

**MUS1111 Syllabus:
Music Cultures of the World
FALL 2011
MWF 11:00-11:50am
LON201**

Instructor: Danielle Adomaitis
Email: da10k@fsu.edu
Office: LON411
Office Hours: MW 9:00-11:00
or by appointment
TA: Brunette Nettl
Email: bn37b@fsu.edu
(same office hrs/location)



COURSE DESCRIPTION

This course is a survey of traditional and popular musics from many regions of our planet. The course operates under the premise that music is a cultural phenomenon, so we examine the topic from an anthropological point of view that is **split into concept units**. We will cover, at some level, all seven continents (yes, even Antarctica). We will discover music as an aspect of human culture and examine it in its broad historical, cultural, and social contexts. This course is directed to any FSU student with or without a musical background. Delivery of course material will be a combination of lectures, readings, discussions, in-class assignments, guest-lectures/presentations, and both in- and out-of-class readings.

Disclaimer: It is impossible to cover all of the music of the world in one semester. Every effort has been made to include musics that represent a cross-section of the world and a variety of musical styles.

COURSE OBJECTIVES

During this course we will:

- Learn why music is not a universal language
- Learn to actively listen
- Understand how music interacts with culture and society
- Appreciate the diversity of musical expressions on our planet
- Learn how to compose a research paper

REQUIRED MATERIALS

Textbook (you do not need the accompanying CD's):
Bakan, Michael. *Traditions and Transformations*. McGraw Hill: 2011.

30 index cards (3x5) for attendance

Assigned supplemental reading material (will be posted to Blackboard)

STUDENT RESPONSIBILITIES

Attendance and Participation

To achieve the goals of this course successfully, a high rate of attendance is necessary. Attendance will be recorded daily. If you miss a class, YOU ARE RESPONSIBLE for making up missed work. Some absences may be excused (death in the family, illness, hospitalization, official FSU trip, etc.) at the discretion of the instructor if notified at least 24 hours in advance and backed up with documentation (i.e. a note from a doctor or coach). It is entirely possible to attend a class session without being “present”. With that said, your attendance score will go up a few points with apt participation at my discretion.

Late Work & Missed Exams

In general, I accept no late work nor do I excuse missed exams unless there are extenuating circumstances (death, illness, hospitalization, jury duty, etc) and documentation must be furnished.

Extra Credit

Students may earn a maximum of 35 extra credit points for the course. As an opportunity for extra credit in the course, students wishing to earn extra points may present an individual in-class performance and/or presentation relevant to our course material (25 pts). These performances/presentations must be relevant to current or future topics only. Other extra credit opportunities may be available throughout the semester.

ASSIGNMENTS & EXAMS

ALL written work must be formatted as such: double-spaced, 12-pt Times New Roman font, black ink. Header MUST include your name, the course name and section, the FULL assignment title (i.e. Unit Summary 4), the date, and a word count.

Exams (350 pts): There will be three exams for this course. The first two are worth 75 pts each, and the final exam is worth 200 points, for a total of 350 exam points. The final exam will be cumulative. All exams will include listening, lecture, and textual material. See the dates for these exams in the course calendar below.

Reading Quizzes (100 pts): Short reading quizzes (for an assorted number of points) will be given at random to ensure that you keep up with the reading. These quizzes will account for 10% of your final grade.

Blog Project (8x25 pts each: 200 points): Throughout the semester, please check our Edublog-hosted class blog for discussion prompts and updates. You will be required to make 8 blog posts that respond to my prompts; however there will be significantly more

than 8 prompts. Therefore, if one prompt doesn't interest you, wait for the next one. You will have until the next one is posted to respond to each – usually two days, so if you see one you like, do it quickly. Halfway through the semester, you should have at least four posts. Each post should be between 250-500 words (strict), and they can be as creative as you want. Include photos, videos, or links – however they must be class-appropriate. Your posts must be grammatically correct and formally written – that is, no colloquial or passive language should be used (however there are some prompts that will require you to be subjective). **The only blog response that is not optional:** Musical Ethnography (see calendar). You are encouraged to respond to others' posts as well.

