Syllabus

MUSIC 232 - Winter 2021

Maisie Sum

Contact Information

Prof. Maisie Sum
Virtual Office Hour: Wednesday 3:00–4:00 PM on Zoom
Email: msum@uwaterloo.ca

Announcements

I 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

I have provided a FAQs discussion forum for class-wide discussions. Use the FAQs 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 Welcome and Introductions discussion forum. Discussions can be accessed from the Course Home page by clicking Connect and then Discussions on the course navigation bar.

Contact Us

<table>
<thead>
<tr>
<th>Who and Why</th>
<th>Contact Details</th>
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</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Post your course-related questions to the FAQs discussion topic*. This allows other students to benefit from your question as well. Questions of a personal nature can be directed to your instructor. Instructor: Maisie Sum <a href="mailto:msum@uwaterloo.ca">msum@uwaterloo.ca</a> Your instructor checks email and the FAQs discussion topic* frequently and will make every effort to reply to your questions within 24 hours, Monday to Friday. When emailing the instructor, please indicate the course code in the subject line and use your UWaterloo email address.</td>
</tr>
<tr>
<td>Technical Support</td>
<td><a href="mailto:learnhelp@uwaterloo.ca">learnhelp@uwaterloo.ca</a> 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</td>
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| Student Resources | Student Resources  
  - Academic advice  
  - Student success  
  - WatCards  
  - Library services and more |

Course Description and Learning Outcomes

Course Description

A survey of music studied in cross-cultural perspective with regard to its sound, performance practices, meanings, and functions from selected world traditions found in the diverse cultures of Africa, Asia, Latin America, North America, Europe, and the Middle East (from Undergraduate Studies Calendar 2020–21).
Key Learning Outcomes (KLO)

The course is designed in a way that will enable you to:

KLO 1. Identify and describe acoustical phenomena (e.g., instruments, musical elements, style) in music of the world’s cultures using basic concepts and terms.
KLO 2. Demonstrate basic sound patterns characteristic of the music traditions selected for study.
KLO 3. Apply a holistic approach to study music as a form of human expression.
KLO 4. Discuss how music relates to societal systems and social cultural processes.
KLO 5. Compare the significance and aesthetics of music in cultures worldwide, draw connections across cultures, and relate them to your own.
KLO 6. Examine the value of studying musics worldwide and the issues and challenges associated with their study.
KLO 7. Discuss the value of learning music from a musician native to the particular culture and/or on the respective instruments by reflecting on your direct experience.

Grade Components

The following table represents the grade breakdown of this course. Click on the activity or assignment for instructions and expectations. Rubrics may be accessed via the Resources tab.

<table>
<thead>
<tr>
<th>ACTIVITIES AND ASSIGNMENTS</th>
<th>KLOs</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>1–7</td>
<td>20%</td>
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<tr>
<td>• Introduce Yourself</td>
<td></td>
<td></td>
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<tr>
<td>• 10% Synchronous Sessions (weekly @ 1PM)</td>
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<tr>
<td>• 10% Discussion Forum (weekly on Wed, closes Fri)</td>
<td></td>
<td></td>
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<tr>
<td>Connections and Reflections</td>
<td>3</td>
<td>30%</td>
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<tr>
<td>• 10% Personal Musical Ethnography (F Jan 29)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 20% Critical Reflection (T April 13)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Portfolio (F March 12)*</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Knowledge and Understanding Check: Listening Quiz (Th Apr 1)</td>
<td>1, 3</td>
<td>10%</td>
</tr>
<tr>
<td>Creative Project (scaffolded)</td>
<td>3 (1,2,4,5)</td>
<td>30%</td>
</tr>
<tr>
<td>Topic &amp; Outline 10% (F Feb 26)*</td>
<td></td>
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<tr>
<td>Final Product + Script 20% (T Apr 6)</td>
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<tr>
<td>Community Building Task</td>
<td>Bonus (2 to 5%)</td>
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<tr>
<td>Sign-up by F Jan 15</td>
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<tr>
<td>Indicate Task(s) to Dropbox by F April 9</td>
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* You are granted an automatic 1-week extension for these assignments. You do not need to notify me or request permission. See the late policy (below) for extensions beyond this period.

Activities and Assignments

Note: For guidance and instructions on coursework, click on the link or go to "Activities and Assessments" (under Course Information).

Participation and Discussion

This course is centred around discussion. In an in-person class you would be asked to join class discussions because conversations about content and group activities with peers is an excellent way to learn. To create this opportunity, we will do this online through low-stakes writing assignments in Discussion Forums and during our 90-minute Synchronous Meets every Thursday. Tasks and activities comprise a combination of independent and collaborative work. More information can be found in "Activities and Assessment/Discussion Forum" under Course Information.

