Syllabus

Music 110 Music in Cultural Context

Contact Information

We are always happy to address any questions or concerns you have. You can email us, or drop in during our virtual office hours, posted below and on the calendar of our main page. Office hours are times we have committed to being available to you, so please use them!

We share the teaching of this course, so if you have a question about content, it is best to address the instructor of the content:

Unit 1: Modules 1-4

Prof. Kate Steiner, PhD
ksteiner@uwaterloo.ca

Unit 2: Modules 5-8

Prof. Maisie Sum, PhD
Virtual Office Hours (video off): Wednesday 3–4 PM on Zoom
maisie.sum@uwaterloo.ca

Announcements

We use the Announcements widget on the Course Home page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed. You are expected to read the announcements on a regular basis.

To ensure you are viewing the complete list of announcements, you may need to click Show All Announcements.

Discussions

We have provided an FAQs discussion forum. Use this forum when you have a question that may benefit the whole class. Also, check this forum to see if your question has already been answered before reaching out to your instructor.

Say hello to the class by posting in the Introduce Yourself discussion forum. All of our discussions are integrated into the "Content" section of the course. This is because discussion is central to learning in this course. We are all part of a learning community, and we can learn better together when we interact. We encourage you to regularly use audio or video recordings so that we can learn from your non-verbal cues as well.

Who and Why                  Contact Details

Technical Support
  • Technical problems with Waterloo LEARN
  learnhelp@uwaterloo.ca
  Include your full name, WatIAM user ID, student number, and course name and number.
  Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).
  LEARN Help Student Documentation

Student Resources
  • Academic advice
  • Student success
  • WatCards
  • Library services and more

Course Description and Learning Outcomes

Course Description

An intensive study of music from around the globe and throughout the ages, employing several approaches in studying how music reflects and responds to its diverse social, political, and historical contexts.

Learning Outcomes

By the end of this course, you will be able to:
- Identify major historical eras and broad categories of music's social functions
- Identify and distinguish unfamiliar sounds and specific musical features about recorded examples (e.g., instruments, key elements, ensemble type, culture of origin)
- Describe the uses, functions, and meanings of music in diverse cultures and eras and identify how these may relate to your own life
- Discuss some different methods of studying music
- Apply musical concepts and terms to music of various traditions
- Analyze connections between music, society, politics, and other cultural influences
- Listen to music thoughtfully and critically

**Grade Breakdown**

The following table represents the grade breakdown of this course.

<table>
<thead>
<tr>
<th>Activities and Assignments</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce Yourself Ungraded</td>
<td></td>
</tr>
<tr>
<td>Discussion Tasks:</td>
<td>25%</td>
</tr>
<tr>
<td>- 10% Leader Posts</td>
<td></td>
</tr>
<tr>
<td>- 15% Respondent Posts</td>
<td></td>
</tr>
<tr>
<td>Quizzes (2 at 10% each)</td>
<td>20%</td>
</tr>
<tr>
<td>Take-Home Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>(2 at 15% each)</td>
<td></td>
</tr>
<tr>
<td>Final Integrative Assignment</td>
<td>25%</td>
</tr>
<tr>
<td>- 15% Concept Map or Timeline</td>
<td></td>
</tr>
<tr>
<td>- 10% Reflective Essay</td>
<td></td>
</tr>
</tbody>
</table>

**Activities and Assignments:**

**Discussion Tasks:** These are contributions to discussion forums given for each module in the form of 1) New Threads and 2) Replies. Everyone will be a respondent for every forum and a co-leader one time per unit.

- **Respondents:** For each Module there will be between 2 to 4 forums (or sub-modules). You are expected to submit 2 posts to each forum (1 new thread, 1 reply), but are welcome to interact more frequently.
- **Leaders:** For each Module there will be 2 to 3 co-leaders. Co-leaders are expected to submit a summary post at the end of the Module work (by Thursday 11:30PM) and to post a reply to a co-leader's summary.

More information on how these are assessed is available in “Discussion Forum” under “Course Information.” You are encouraged to access the Rubrics for Leaders and Respondents for expectations.

**Quiz:** This is the first part of the end-of-unit opportunities to “Check your understanding.” Each quiz will focus on the music case studies included in the Unit, asking for identification and description of music elements in Multiple Choice Questions. Short Answer Questions may also be included.

**Take Home Assessment:** This is the second part of the end-of-unit opportunities to “Check your understanding.” For this assessment you will write one essay and create a concept map. You will have several prompts to choose from.

**Final Integrative Assignment:** For the final assessment for this course you will have the option to create a concept map or timeline that includes all the music case studies from Unit 1 and Unit 2. More information on the Final Concept Map can be found under “Activities and Assessments” in “Course Information.” See the Rubric for specific criteria.

**Your Instructors**

You have two instructors for this course. We worked together to highlight similar themes in our own Units, but we teach separately. We also work together to support and assess your final assessment for the course.

I'm Dr. Kate Steiner, a professor of music history, the director of the Church Music and Worship program, and director of the Chapel Choir. My training is in musicology, which is supposed to include all forms of scholarship about music, but in reality focuses on notated music from the Western art tradition (you'll learn more about what that means in my unit). My research is in medieval music and religion, but I also have interests in film music and American folk. I have a general American accent with a few Southern influences, although I've been in Canada for five years now. When I'm in a good mood, I communicate in recitative (operatic speech).
I'm Dr. Maisie Sum, professor of music and co-director of the Balinese Gamelan Ensemble and Grebel Community Gamelan. My training is in ethnomusicology, which is often defined as the study of music in and as culture through fieldwork. Ethnomusicological scholarship has focused primarily on non-Western music; however, the scope of the discipline has expanded in recent years to include Western music and music beyond humanly organized sound (more about this in Unit 2). My research is in the areas of Morocco and Indonesia. I am interested in music among marginalized and diaspora communities, the effects of globalization on music, performance practice, and in the significance of music in ritual practice, peace and conflict, and health and wellbeing.

Finally, I am the undergraduate advisor of music so if you ever have questions about becoming a music major, minor, or double majoring with music at the University of Waterloo, send me a quick email or drop by during my virtual office hours (indicated above).

Materials and Resources

There are no required textbooks for this course. Everything you will read, listen to, or watch is freely sourced. You will need headphones or speakers to listen to the music. Instructions for how to listen will be included within the modules.

Resources

Library COVID-19: Updates on library services and operations.

Course and Department Policies

University Policies

Purpose: for students to understand the University Policies that pertain to them being a student in the course.

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. [Check the Office of Academic Integrity for more information.]

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. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences [e.g., plagiarism, cheating] or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

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.

Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1401, 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 AccessAbility Services at the beginning of each academic term. Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative [e.g., scaffolded assignment or annotated bibliography], if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

June 15, 2009 (updated March 2018)

Coronavirus Information

Coronavirus Information for Students

This resource provides updated information on COVID-19 and guidance for accommodations due to COVID-19.

Mental Health Support

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to Campus Wellness and Counselling Services.

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. Good2Talk is a post-secondary student helpline based in Ontario, Canada that is available to all students.

Territorial Acknowledgement

“We acknowledge that we live and work on the traditional territory of the Attawandaron (Neutral), Anishinaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.”
Credits and Copyright

Copyright
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