To create a free edublog.org account:

1. Go to www.edublog.org
2. Sign up for a **free basic** account. Important: Your username **MUST** be formatted as follows: FirstnameLastname (DanielleAdomaitis). Your email address **MUST** be your FSU email address. During the sign-up process, click “**student**” under blog type.
3. Our blog URL: <http://worldmusicfsu.edublogs.org>
4. Once you've signed up for an account, explore the blog site until you are familiar with its contents. Edublogs.org has excellent tutorials if you need any help. As a last resort, email me any questions.
5. My username: worldmusicfsu (should you need to search for it). Privacy: Our class blog is private, and only users may see it.

Music Fundamentals Quiz (25 points): During the second week of the semester, we will have a short quiz that covers music fundamentals. This is to ensure that you've grasped the basic elements of music that will allow us to continue successfully with the planned course materials.

Group Research Paper (175 points): This research paper will be worked on cumulatively throughout the semester both individually and with a small group according to your major. Your chosen theme must relate world music to your career interests, so you will be working with other students who share your interests and resources. Although you will be passing in individual research papers, you will be giving short (5 minute) presentations on your group theme toward the end of the semester. Although the papers are individual, they must relate to the theme, and to each other within the group. This will help you explore your own interests more fully.

I will walk you through the entire process of creating a short research paper so that you will be equipped with the necessary skills to write well in your other classes. Throughout the semester, you will be submitting sections of your paper to me (individually). I will return them with comments, and on the day of your presentation, you will turn in the final draft of your paper in a packet with your group. Sections will include a group and individual topic proposal (25 points), an annotated bibliography of 3-5 academic sources (25 points), a 1-pg outline (25 points), an optional draft (0 points), and your final submission (100 points). The draft is your chance to get feedback from me prior to your final submission. I strongly suggest you take the option.

*Please note that Wikipedia is not an acceptable source for these research papers.

EVALUATION/GRADING

Your grade for the course will be based on a point system as follows:

930-1000	A	730-769	C
900-929	A-	700-729	C-
870-899	B+	670-699	D+
830-869	B	630-669	D
800-829	B-	600-629	D-
770-799	C+	Below 599	F

Attendance cards:	150 points	(5 pts per day)
Reading Quizzes:	100 pts	
Exams:	350 points	
Blog Project:	200 points	
Music Fundamentals Quiz:	25 points	
Group Research Paper:	175 points	

COURSE CALENDAR

****Note that Assigned readings should be done before class. All of the unit concepts (in blue) will be discussed throughout the semester, but highlighted on certain class days as noted below.**

Week	Monday	Wednesday	Friday
1 8/23- 8/27	Syllabus overview, syllabus contract, entrance worksheet	How Music Works: <i>5 propositions, music and culture, people, use</i> Readings: Bakan Ch. 1-2.	How Music Works: <i>Rhythm, Pitch, musical transmission</i> Readings: Ch. 3-4.
2 8/30-9/3	How Music Works: <i>Dynamics, Texture, Timbre, Form, authenticity</i> Reading: Bakan Ch. 5-6	SOCIAL CHANGE America: Folk Roots, Pop Music Fundamentals Quiz on Bakan Ch. 1-6.	Native America Guest Lecture: Stephanie Thorne Reading: Ferris Ch 1: North American Indian Music
3 9/6-9/10	LABOR DAY/NO CLASS	HYBRIDITY America: New Orleans Topic Proposals Due	UK: English Folk Music, Irish Folk Reading: Bakan Ch. 9
4 9/13- 9/17	COMMODITY Europe: West, Central, Northern, Balkans Guest Lecture: Plamena Kourtova Reading: Nettl: Ch. 8 (The Musical Culture of Europe, Bohlman)	Europe wrap-up: West, Central, Northern, Balkans. Russia. <i>Group exam-question brainstorming</i>	Music of the Arctic: Antarctica & Greenland
5 9/20- 9/24	EXAM I	Latin America Guest Lecture: Brian Martinez Reading: Bakan Ch. 11	Music of the Caribbean Annotated Bibliography Due
6 9/27-	South America: Indigenous Reading: Titon Ch. 8 Latin America, Chile, Bolivia,	South America: Popular	RELIGION India: North Reading: Bakan Ch. 8

