UNIVERSITY OF UTAH SCHOOL OF MUSIC

WORLD MUSIC - MUSC 3600 - 90 (3 credit hours)

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

This is an online course.

Instructor: Cathy Clayton, D.M.A.
Office Number: 801-699-3446
Office: Rm 158 DGH
Email: Through Canvas Inbox (preferred) or c.clayton@utah.edu
Office Hours: by appointment or via phone or email, via phone is great.

Course Description: This course is a selective survey of the music of the indigenous peoples of Africa, India, China, Japan, 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. As this is an online course, you will be expected to spend at least 9 hours a week working on the material for this course. All materials can be found on Canvas, with the exception of the books required for this course. All quizzes and assignments can be done on Canvas, however, all exams must be proctored and therefore must be taken in a testing center. If you are not near campus, Uonline can set up an exam proctor near you.

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 learning outcomes and the assignments that have been devised to help you achieve these objectives. Each assignment will also enhance your ability to think critically.

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

Assignment 1: You will examine a composition written during or about a time of conflict. This can be a historical or contemporary conflict such as a war, military action, or massacre, or it may be a personal conflict.

In a two-to-three-page paper, describe the conflict, this work of music, its musical elements, the lyrics (if any), the composer, and the impact of this music on the audience during or after the conflict. Please use double-spaced format with Times New Roman 12 pt font. If you choose a work in which the lyrics are in a language other than English, please provide a translation of the text. (Please submit in Canvas as .doc, .docx, or .pdf ONLY, Thanks!)

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

Assignment 2: You will read an ethnography and write in 2-3 pages your reaction to it. Ethnographies are the field notes of world music scholars -- descriptions of their experiences living with indigenous people and recording their musical and societal traditions. (Your paper should be double-spaced and written in 12 point Times New Roman font.) You must submit this paper electronically. (Please submit in Canvas as .doc, .docx, or .pdf ONLY, Thanks!)

Learning 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.

Assignment 3: Choose a work composed or performed by someone who has migrated from their homeland to another country, or who has exposed music from their homeland to another country. You will answer three questions about this work and submit it through the discussion site on Canvas. Please try to choose a work that your classmates won’t know. Take some time to find a work that is not as well known.

Learning Outcome 4: You will be able to use a comparative framework to demonstrate an understanding of local, national, and disciplinary issues in an international or global context.

Assignment 4: In a discussion posting, you will compare the texts of children’s songs from two different cultures. Children’s songs are very often employed to teach religion or political viewpoints. The songs will often be about the same religious or political issues, and the comparison will provide you with insights into these two cultures’ varying positions.

Learning Outcome 5: You will experience a live acoustic performance of world music and describe in musical terms your reaction to it.
Assignment 5: You will attend a world music concert during the semester and write a one-to-two-page concert report describing three of the songs that you heard at that concert. Please include the date, time, and location of the concert. Describe (1 paragraph each) three of the songs that you heard at the concert. Include a description of the instruments used, their organology, the performer or group and the culture represented, and the musical aspects of the concert including dynamics, tempos, textures (homophony, monophony, polyphony, heterophony, etc.) for each piece. Finally, in 1 paragraph, tell me what you thought of the concert overall. (15 points)

*All assignments must be turned in through the Canvas “Assignment” site. Turn-it-in is enabled for all papers. Discussion questions are posted under the “Discussion” link in Canvas.


You will also need to purchase a musical ethnography from the list provided on in Canvas under “Files”. I recommend going to Amazon.com or other used book sites as sources for this book. Please order your book right away in order to give yourself enough time to get it, and read it, for the review.

Grading:

Grades are broken down as follows:

- Chapter Quizzes and Course Quiz 120 points
- Concert Report 15 points
- Video Quizzes 50 points
- Discussion participation 30 points
- Ethnography Topic Notification 5 points
- Term Paper Music in Conflict 25 points
- Midterm Exam 1 100 points
- Midterm Exam 2 100 points
- Final Exam 100 points
Total Points Possible: 570 points

Grading Scale: % out of 570

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

Calendar: Please see Canvas for Unit Due Dates (Scroll to bottom of this page)

Module 1

Please Introduce yourself to the class (5 points)
(Post this on a discussion posting.)

Read Soundscapes Introduction and Chapter 1

The Throat Singers of Tuva

Complete Ethnography Topic

Notification Assign.

