

MUSIC 233. Musical Rhythm in Global Perspective

University of Waterloo
Conrad Grebel University College
Department of Music

Territorial Acknowledgement:

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River. For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

Winter Term 2019

Class Time: TTh 1:00–2:20 PM

Location: CGR Rm 1208

Prof. Maisie Sum

Office Hours: M 12–1 PM; TTh 2:30–3:15PM

Office Location: CGR Rm 1102

Email: msum@uwaterloo.ca

Phone: 519-885-0220 x24219

Course Description

A multidisciplinary survey of rhythm in selected musics examined in terms of scientific, symbolic, and experiential knowledge that connects it to the concepts of time, history, biology, evolution, anthropology, philosophy, psychology, and contemporary globalized culture (as listed on *UWaterloo Course Descriptions* <http://www.ucalendar.uwaterloo.ca/1819/COURSE/course-MUSIC.html - MUSIC233>)

This term the course will focus primarily on the experiential component of musical rhythm through the study of rhythmic patterns and formulas belonging to oral traditions found in Africa and Asia. The scientific and symbolic knowledge pertaining to the rhythms of each respective culture will be integrated into lectures and discussions in order to deepen your understanding of the musical rhythms and to provide cultural context and meaning. Furthermore, this approach will enable us to connect musical rhythm to the above-mentioned concepts.

Summary of what the course will offer

- Rhythmic training through individual and group practice, listening to audio examples, hearing patterns independently and together, maintain steady beat and tempo as required by the music, transcription, parsing rhythmic patterns as needed for understanding and oral transmission, feeling the relationship between multiple parts, and memorizing individual parts
- Aural skills development through listening to audio examples and to each other, imitating, and notating patterns
- An interdisciplinary view of music as a universal human phenomenon
- Practical and theoretical knowledge of rhythm from multidisciplinary perspectives and cultures worldwide

- A sense of what music, and rhythm in particular, can mean and how it can be used
- Exposure to music you have never heard, and some that you have
- Interaction with professional musicians
- Hands-on experience playing, singing, or reciting rhythmic patterns associated with the oral traditions of selected cultures – including a chance to play Balinese gamelan instruments and Ewe drums, and perhaps more

Course Materials

Readings: Available as PDFs uploaded to LEARN and online sources with links via LEARN (go to Course e-Reserves). See *Course Calendar* and *Reading List–Winter 2019* on LEARN

Listening Examples: Due to copyright laws not all mp3 audio files can be posted to LEARN – in some cases only a portion can be uploaded. Some recordings are free to access on the web, though there may be a few iTunes purchases. Other music examples are only available on CDs in the Milton Good Library Course Reserves located in Conrad Grebel University College (3rd floor). Please ask one of the librarians for assistance. See *233 Playlist* on LEARN.

Throughout the term, you are expected to:

- Be responsible for your learning by preparing for class and doing the coursework:
 - Listen to the assigned audio/video examples so you have the music in your ears and in your body
 - **Practice every day** — this is important for development of rhythmic skills and group cohesion
 - Strive towards understanding concepts and terms discussed in readings and in lectures
 - Do the reading, listening, video-viewing assignments as indicated on the course calendar before class (i.e., by the lecture indicated on the course calendar) and reflect on the material in preparation for class discussion
 - Submit assignments on time
 - Ask questions when anything is unclear
- Participate fully in all class activities — musical practice, discussions, workshops, presentations
- Be supportive of other students to create a positive learning environment. Provide feedback in a constructive and positive way.
- Listen to your classmates and play as an ensemble.
- Contribute equally to group projects and assignments.
- Be honest, mindful, and respectful when participating in class activities.
- Come to **all** classes. Be attentive and arrive on time. Attendance is essential for successful completion of this course (Students are granted **two** absences without penalty. Each absence beyond **two** will carry a 2% penalty from your final grade (exceptions will require written documentation).

If you are able to add this to your courses this term, I strongly recommend students to enrol in one of the music department's music ensembles. Your experience in a group ensemble would enrich your learning in this course. Participation in the Balinese gamelan is particularly relevant, as it is an excellent observation and learning opportunity of how an oral tradition is transmitted and learned, plus it can improve your memory! You may choose to play in the large percussion orchestra (*gamelan semara dana*), or the chamber ensemble comprising two to four players (*gamelan gender wayang*). If enough players are interested in learning Balinese drumming, it may be possible to form a Balinese drum circle.

