, described above). I will put you in random groups using the breakout rooms in Zoom. I will check in and work with each group to help you formulate and develop your presentations.

End-of-day quizzes:

At the end of each day, you will take a quiz to help you shore up cumulative knowledge. As the days progress, quizzes will be worth progressively more points.

All quizzes will be open-note / open-book. Any material covered in class may appear on quizzes. Material from the book that is not covered in class will not appear on quizzes.

I will leave lectures open once we watch them, so you can go back and review if you want to. End-of-day quizzes must be completed by 7:00 PM each day so that I have time to grade short answer questions.

Attendance and conduct

Your attendance is required. If you miss any portion of a session, you must obtain class notes from another student. I will be happy to discuss the material that you missed during the free study hour, but I do not have notes for lecture material. I will post an outline to go with each lecture; I strongly recommend that you use these to support your note-taking.

We will have an hour for lunch at noon each day. We will also take short breaks about every hour. Please come to class rested and prepared to keep yourself hydrated, fed, and attentive throughout the day.

Zoom Etiquette for this class

- Please keep your camera turned on. If you're in a situation where you feel you can't, please talk to me ahead of time.
- Find a quiet space. Ask housemates not to disturb you while you are in class.
- Be on time. Let me know if you will be late.
- If you need to step away from your computer for a minute, please let me know in the chat.
- Please give your focus to class. Our Zoom time is strategically limited in order to maximize efficient time use. Your full commitment will make these sessions vibrant and interesting! Please don't play on your phone or shop for shoes while we're digging into these fascinating and important subjects ☺

Extra Credit Option

You may complete a 1-Day Music Journal for 10 possible extra credit points. **See Canvas for details.**

Pre-work:

- Please read and take notes on the Introduction and Chapter 1 in *Soundscape*s prior to the first class.
- Select a national anthem in the shared document in Canvas and complete the national anthem project. We will share these and have a structured group discussion on them on the last day of class.

Post-work

- Complete the Music Documentary Review and submit it in Canvas by the end of June 4.

Calendar:

Note: I will try to stay on this schedule as much as possible, but adjustments may be necessary.

Week/Date	Content	Reading and listening (Chapters and track numbers indicated from <i>Soundscapes</i>)	Assignment due (outside of class time)
Day 1: Intro, Music & Unified Experience	<ul style="list-style-type: none"> • Introduction and Overview • Elements of Music • Indonesian Gamelan • Music of West Africa • Work on presentations • End-of-day quiz 1 	<p>From <i>Soundscapes</i>: Introduction Chapter 1 Chapter 2: Accra, Ghana Listen to examples mentioned by the textbook as you read</p> <p>From Canvas: <i>Music in Bali</i> (about 13 short pages)</p> <p>Listen: “Kembang Adnyani” “Kpanlogo,” “Agbadza”</p>	Syllabus quiz
Day 2: Music & Physical/Emotional Experience	<ul style="list-style-type: none"> • Raga Parts 1 and 2 • Flamenco • Work on presentations • End-of-day quiz 2 	<p>From <i>Soundscapes</i>: Chapter 2: Mumbai, India Chapter 3: South Indian Raga Nilambari</p> <p>Listen: “Araro ariraro,” “Amba Nilambari”</p> <p>From Canvas: <i>The Power of Music</i> (about 13 short pages)</p>	<p>2 readings (prep for discussion): <i>The Power of Music</i> (about 13 short pages)</p> <p><i>Discovering Indian Music</i> (about 9 short pages)</p>

		<p><i>Discovering Indian Music</i> (about 9 short pages)</p> <p>Listen: “Raga Mishra Piloo,” “Shree Mahaganapatim”</p>	
Day 3: Music, Message, & Protest	<ul style="list-style-type: none"> • Reggae • Capoeira • Corrido • Presentations • End-of-day quiz 3 	<p>From <i>Soundscapes</i>:</p> <p>Chapter 9: Reggae Chapter 7: Capoeira Chapter 5: The Corrido</p> <p>Listen: “Get Up, Stand Up,” “Rei zumbi dos palmares,” “Gregorio Cortez”</p> <p>Listen: “Silver Dollar,” “War,” “Roots of Dub,” “Mojado”</p>	
Day 4: Music, Marketing, and Consumer Culture	<ul style="list-style-type: none"> • Hawaii • Hip Hop and Rap Parts 1 and 2 • Presentations • End-of-day quiz 4 	<p>From <i>Soundscapes</i>:</p> <p>Chapter 6: Hawaiian Sound</p> <p>Listen: “Samoan Moon”</p> <p>From Canvas: Excerpt: <i>Black Noise</i> (12 short pages)</p> <p>Listen: “Aia la o Pele,” “The Message,” “F--- tha Police,” “Alright”</p>	
Day 5: Music & Ritual	<ul style="list-style-type: none"> • Tibetan Chant • Santeria • North American Powwow • National Anthem Project 	<p>From <i>Soundscapes</i>:</p> <p>Chapter 8: Tibetan Buddhist Chant; Santería Chapter 9: The Shoshone Powwow</p>	National Anthem Project

	<ul style="list-style-type: none"> • Presentations • End-of-day quiz 5 	<p>Listen: “Melody for Mahakala,” “Chango,” “Flag Song for Desert Storm”</p> <p>From Canvas: Excerpt: <i>Bringing Down the Santo</i> (10 pages)</p> <p>Excerpt: <i>Intertribal Native American Music</i> (11 short pages)</p>	
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Non-Contract Note

Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.

ADA Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in the course can be made available in alternative format with prior notification to the Center for Disability Services.

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources, contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

Veterans Center

If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 418 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they

offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

LGBTQ Resource Center

If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Faculty and Student Rights and Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Accommodations Policy

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu. SANDY POLICE 801-799-3000