Watch Video Clip (Behind the Scenes)

Listen: CD1 Tr 1-18

Complete Chapter 1 Quiz and Video Quiz

Module 2

Watch Music of Accra, Ghana (Video clip)
Watch Music of Mumbai, India (Video clips)

Read Soundscapes Chap. 2

Listen: CD 1 Tr. 19-35

Complete Chapter 2 Quiz and Video Quiz

Review Children’s Songs at www.mamalisa.com

Post answer to Discussion #1

Module 3

Read Soundscapes Chap. 3

Traditional Music of Scotland

Soundscapes Chap. 3 cont.

On Reserve: Read and Discuss Trever-Roper’s “The Invention of Tradition”

Traditional music of Scotland (click on "Files")

Music of Mexico, The Mariachi

Listen: Tracks 36-39 on CD 1 and Tr. 1-3 on CD2

Complete Chapter 3 Quiz and Video Quiz

**Complete Discussion #2**: Reaction to “The Invention of Tradition”

**Midterm Exam 1** (Must be taken in a Testing Center) Be sure you have registered for a time by setting up an account in SmarterProctor. Please click on SmarterProctor on the left side of this screen.

Module 4
Read Soundscapes Chapter 4

Music of the Chinese Migration

Music of Arab Migration from the Middle East

Online Reading: Brinner “Beyond Israelis vs. Palastinians...Social Ramifications of Musical Interaction.

http://www.muspe.unibo.it/period/ma/index/number8/brinner/brin_0.htm

Read Music of African Forced Migration

Read Music of Vietnamese Migration

Listen: Tracks 4-13 on CD 2

Complete Chapter 4 Quiz and Video Quiz

Complete Discussion Posting 3

Module 5

Read Soundscapes Chapter 5

The Corrido

The Jazz Funeral

Music of New Orleans

The Syrian Jewish Pizmon

Listen: CD 2 Tr. 14-19

Complete Chapter 5 Quiz

Module 6

Read Soundscapes Chap. 6

The Hawaiian Sound and the Tourist Industry
The Balinese Gamelan

The Silk Road

Listen: CD 2 Tr 20-2

Complete Chapter 6 Quiz and Video Quiz

Conflict Paper Due

Midterm Exam 2  Be sure to register for a time using Smarter Proctor

Module 7

Read Soundscapes Chap 7

Music of Dance Trajectories

Listen: Track 25 on CD 2 and 1-5 on CD3

Complete Chapter 7 Quiz  and Video Quiz

(You may skip Chapter 8)

Module 8

South African National Anthem

Music of Pan-Tribal Alliances

The North American Pow Wow

Read Soundscapes Chap. 9

Listen: CD 3 Tr. 11-16

American Indian music

Visit Museum of American Indian Website
Http://www.nmai.si.edu/

Complete Chapter 9 Quiz and Video Quiz

Complete Discussion # 4

Ethnography Review Due Nov. 19

Module 9     Read Soundscapes Chapter 10

Music of Japanese Karaoke, Zydeco

Music of Louisiana

Take Chapter 10 Quiz and Video Quiz

December 11-15 Final Exam Please sign up for an exam time through "Schedule Exams"

____________________________________________________

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.” (www.hr.utah.edu/oeo/ada/guide/faculty/).

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.

**Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**ASUU Tutoring Center**

The ASUU Tutoring Center provides individual tutoring ($7 per hour) and group tutoring sessions ($4 per hour) for currently enrolled University of Utah students. Students can receive assistance for a wide range of subjects at a reasonable rate, thanks to the Associated Students of the University of Utah who help defray the cost of tutoring. Tutoring is very flexible. Depending on the availability of the tutor you select, appointments may be set for any time including evenings and weekends, and always at a location that is convenient for the tutor and student. For additional information call 801-581-5153 or visit the ASUU Tutoring Center in Rm. 330 SSB. [http://tutoringcenter.utah.edu](http://tutoringcenter.utah.edu).

**Learners of English as an Additional/Second Language** (suggested)

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/](http://linguistics.utah.edu/esl-program/)); the Writing Center ([http://writingcenter.utah.edu/](http://writingcenter.utah.edu/)); the Writing Program ([http://writing-program.utah.edu/](http://writing-program.utah.edu/)); the English Language Institute ([http://continue.utah.edu/eli/](http://continue.utah.edu/eli/)). Please let me know if there is any additional support you would like to discuss for this class.

**Office of Equity and Diversity** (suggested)

The University of Utah is deeply committed to enhancing the success of diverse faculty, students,
and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and Diversity is proud to lead the University’s efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. http://diversity.utah.edu, 801-581-7569.