MUSIC 390: MUSIC, HEALTH, AND HEALING
University of Waterloo
Conrad Grebel University College
Department of Music
Fall Term 2019

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

Office Hours: Mondays 12:00–12:50PM (or by appointment)
Office Location: CGUC Rm 1102
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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, healing, and wellbeing
- Practical and theoretical knowledge 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
- Opportunities to develop the skills of conversation, presentation, research, and writing
- Interaction with expert musicians, scholars, practitioners who create and use music in ways that promote health, healing, and wellbeing
- Hands-on experience creating and making music on a variety of instruments, including the Department of Music’s Balinese gamelan (and possibly other instruments)
Throughout the term, you are expected to:

- Be responsible for your learning by preparing for class and doing the coursework:
  - Strive towards understanding concepts and terms discussed in readings and in class
  - Do the reading, listening, video-viewing assignments as indicated on the course calendar before class (i.e., by the date 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 actively in discussions, workshops, presentations, and other class activities.
- Contribute equally to collaborative assignments and group projects
- Be honest, mindful, and respectful when participating in class activities.
- Come to all classes on time, be focused, and take good notes.

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

- Discuss the potential effects of music on health, healing, and wellbeing of individuals, families, communities, and society
- Describe ways in which individuals and groups, local and global, use music to promote health, and healing, and to contribute to wellbeing
- Identify challenges associated with using music for health promotion (drawing on readings, experiences, and observations throughout the course, your own practices, and previous experiences)
- Discuss ways in which music can be (better) integrated into society and over an individual’s lifespan to promote health and wellbeing—both now, and for generations to come
- Apply some basic ethnomusicological tools to describe therapeutic music practices worldwide
- Compare ways in which music is intentionally used to heal and/or promote health in cultures around the world at the individual, communal, and societal level

Course Work (details on LEARN)

1. Preparation and Participation (10%)

This course combines lecture and seminar formats; the latter of which 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 class attendance is important, expected and factored into the grade (two absences will be excused without penalty or a medical note).

**Preparation.** Each class is organized primarily around discussion of the assigned materials. **Before** you come to class, make sure you have completed all assignments (see **Course Calendar**). You are expected to come to class ready to discuss the reading assignment, the particulars of listening assignments, and other assignments as indicated on the **Course Calendar**, ...
posted on LEARN, or mentioned in class (such as watching videos, doing web searches or
surveys). If you wait for our discussion and then read the corresponding material, and do the
associated assignment(s), you will not be able to participate in a meaningful way during class
time, which will impact your grade. In order to assist you in class preparation and participation,
not to mention for the end-of-term reflective essay, you are encouraged to keep a journal of
reading and listening responses before lectures.

**Participation.** Your engagement throughout the course includes discussions, listening exercises,
music-making activities, responses to assigned AV material and readings, group work,
participation in all presentations (you are expected to ask pertinent and thoughtful questions
and to share thoughtful responses). Class participation goes considerably beyond attendance.
Assessment will be based upon:

- Evidence of thoughtful engagement with the assigned reading and AV material. You are
  expected to share at least **two** comments and/or questions that you have prepared about
  the assigned work **every class**.
- Active, constructive contributions to class discussions. For example, building on a
  classmate’s ideas, providing constructive counterpoints, and raising analytical questions.
- Completion of periodic in-class assignments (e.g., you may be asked to hand in questions
  or comments related to the assigned work, a written response to AV material presented
  in class, group work, group music-making activities which are assessed on your effort and
  attitude)
- Constructive comments and questions during large and small group discussions

**2. Collaborative Activities (25%)**

a. Roundtable: 2 @ 5% each = 10%

b. Presentation: 2 @ 5% each = 10%

c. Discussant: 2 @ 2.5% each = 5%

Collaboration is fundamental to success and requires practice. A key to positive collaboration is
effective communication. During the term, you will have the opportunity to develop these skills
in three different ways: roundtable discussions, group presentations, and as discussants. See
**Guidelines for Collaborative Activities** on LEARN for details. You will be assigned groups in the
second week of class.

**3. Intellectual Reflections (6 @ 2.5% each = 15%)**

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. Keep your “journal” of intellectual reflections throughout the term to use as
reference for your final reflective essay. All in-class, or after-class, reflections are 250–350
words, submitted at the end of class, or by 8PM, to the appropriate IR Dropbox. See the Course
Calendar for specific dates in which IRs are written and submitted.
4. **Major Project – proposal + presentation (30%)**

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

1. a text-based investigation,
2. an ethnographic account,
3. an exploratory or empirical study, or
4. a creative exploration.