For communication etiquette, read the guidelines found here: Student Guidelines for Communicating in Online, Professional Contexts.

Connections and Reflections

Personal Musical Ethnography: In your first paper, you are invited to write an essay that describes and interprets your own musical life and culture(s).

Critical Reflection: This assignment invites you to critically reflect on how the materials over this term (readings, videos, podcasts, music examples, discussion forums), your independent research (for your creative project), and individual experiences have informed your understanding of the world’s musics and how to study them in a meaningful and respectful way. Your response does not require additional research; however, you are expected to draw directly from the course materials and include references. The format is normally a reflective essay, however, you have the option to create a polished video presentation (in place of a formal essay).

Knowledge and Understanding Check: Listening Quiz

A fundamental theme of this course is learning through listening to the sounds created by the world’s peoples. In doing so, we can learn to appreciate the aesthetic sensibility unique to each culture and make connections across cultures, including our own. You are encouraged to and expected to identify, understand, and to differentiate between sonic elements by first gaining an understanding of the elements of music, and second by listening deeply to the music assigned for each case study.
This course requires you to listen frequently to the assigned recordings and to cultivate the ability to recognize the sounds in other recordings of the same music. Embodiment is an important part of this process.

Listening regularly to the music examples and understanding aspects of the sound component and their connections to other components of Merriam’s Model (which we will apply throughout the term) will prepare you well for the knowledge and understanding check.

Note: The music excerpts will be selected from the cultures studied throughout the term, however, they may not be the same as the assigned materials.

Performance Portfolio

Music-making activities throughout the course (e.g., humming, clapping, reciting a rhythm) will enable you to experience and hopefully embody key aspects of the musics selected for study this term. We will use video and/or audio recordings as well as our synchronous meets to practice sound patterns together. When you have become familiar enough with the sound patterns, you are asked to record a video of yourself performing them. It is highly recommended that you record your performances to the Portfolio on a regular basis rather than waiting to do them all in one go. More information will be distributed by Week 3.

Note: You are expected to work progressively on your Performance Portfolio throughout the term beginning in Week 4. The flexibility provided by a single due date is intended to help you manage the demands of other courses and events in your life. If possible, however, you are strongly encouraged to work on your portfolio on a weekly or bi-weekly basis. It is not recommended that you leave things too close to the due date.

Creative Project (scaffolded assignment)

This project allows you to activate and demonstrate your understanding of the course concepts in creative and meaningful ways. As indicated on the course schedule, there are two weeks designated for the creative project: Weeks 9 and 12. Week 9 has been reserved for you to dedicate time and focus to your projects and to discuss your progress and ask any questions during our Synchronous Meet. In Week 12 you will showcase and present your creative projects.

Community Building Task – credit/no credit, brief report due April 9 (Up to 5% bonus)

As a way to enhance the remote synchronous experience and the course overall, every student is encouraged to do one or both of the community building ‘tasks’ during the term. This will not be graded, but awarded a bonus credit/no credit. Post a one-sentence statement of your activity to LEARN by F April 9, 11:30 PM [in order to received credit]. There are two ‘tasks’ to choose from [you may do each one time only]:

1. Bonus 2% – Centering Activity: The first 3 to 5 minutes of the Synchronous Meet will be dedicated towards centering/de-stressing, and bringing ourselves to be attentive to the class content and to each other – that is, to invoking mindfulness. Students are invited to sign up to lead the class in a centering/de-stressing strategy that works for them (e.g., a piece of music, a poem, dancing, stretches, meditation, food, etc.)

Your Instructor

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).

I have posted a short video introduction here: Welcome and Introductions.

Materials and Resources

Readings, Listening and Viewing Materials

Each module includes reading, listening, and/or viewing materials. These materials include a mix of news articles, academic journal articles, book chapters, videos, and audio/video recordings of music performances. Some materials were chosen to illustrate key concepts of ethnomusicology, the ways in which scholars have applied these in their study of music, and public interest in the music of cultures worldwide. Others were selected as representations of particular music cultures and for their pedagogical value—that is, some listening selections include extensive explanations in books or liner notes, and/or listening guides. Still some of these materials may also inform the engagement activities you will be asked to complete as part of each module. You will be able to access all materials through each of the Discussion Forums embedded in the Content area of LEARN.

N.B. For details, see the “Bibliography” and “Discography” posted under Course Information. You will find some required recordings on the NAXOS Music Library - World. You are also encouraged to peruse this site in your own time. It is a wonderful resource that comprises the entire Smithsonian Folk Music Collection. (N.B. In order to get off-campus access you must first “Connect from Home” from the library home page using their Watcard barcode and last name.)

