MUSIC 390: MUSIC, HEALTH, AND HEALING
University of Waterloo
Conrad Grebel University College
Department of Music
Fall Term 2017

Prof. Maisie Sum
Class Time: MW 10:00–11:20 AM
Location: CGUC Rm 1208

Office Hours: M12–1 PM and W1:30–2:30 PM (or by appointment)
Office Location: CGUC Rm 1102
Phone: 519-885-0220 x24219
Email: msum@uwaterloo.ca

Course Description
From everyday listening to clinical music therapy, singing in the shower to playing at Carnegie Hall, music in hospitals to music in prisons, whether you listen, play, or sing, alone or in a group, in informal or formal settings, music engagement can benefit your health in multiple ways.

What is so special about music? How does it do what it does? How is it being used? What role does it play in public health?

This seminar examines scholarship devoted to music in health and healing in contexts worldwide, particularly with regard to community music and public health, therapy and health promotion, educational contexts, and every day uses. Students gain firsthand experience through musical engagement in the form of hands-on workshops, listening activities, and through guest lectures, and direct interaction with scholars, musicians, therapists, and practitioners.

Prerequisite: Level 3A or departmental consent

Summary of what the course will offer
- A broad and cross-cultural perspective of music, health and healing
- A sense of how music can affect our health
- Exposure to music you have never heard, and some that you have
- Opportunities to participate in a respectful, thoughtful exchange of ideas with peers
- Interaction with expert musicians, scholars, practitioners who create and use music in contexts of health and healing
- Hands-on experience creating and making music including playing Balinese gamelan music on the Department of Music’s instruments
Throughout the term, you are expected to:

- Understand concepts and terms discussed in readings and during class.
- Prepare for lectures—do readings, watch videos, and/or listen to music
- Participate actively in workshops, presentations, and other activities
- Read assigned texts and participate in class discussions in a respectful way.
- Come to all lectures on time, be focused, and take good notes.

By the end of the course, you will be able to:

- Explain and identify (using music examples) the multiple ways in which music is used for the purposes of health and healing worldwide
- Compare ways in which music is applied towards health and healing, assess similarities and differences, and identify respective benefits
- Reflect on, critique, test ways in which music contributes to health and healing
- reflect on the impact of music on HH and associated challenges from the experiences that you underwent and observations that you made throughout the course and your own uses, if any, of music, and consider ways in which music can be better integrated in society to benefit the public
- Discuss the potential impact of music on the health of individuals, groups, and the greater society and associated challenges drawn from scientific and humanistic research and from your own experiences and observations throughout the course, and imagine ways in which music can be better integrated in society to benefit the general public

Course Work

1. Two Group Presentations (7.5% + 7.5% = 15%)

   There are four classes designated for group presentations. In each session, a group presents only one of the assigned readings of the week, supplemented by an additional source, and a musical example (i.e., audio or audio-visual). Each group is given twenty minutes and can select one of the presentation formats: a) a slide presentation, b) a visualization of the key ideas in a poster, given on a handout, or drawn on the blackboard, or c) a discussion format (with no visuals). All formats must include the objective and summary (main points) of the reading, an elaboration of its main points, its conclusions, and questions that arose from the reading. Presentations are followed by a 10- to 20-minute discussion initiated by a student from another groups. You will be assigned groups in the second class. Group Presentations scheduled in Weeks 4, 7, 8, and 9.

2. Lead/Initiate Discussion (5%)

   While all students are expected to participate in discussions and do all the assigned readings, each student will have the opportunity to initiate and lead the discussion for a given class. The discussion leader (DL) comes up with five “big” questions on key concepts in the readings and answers two of these questions or writes a commentary on why they think these are the core issues in the readings. This preparatory exercise is submitted to Dropbox by the DL twenty-four hours before class. See Course Calendar for the specific date you are a discussion leader. Selected/assigned in the second class. Lead/Initiate Discussion between Weeks 3 to 10 (inclusive).
3. **Journal of Intellectual Reflections (25%)**

Human experience is an important component of this course. Following guest lectures, field trips, workshops, videos, and presentations, you shall be given class time to reflect on your experiences and make connections to assigned readings. For the most part, you shall be given class time to write down your intellectual reflections (IR)—for example, of your experience playing/learning/listening, your thoughts about the music, process, its application, purpose, effectiveness, etc. Collect your IR in a duo-tang throughout the term. Your final reflection is based on reviewing your previous IR and reflecting on these writings and your experiences, questions, thoughts, interactions, reactions, and so on throughout the study of music, health and healing. All in-class reflections are 250–350 words (approx. 1 to 2 handwritten pages, double spaced), submitted at the end of class, and worth a total of 15%. The final reflection is approx. 850 words (use a word processor, 12-pt TNR, and double-space), due on Dec. 4, and worth 10%. See the Course Calendar for specific dates in which IRs are written and submitted. Submit completed journal (in duo-tang) on **Monday, December 4**.