Assignments and Evaluation

Grading Components	Weighting	Date
Preparation and Participation	10%	ONGOING
Group Presentation	7.5%	See Course Calendar
Rehearsal Review of an Oral Tradition	10%	Feb 5, LEARN by 11:30PM
Rhythm Skills (3 @ 10%) <ul style="list-style-type: none">• Individual (7%)• Group Demonstrations (3%)	30%	Jan 31, Feb 28, March 19
Major Project (proposal + presentation) <ul style="list-style-type: none">• Proposal (7%)• Presentation (18%)	25%	March 7, LEARN by 11:30PM March 26, 28; April 2
Final Group Demonstration	7.5%	April 4
Journal of Intellectual Reflections	10%	Jan 29; Feb 12, 26; March 14; April 2; Final IR due April 5

Course Work

1. Preparation and Participation (10%)

Student evaluation is, in part, based on active participation in course activities:

- weekly and ongoing preparation of course repertoire
- being part of the class ensemble
- learning music aurally and by rote
- rhythmic analysis
- engagement in peer presentations
- class discussions
- music-making sessions with self-, peer and faculty assessments

2. Group Presentations (7.5%)

There are three classes designated for group presentations. In each session, a group presents only one of the assigned readings of the week, and **a musical example** (i.e., audio/video). 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 the class. You will be assigned groups in the second class. Group Presentations scheduled in **Weeks 3, 5, and 6**.

3. Rehearsal Review (10%)

Students will attend an ensemble rehearsal of an oral tradition within or outside of the Department of Music, (it must be an ensemble in which the student does not normally participate). Write a review of the rehearsal experience with rehearsal pedagogy and techniques in mind. (See *Rehearsal Review Guidelines*.)

4. Rhythm Skills (3 @ 10% each = 30%)

- Part 1. Individual Assessment (7%). Demonstrate to the instructor any part of assigned rhythms while keeping a steady beat by memory.
- Part 2. Group Demonstration (3%). Demonstrate assigned rhythms (or formulas) from memory in groups to the rest of the class. While the accuracy of each part is important, stress is placed on ensemble playing – listening to each other, staying together, non-verbal communication

5. Major Project (25%)

Major project can take one of four forms:

- Option 1: Text-Based Investigation
- Option 2: Transcription and Analysis
- Option 3: Leading Skills
- Option 4: Creative Exploration

Choose a topic inspired by music workshops or course material such as reading and listening assignments. Apply concepts and techniques studied throughout the term. More information will be distributed on February 7.

March 7: Proposal, Outline and Bibliography (7%)

March 26, 28; April 2: Presentation/Demonstration + script or notes (18%)

6. Final Group Demonstration

You will work together in a group to prepare and demonstrate ‘new’ rhythms from the traditions studied during the course of the term. More information will be distributed in Week 8.

7. Journal of Intellectual Reflections (10%)

Human experience is an important component of this course. You are encouraged to reflect on your personal experience with the music traditions studied throughout the course with regard to meaning, context, and sound. In addition to the musical activities in-class, you will also get hands-on experience playing music in workshops led by expert musicians. Following each workshop you will write your reflections on the activity—for example, about the music, your experience playing/learning in the workshop, connection to self-learning and in-class group learning experiences, the teaching method, process, and so on. Submit your reflection via LEARN by the end of class, or no later than 9PM. It is ideal to submit your reflection as soon as possible after the class so that your experience remains fresh. See the *Intellectual Reflections Guidelines* on LEARN.

Other Activities

Extras – Lunches: Beginning January 28 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>

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>

Balinese Gamelan (*large ensemble*)

- World Music Ensemble Course 116, 117, 216, 217, 316, 317 (register for credit)
Meets Tuesday and Thursday 4:00 to 5:20 PM
- Grebel Community Gamelan (non-credit)
Meets Wednesday 6:30 to 8:30 PM (10 sessions, begins January 16)

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.

There is no audition required to join the gamelan ensembles. Balinese gamelan is an oral tradition—no written music is used to learn or play the instruments. The music is taught orally and learned aurally. The director may provide you with a recording to listen to between rehearsals; otherwise the ensembles do not normally require extra work beyond going to rehearsal. At the end of the term, you will play in the gamelan concert. 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!