Resources

Library COVID-19: Updates on library services and operations.
Responsibilities, Expectations, and Policies

1. Look after yourself and each other. As you know, an important part of academic success is personal well-being. Eat well, sleep sufficiently, get some exercise and spend time outdoors, and don’t abuse your body. If you are struggling with more-than-normal (debilitating) stress, anxiety, lack of motivation and/or depression, please talk to friends, family, or relevant professionals. There are many supports here at Conrad Grebel/UW. If you need help sourcing these, talk to your professor. Take responsibility for yourself and look out for others. Be kind and compassionate to yourself and with each other.

   The content of this course may be challenging to read about, listen to, and to watch. Allow yourself to feel discomfort as an opportunity to learn. Your professor will give advance notice of particularly difficult material. There will be opportunities to debrief and talk about the impact of the subject matter. Feel free to talk to your professor (and each other, as well as professionals), if you are struggling with the course content.

2. Participate in the discussion forums and synchronous meets regularly and take notes. A poor presence and habitual lateness with due dates will affect your overall performance and result in a lower grade. Participating in forums regularly will help you maintain interest in the topic of the course and keep up with course requirements and guidelines for assignments. Taking notes is important as a practice of knowledge retention, a technique for attentiveness, and also to help you gather and work through information that you will need for any essays. Participation is monitored. To allow for occasional illness or unexpected calamity, a few slip days will be excused without penalty for the discussion forums. Please note that as a member of the class you play a part in the learning process of this unique class community. Your presence (in the forums and synchronous meetings) contributes to the growth, dynamics, and success of everyone in this space, as well as your own.

   - Amended Jan 13, 2021 to clarify expectations for Synchronous Meetings:
     This course combines discussion forums and synchronous meetings (run in a seminar format). The latter involves active participation in order to discuss, question, and explore the material. We will work to create a collaborative learning community, which requires presence and respectful engagement with the material and each other, particularly when viewpoints differ. Regular attendance is important, expected, and factored into the grade (two absences will be excused without penalty or notification).

3. Be attentive to each other and participate in discussions. Ask questions about things that you do not understand or are not clear. Be respectful of other students and their opinions. Remember that everyone has the story.

4. You are responsible for keeping up with the course material. You can do this by reviewing the previous forums, doing the assigned materials, and reading the discussion posts.

5. LEARN. This course uses LEARN. It is your responsibility to ensure that you can receive email through LEARN as this is how your professor will communicate with students and you with each other. Please check the course site regularly for announcements, handouts, suggestions, etc. You will be submitting most of your assignments to a Dropbox in LEARN and via the LEARN Discussion Forums.

6. Communication. If you wish to talk with your professor about any course related or other matters, you may do so after class, by appointment, or through email. Your professor will do their best to respond to your emails within 48 hours between 9 and 5PM. Before you make an inquiry about assignments, etc., please do check the syllabus and FAQs discussion forum first to confirm whether the information you need is there. All requests for assignment extensions or other special arrangements must be confirmed with your professor by email, so that there is an agreement in writing (and so that your professor does not forget!). Ensure that your UWaterloo email address is forwarded to your personal email address (if you prefer to only check the latter). Please take advantage of the office hours listed on the first page of the syllabus, or make an appointment if these hours conflict with your course schedule. Your professor is always happy to talk and eager to get to know you.

7. Understand course requirements. Please ask questions if these are not clear. Complete assignments on time (see Syllabus and Course Calendar for due dates). Note that electronic submissions to the Dropbox on LEARN have specified end times on the given due date. Assignments arriving later than these times will be considered late unless they are eligible for an extension (see Late Policy below).

   Quizzes must be written/taken within the time period it is made available and submitted within the time allotted on the same date they are given as indicated on the Course Calendar.

   Your professor will do their best to grade and return assignments in a timely manner. If LEARN is not functioning, your professor will communicate alternate submission instructions to you by email. Please plan your academic work carefully, keeping in mind the deadlines for assignments in all your courses. Your professor is generally amenable to requests for extensions in situations of illness, emergencies, or family/personal crises; however, your professor does expect that you consult with them about an extension BEFORE the assignment is due.

8. Late Policy. For some coursework you are automatically granted a one-week extension without the need to notify your professor. Should you need extra time beyond the automatic extension period, you are expected to contact your professor. Any work that is submitted past the final extended due date without any prior consultation will be subject to a grading penalty of 2% per day.

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 in order to avoid committing an academic offense, 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 (optional)**

*Purpose: this optional section provides students with the services and contact information for mental health supports*

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 (optional)**

*Purpose: to acknowledge Indigenous peoples’ presence and land rights, to recognize that we benefit from the land, to prompt reflection, in the spirit of Truth and Reconciliation.*

“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.”

*Note that you can use this acknowledgement as it is, or you may give it additional context specific to you and/or your course.*

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