4. **Final Project – proposal + presentation + paper (50%)**

The Final Project consists of an abstract, presentation, and final paper. The project may take one of the forms below (detailed in the “Final Project Guide”):

- **ONE**: a text-based investigation,
- **TWO**: an ethnographic account,
- **THREE**: exploratory or empirical research, or
- **FOUR**: a creative exploration,

selected from a topic that inspires your curiosity from the following categories:

- a) An individual (e.g., musician, therapist, healthcare worker, practitioner) or an organization who/that creates or uses music for the health and healing
- b) The use of music for health and healing in a culture that is unfamiliar to you
- c) The use of music for health and healing in the “West”
- d) Participation in a music, health, and healing activity/event (as facilitator, co-facilitator, or participant)

**Proposal (15%)**

Includes an abstract, an outline of the project, and a bibliography. The 350-word abstract consists of a thoughtfully developed statement identifying the subject and focus of your project, guiding question(s), the general shape/direction the project is likely to take, connection with course material/topics, and knowledge of previous studies. The outline (1 to 2 pages) serves as a map and should make use of multi-level lists to illustrate main sections, sub-sections, and the subject of paragraphs. You may choose to use sentences or point form as long as your phrases are clear and complete. Provide sources in bibliography (and discography) and include a one-paragraph description of selected sources indicating how they relate to your project topic. More details will be provided in class. Due at the beginning of class **Wednesday, October 25**.

**Presentation (10%)**

The Presentation invites you to share your project with the class and to engage in discussions. During the preparation process, reflect on how the assigned readings, AV material, class
discussions, and your independent investigation and/or observations have informed your own understanding of the relationship between music, health, and healing. Additional information will be provided in class and in the “Final Project Guide”. In-class presentations scheduled on **November 20, 22, 27, and 29**.

**Paper (25%)**
Guidelines vary depending on selected form and will be discussed in class and detailed in the “Final Project Guide”. Submit to Dropbox by **Monday, December 11** (closes at 11:59PM)

**5. Participation & Attitude (5%)**
You are assessed throughout the term on your overall engagement with the course, which includes discussions and questions in and outside of class, listening activities, interaction with guests and classmates, responses to assigned materials, participation in hands-on music-making activities*, and attitude. Regular class attendance is important, expected and factored into the grade (one absence will be excused without penalty or a medical note). In addition to attendance, your attention is key to understanding and engaging with the material, and doing well in the course.

*N.B. You are assessed on your effort and attitude.

### Summary of Due Dates and Assessment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>Group Presentation (2)</strong></td>
<td>15%</td>
<td>Weeks 4, 7, 8, 9</td>
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<tr>
<td><strong>Lead Discussion</strong></td>
<td>5%</td>
<td>Weeks 3–10, sign up</td>
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<tr>
<td><strong>Journal of Intellectual Reflections (IR)</strong></td>
<td>25%</td>
<td>See Calendar for IR dates throughout the term</td>
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<td>* final reflection – due Dec 4</td>
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<tr>
<td><strong>Final Project</strong></td>
<td>50%</td>
<td></td>
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<tr>
<td>– Proposal (15%)</td>
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<td>Week 7</td>
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<tr>
<td>– Presentation (10%)</td>
<td></td>
<td>Weeks 11, 12</td>
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<tr>
<td>– Essay (25%)</td>
<td></td>
<td>One-week after term ends (Dec. 11)</td>
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<tr>
<td><strong>Participation &amp; Attitude</strong></td>
<td>5%</td>
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**Course Materials**

**Required Text:**


*N.B. The required text is on reserve in the Conrad Grebel Milton Good Library on the 3rd floor of Grebel and available for purchase at the UWaterloo Campus Bookstore.*

See the Course Calendar for weekly reading assignments.

Supplementary readings and music examples may be available as electronic resources uploaded to the course site on LEARN (link to **Course e-Reserves** and uploaded under **Course Content/Supplementary Readings** tab), available via web links, or located in the library.
**Extras — Lunches:** Beginning September 25 I will reserve each Monday from 11:30–12:00PM for lunch in the Grebel dining hall with anyone in class who wants to come, chat, and get to know one another better. It is challenging to have conversational interaction in class and I would like to. Bring your lunch or buy it in the dining hall. For the day’s lunch menu, go to [https://uwaterloo.ca/grebel/current-students/general-information/kitchen/weekly-menu](https://uwaterloo.ca/grebel/current-students/general-information/kitchen/weekly-menu)

**Asking for help:** You are encouraged to ask questions and discuss any concerns you may have about the course. If you email for help, you will get a prompt answer if your question is pertinent. If the answer to your question was covered in class or is elsewhere available, your message might not receive attention. So be sure to check in advance. Mainly, I would prefer to speak to you in person. Please take advantage of the office hours listed on the first page of the syllabus, or make an appointment if the office hours conflict with your course schedule. I am always happy to talk and eager to get to know you.

**Playing music through the year:** The UWaterloo Department of Music offers three World Music Ensembles in Balinese music—two large gamelan ensembles (*semara dana*) and a Balinese chamber percussion ensemble (*gender wayang*)—which are open to ALL students, whether you have studied music before or not. Why not take one of these? It provides a wonderful kind of learning you may not have experienced. In addition, you will have the opportunity to study with I Dewa Made Suparta, Grebel’s artist-in-residence from Bali, Indonesia—a founding member of *Gamelan Çudamani*. Check out a performance recorded during one of their U.S. tours [https://www.youtube.com/watch?v=hGy1ANrWmY4](https://www.youtube.com/watch?v=hGy1ANrWmY4)

**Balinese Gamelan (Large Ensemble)**
- World Music Course 116, 117, 216, etc. (register for credit)
  Meets Tuesday and Thursday 4:00 to 5:20 PM
- Community Gamelan (extra-curricular)
  Meets Thursday 6:30 to 8:30 PM (10 sessions, begins September 21)

**Balinese Chamber Gamelan (2 to 4 Players)**
- Nine hours of instruction over the 12-week term (register for credit)
  Schedule coordinated between instructor and student.

The above ensemble courses normally require no work beyond going to rehearsal. You must participate in a concert at the end of the term. If you want to participate in a satisfying group music-making experience and learn about another culture and its music at the same time, this is an EXCELLENT AND RARE OPPORTUNITY.

Come to an information session to learn more about the Balinese gamelan (sign up at **Music Ensemble Auditions**). For general information about the ensemble go to **Gamelan**.

The UWaterloo Department of Music has six additional music ensembles to choose from. Acceptance to these is by audition or interview, and at the discretion of the instructor. They are University Choir, Chamber Choir, Chapel Choir, Instrumental Chamber Ensemble, Jazz Ensemble, and Orchestra. For more information go to the Dept. of Music website **Music Ensemble**.
Course Policies and the University of Waterloo

1. Attendance. Attendance is important, expected and factored into your final grade. A poor attendance record and habitual tardiness will affect your overall performance and result in a lower grade. One absence will be excused without penalty or a medical note. For exceptional cases, see Point #9 Accommodation Due to Illness.

2. Technology Policy. Attitude is important for fostering a positive learning environment. Inappropriate use of technology has been shown to have negative impacts on class attitude and attention. Unless otherwise instructed, cellphones must be safely stowed and silenced during class (airplane mode is preferable) and computers used for taking notes only. The severity of this cannot be overstated and your grade will go down if you violate these rules. Studies have shown that texting, viewing social media, surfing the net, task switching, etc., affect the learning and performance of others in the classroom. Please be considerate. For more information, see

- Facebook and texting made me do It
- Laptop Distractions in the Classroom

3. Course Work Deadlines

- Homework assignments must be submitted at the beginning of class or electronically (as instructed) by the due date indicated on the Course Calendar. Note that electronic submissions to the Dropbox on LEARN will be closed at 11:59 PM on the due date. See Point #9 Accommodation Due to Illness below for exceptional cases.
- Tests and in-class tasks must be written and submitted in class on the same date it is given as indicated on the Course Calendar. See Point #9 Accommodation Due to Illness below for exceptional cases.

4. Academic Integrity
In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWWaterloo Academic Integrity Webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity Office Webpage (http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) and https://uwaterloo.ca/arts/currentundergraduates/student-support/ethical-behavior for more information.

5. Discipline
A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.
6. Grievance
A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

7. Appeals
A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals (http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

8. Access Ability Services - Accommodation for Students with Disabilities
https://uwaterloo.ca/disability-services/
The University of Waterloo and Grebel share a commitment to support the participation and access to university programs, services, and facilities by persons with disabilities.

Note for Students with Disabilities:
Contact the Office of AccessAbility Services at 519-888-4567 ext. 35082 or visit Needles Hall 1132. Book an appointment to meet with an advisor to discuss the available services and supports. The Office for Persons with Disabilities (OPD) collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the Office at the beginning of each academic term.

9. Accommodation Due to Illness
From time to time students become ill or have ongoing medical conditions that prevent them from meeting academic obligations. The University is committed to assisting students who are ill and has established the following policy:

   Documentation: Students in on-campus courses who are ill and unable to meet assignment due dates or write a term test or final examination should seek medical treatment and provide confirmation of the illness to the instructor(s) within 48 hours. A doctor’s note or form created by the physician or clinic is acceptable. In the case of a missed test, students must submit within 48 hours medical documentation that contains the same information specified on the UW Verification of Illness Form.