10/1	Ecuador, Peru		
7 10/4- 10/8	India: Carnatic	MUSIC AND FILM India: Bollywood	IDENTITY Tibet: Sacred & Secular, Pop 1-pg Outline Due
8 10/11- 10/15	Indonesia: Balinese Gamelan Guest Lecture: Elizabeth Clendinning Reading: Bakan Ch. 7	GENDER Indonesia: Bali & Java <i>Kecak activity</i>	HEALING Guest Lecture: Elyse Marrero
9 10/18- 10/22	CENSORSHIP Middle East Reading: Bakan Ch. 12	Middle East	Middle East <i>Group exam-question brainstorming</i>
10 10/25- 10/29	WARFARE North Africa	EXAM 2	Sub-Saharan Africa Guest Lecture: Matt DelCiampo Reading: Bakan Ch. 10
11 11/1- 11/5	Sub-Saharan Africa	Sub-Saharan Africa	China Guest Lecture: Sarah Strothers Reading: Bakan Ch. 13
12 11/8- 11/12	China: Through the Lens of the Zheng	Japan Reading: Titon Ch. 5 East Asia/Japan	Southeast Asia
13 11/15- 11/19	Southeast Asia	Oceania: Pacific Islands	AUTHENTICITY Oceania: Australia (Indigenous & Folk)
14 11/22- 11/26	Documenting Your World of Music Reading: Titon Ch 9 Discovering and Documenting a World of Music	Putting it All Together: Music Concepts Recap Wade Ch. 6: Thinking About Issues <i>Group exam-question brainstorming</i>	Thanksgiving Break: No Class
15 11/29- 12/3	Weeks 1 & 2 Recap Blog Post Due: Music Ethnography *Exit worksheet: Are there things we missed that you wanted to cover?	Weeks 1 & 2 Recap Final Class Presentations	Final Exam Review
16 12/6- 12/10			Final Exam: 3-5pm, LON201

COPYRIGHT STATEMENT

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

FLORIDA STATE ACADEMIC HONOR POLICY

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving

alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor policy and for living up to their pledge to “be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University” (Academic Honor Policy).

Students are required to observe the University's Academic Honor Code, as it is published in the Bulletin and the Student Handbook. The essence of this code is that you must never represent another person's work as if it is your own, whether the source is a published book, the Internet, or the person sitting next to you in an exam. I have zero tolerance for plagiarism and other forms of cheating, and will always take the maximum disciplinary action provided by University policies if any such case should occur. Plagiarism and cheating are serious academic offenses that may result in you receiving an F for the course or being expelled from the university. If you are caught cheating, the proper academic dishonesty proceedings will be initiated immediately.

AMERICANS WITH DISABILITIES ACT

Students with disabilities needing academic accommodation should (1) Register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the Student Disability Center:

97 Woodward Avenue, South
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850)644-9566 (voice)
(850)644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu>

SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.



Teacher Supplement:

Entrance Worksheet: I would use this worksheet as attendance on the first day and ask them to list their expectations for the class and tell biographical information about themselves such as name, age, year at FSU, major, career goals, favorite music, what other classes they're taking (i.e. if there's 50 people taking a physics course, I can then know to incorporate some acoustics), and whether they're a musician (what do they play & would they be willing to perform for the class).

Exit Worksheet: Supplemental to the evaluation spot forms, I would ask them what they learned, which lectures (if any) they enjoyed, and what they would have liked to have spent more time on (or at all).

Exam question brainstorming (on calendar): In class (about 15 minutes), in small groups students will discuss potential questions for their own exams a week before the test and I'll choose the questions from them.

Sample Blog Prompts:

- Pick one musician relative to the region we're discussing and do a brief bio sketch. Include photos/videos from youtube if applicable. If someone's already picked a particular musician, do not use this person for your post.
- How does our course material so far relate to your life?
- Culturally Specific Questions: Does the
- Is music a universal language? Why or why not?
- Globally, can music effect politics?
- **(Mandatory Post)** Musical Ethnography: Following the guide in Titon Ch. 9 over Thanksgiving break. They must post their ethnographies and any recordings/photos from their "fieldwork".
- Sound Awareness: Take stock in the sounds of your immediate environment while you sit at your computer. Do any of those sounds have musical qualities? Do the sounds collide? Which are predictable and familiar? Which aren't?
- Challenge yourself to learn any 3-4 minutes song you don't know by ear (either vocally or on an instrument). Describe the strategies undertaken in doing so. How long did it take? Was it hard or easy?
- How would you define music? Make your argument here.
- In what ways can music help others become environmentally conscious?
- What have you grown up listening to? Has it changed over time?
- What is your most unforgettable musical memory?
- Attentive Listening Experience: I post a youtube video of a song, and they respond to it.

