
SYLLABUS

I. COURSE DESCRIPTION:

This is a study of the anthropology of music as it applies to the study of music of specific cultural groups. Emphasis is given to how music is a part of society, reflecting its culture and values, as well as communicating and promoting its culture. Cultural sensitivity and appreciation of other musics of the world will be stressed.

II. COURSE OBJECTIVES:

At the end of the term, the student should be able to do the following:

- understand the basic theory involved in the study of music as part of culture;
- understand the nature of music as communication in the cross-cultural setting;
- develop awareness of the role of music in everyday life of many communities;
- apply music-culture analysis to broader cultural study as well as to the micro-culture of local musical communities

III. REQUIRED TEXT:

Titon, Jeff Todd, ed. *Worlds of Music*. 5th ed. New York: Schirmer Books, 2009.

IV. REQUIREMENTS AND GRADING:

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| 1. Reading of required text | 15% |
| 2. Attendance and participation | 10% |
| 3. Music-culture autobiography | 5% |
| 4. Observation and review of three different music cultures | 30% (10% each) |
| 5. Two research assignments | 40% (20% each) |

V. ASSIGNMENT REQUIREMENTS & CRITERIA:

1. Read required text and submit a reading journal entry for each assigned chapter. The reading journal entry may include notes taken from the chapter and/or reading responses to the chapter.
2. Because of the importance of the in-class videos and recordings, which cannot be repeated, class attendance and participation are essential.
3. You will need to write a music-culture autobiography that highlights the four elements of your personal music-culture: ideas about music, activities involving music, repertoires of music, material culture of music.

4. Visit three different institutions or organizations to observe the music culture represented. Complete related field exercises and report findings by **March 25, 2011**. Students wishing to do one observation over the Christmas break may ask the instructor for details.

Possible local music cultures or sub-cultures include:

Immanuel Fellowship	Pilgrim Baptist	Jewish Synagogue
French Catholic	Greek Orthodox	Baha'i
Aboriginal	Sikh	Opera
Celtic	Buddhist	Bluegrass

Or any number of communities available to you that have a definable context for a music-culture *different* from those identified in your music-culture autobiography.

You may need to get permission from those you wish to observe and it is imperative that you are honest with people about who you are, what you are doing, and why you want to do it. When communities detect that you really want to understand them and their music, they are generally willing to cooperate by providing you with information. If attending an event proves impossible, you may use a quality video recording of an event, but these observations cannot receive full marks as the observation is mediated by the recording equipment.

5. Complete two research assignments (1200 words minimum for each) on two different music-cultures of the world.

Research Assignment 1: Activities Involving Music *or* Repertoires of Music

Due: **January 21, 2011**

Research Assignment 2: Ideas about Music *or* Material Culture of Music

Due: **February 4, 2011**

The research assignment for Material Culture of Music may include the crafting of material culture from the music-culture you have chosen. You will need to clear your idea with the instructor. If you choose this option, then the written assignment will be a shorter document (400 words) defining, describing and explaining the use of the crafted instrument or artefact.

VI. COURSE SCHEDULE:

DATE	TOPIC	READINGS	TASKS DUE
Jan 3	Music-Culture Definitions Discovering and Documenting "Canadian Music" North American – Aboriginal Powwow & different styles Fusion	Chapters 1, 11, 2	
Jan 4	India History, culture, diversity South Indian classical Fusion	Chapter 6	Music-culture autobiography
Jan 5	Indonesian Gamelan Javanese Balinese Fusion	Chapter 7	

Jan 6	Latin America Chile Bolivia Ecuador Peru Fusion	Chapter 9	
Jan 7	African Talking drumming Ewe, Mande, Dagbamba, Shona, Baaka Fusion	Chapter 3	

VII. POLICIES:

Percentage to Letter-Grade Breakdown

A+ 97-100 *B+* 87-89 *C+* 77-79 *D+* 67-69 *F* <60

A 94-96 *B* 84-86 *C* 74-76 *D* 64-66

A- 90-93 *B-* 80-83 *C-* 70-73 *D-* 60-63

Assignment Submission

You may submit any and all written assignments by email (as a Word document) or in hard copy.

Late Assignment Policy

I do not give extensions. If you must hand in an assignment late, submit a letter explaining the reason for the lateness and any documentation you may have for the delay. I will decide when grading the assignment whether any deductions will be given. If I decide to deduct marks, I will take off 5% per day. Once I hand back the assignments, any late assignments will receive a pass/fail grade.

Academic Honesty

I have the expectation that every assignment is done with scholastic integrity and honesty. Assignments that are plagiarized (i.e. work that is not the students' own work) will be given a grade of zero.

Information and Communication Technologies in the Classroom

Student use of information and communication technologies for purposes other than class note-taking is not allowed in the classroom, as students are expected to give their total attention to class activities. Use of cell-phones or iPods is never appropriate in the classroom, and use of laptop computers to play games, chat with others, browse the internet, or engage material not related to the class is always distracting to classmates and disrespectful to the instructor. The front two rows will be reserved for those who wish to use laptops in class.