You may select 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 health, healing, and/or wellbeing
b) The use of music for health, healing, and/or wellbeing in a culture that is unfamiliar to you
c) The use of music for health, healing, and/or wellbeing in our local society
d) Participation in a music, health, healing, and/or wellbeing activity/event (as facilitator, co-facilitator, or participant)

**Proposal: Due Oct 28, LEARN by 11:30PM (10%)**. Submit a proposal that outlines the proposed topic of your major project as selected from the options on the **Major Project Guidelines**, and a tentative title, an outline of the project, and a bibliography. The 350-word proposal 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. The bibliography comprises a list of ten sources used as references and includes annotations for four of the sources (each annotation should be approximately 150 words long).

**Presentation (20%)**

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 understanding of the selected topic and of the relationship between music, health, healing, and wellbeing. Additional information will be provided in class and in the “Final Project Guide”. In-class presentations scheduled on **November 20, 25, and 27**.

5. **End-of-Term Reflective Essay: Due December 16, LEARN Dropbox (20%)**

The reflective essay resembles a take home exam. You will be asked to respond to two essay questions (750 words each) that prompt you to reflect on your learning in this course. Your responses will not demand additional research but will require you to draw on course material and your responses to it. The questions will be provided near the end of the term.
6. Community building ‘task’ – credit/no credit, brief report due Dec. 2 (Extra 3%)

As a way to enhance classroom experience and the course overall, every student is encouraged to do a community building ‘task’ during the term. This will not be graded, but awarded a bonus credit/no credit. Post a one-sentence statement of your ‘task’ to LEARN by December 2, 11:30 PM. There are two ‘tasks’ to choose from:

1. Beginning of class Centering: Five minutes will be dedicated towards 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 3- to 5-minute centering/de-stressing strategy that works for them (e.g., a piece of music, a poem, dancing, meditating, food, etc.)

2. End of class Sharing: Five minutes will be reserved at the end of class to wrap up the class content. Students are invited to sign up to lead the class in a 3- to 5-minute activity as a response to or reflection of the course content by sharing a piece of writing or music (e.g., concert report, poem, quotes, speech (could be written by you); playing a piece of music on your instrument; playing music from the internet or your playlist; leading the class in a musical activity). Feel free to share any writing, music, or weblinks to the “390 Community Building Task – F19” Dropbox.

Summary of Due Dates and Assessment

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<thead>
<tr>
<th>Grading Components</th>
<th>Weighting</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Preparation &amp; Participation</td>
<td>10%</td>
<td>ongoing</td>
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<tr>
<td>Collaborative Activities</td>
<td>25%</td>
<td>Weeks 2 to 10 (see Course Calendar)</td>
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<td>Class Roundtable (2 @ 5% each)</td>
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<tr>
<td>Group Roundtable (2 @ 5% each)</td>
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<tr>
<td>Discussant (2 @ 2.5% each)</td>
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<tr>
<td>Intellectual Reflections (IR)</td>
<td>15%</td>
<td>See Calendar for IR dates throughout the term</td>
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<tr>
<td>Major Project</td>
<td>30%</td>
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<tr>
<td>Proposal (10%)</td>
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<td>October 28</td>
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<tr>
<td>Presentation (20%)</td>
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<td>November 20, 25, 27</td>
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<tr>
<td>End-of-Term Reflective Essay</td>
<td>20%</td>
<td>Dec 16</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 23 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 Course 116, 117, 216, 217, 316, 317 (register for credit)
  Meets Tuesdays and Thursdays 4:00 to 5:20 PM
- Grebel Community Gamelan (non-credit)
  Meets Thursdays 6:00 to 8:00 PM (10 sessions, begins September 19)

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 above 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. 

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Responsibilities, Expectations and other Academic Information

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 with each other.

The content of this course may be difficult to watch, read about, and listen to. 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. **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 any tests or essays. 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 your professor 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.

3. **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.

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

5. **LEARN.** This course uses LEARN. It is your responsibility to ensure 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.

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 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). While email works well, your professor 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 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.

*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**.

Your professor will do their best to grade and return them 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.** Assignments that are submitted past the due date without any prior consultation with your professor will be subject to a grading penalty of 2% per day.

9. **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 your professor 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