To learn more, come to an open rehearsal and information session. Sign up at <http://www.slyreply.com/app/sheets/406b1vodvfax/>.

For general information about the gamelan ensemble go to <https://uwaterloo.ca/music/ensembles#Gamelan>, or ask me!

The UWaterloo Department of Music has six additional music ensembles to choose from. Acceptance to these is by audition or interview. For more information go to the Dept. of Music website [Music Ensembles](#).

Responsibilities, Expectations and other Academic Information

Look after yourself and each other. As I am sure 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, come and talk to me. Take responsibility for yourself and look out for others. Be kind and compassionate with each other. The content of this course can be difficult to watch, read about, and listen to. Allow yourself to feel discomfort as an opportunity to learn. I 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 me (and each other, as well as professionals), if you are struggling significantly with the course content.

Attend class regularly and take notes. A poor attendance record and habitual lateness will affect your overall performance and result in a lower grade. Attending class regularly will help you maintain interest in the topic of the course, keep up with course requirements and guidelines for assignments,

and obtain course content that is not available in readings or on LEARN. Taking notes in class is important as a practice of knowledge retention, a technique for attentiveness, and also to help you gather information that you will need for the take home exam. Attendance is monitored. If you arrive late, it is your responsibility to ensure that you have not been marked absent for the duration of the class. To allow for occasional illness or unexpected calamity, two absences will be excused without penalty or a medical note during the term. It is your responsibility to contact me in advance if you know you will miss a class. Please note that as a member of the class you play a part in the learning process of this unique class community. Your presence contributes to the growth, dynamics, and success of everyone in this space, as well as your own.

Be attentive to each other and participate in classroom 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 a story.

You are responsible for catching up on material that you have missed. You can do this by asking me for any handouts, asking me how you might view films that you missed, and borrowing notes from a classmate (do not ask me for my lecture notes, they will probably not help much!)

1. **LEARN.** This course uses LEARN. It is your responsibility to ensure you can receive email through LEARN as this is how I 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.

Communication. If you wish to talk with me about any course related or other matters, you may do so after class, by appointment, or through email. I will do my best to respond to your emails within 48 hours. Before you make an inquiry about assignments etc., please do check the syllabus first to confirm whether the information you need is there. All requests for assignment extensions or other special arrangements must be confirmed with me by email, so that we have an agreement in writing (and so that I do not forget!). Ensure that your UWaterloo email address is forwarded to your personal email address (if you prefer to only check the latter).

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.

Quizzes, tests and any *in-class tasks* must be written and submitted in class on the same date they are given as indicated on the **Course Calendar**.

I will do my best to grade and return them in a timely manner. If LEARN is not functioning, I 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. I am generally amenable to requests for extensions in situations of illness, emergencies, or family/personal crises. I do expect that you consult with me about an extension **BEFORE** the assignment is due.

Late Policy. Assignments that are submitted past the due date without any prior consultation with me will be subject to a grading penalty of 2% per day.

Electronic devices. Inappropriate use of technology has been shown to have negative impacts on class attitude, attention, and performance. Unless otherwise instructed, cellphones and other electronic devices must be safely stowed away and silenced (airplane mode is preferred) **before** class begins. If you need your phone available for an emergency in a specific class, let me know.

It is acceptable to use laptops for taking notes in class. If you use it for other activity such as facebook, texting, etc. you will be asked to cease such activity, or your devices might be requisitioned for the duration of the class. The severity of this kind of distraction cannot be overstated and will be reflected in your grade. Studies have shown that texting, viewing social media, surfing the net, task switching, etc., affect the learning and performance of others in the classroom to a greater degree. Please be considerate. For more information, see: [Facebook and texting made me do It and Laptop Distractions in the Classroom](#)

UWaterloo Policies and Information

Cross-listed course

Please note that any course taken (under any subject code) which is cross-listed with a course in a student's major (in the undergraduate calendar they are following) is included in the major average. For example, a Psychology student enrolled in PHIL 256 (cross-listed with PSYCH 256) will have the course grade counted towards the Psychology major average.

Academic Integrity and Discipline

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, 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 professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. 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](#).

Grievances and Appeals

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.

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](#).

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (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 the AS office at the beginning of each academic term.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Accommodation for Illness

A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

The Writing Centre

Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre