

Experiencing Music
MUL 2010 Section 2G45
Time: MWF, Period 10 (5:10PM – 6:00PM)
Location: MUB 120
Fall 2017

Instructor

Dr. Joshua Neumann

Please contact me via Canvas email

Office Phone: 352-273-3178 (only in emergencies)

Office Hours: Tuesdays and Thursdays, Period 4 (10:40AM – 11:30AM)

Office: MUB 306

Teaching Assistant – Dong Jin Shin, email in CANVAS,

Office hour: Tuesdays and Thursdays, Period 6 (12:50PM – 1:40PM)

Office: MUB 315

Course Description

MUL 2010 helps students to examine music and its role in culture: how it both shapes and is shaped by social, political, national, and cultural forces. Examples from Western art music, popular music, and world music will demonstrate music's inextricable link to life in both historical and contemporary settings. No prior or concurrent courses are required for enrollment in MUL 2010, nor is any prior musical training or experience. However, the instructor strongly recommends that you have taken ENC 1101 or 1102, as I hold your writing to college-level standards.

Course Objectives

This course can enhance the student's understanding of music from a technical, aesthetic, historical, and sociological perspective. To accomplish these goals, the course will concentrate on:

- The development of an attentive style of listening.
- The introduction and systematic study of the building blocks of music.
- Enhancing awareness of the main musical styles of selected Western and non-Western cultures.
- Application of critical thinking skills to musical constructs in order to better understand human creativity and problem-solving.

General Education Student Learning Outcomes

This course satisfies humanities (H) and international (N) requirements for general education.

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases, and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

International courses provide instruction in the values, attitudes, and norms that constitute the contemporary cultures of countries outside the United States. These courses lead students to understand how geographic location and socioeconomic factors affect these cultures and the lives of citizens in other countries. Through analysis and evaluation of cultural norms and values in relation to those of citizens of other countries, students will develop a cross-cultural understanding of the rest of the contemporary world.

In MUL2010, the course contains four major sections, each containing 3 to 4 modules, which address variety of aspects on music, and in the context of three major classifications of music: Western “art” music; “popular” music; and “world” music:

- **Music Fundamentals** (Chapters 1-3): In the introductory section, students learn about how music is

experienced individually and culturally; how music is classified (as “world,” “popular,” or “art”); and how to actively listen to pieces. Students gain exposure to essential elements of music, and then apply them in analysis of three short pieces.

- **Musical Identities** (Chapters 4-6): Here, the class explores the uses of music to express individual and collective identities is; modules focus on the relationships between music and ethnicity, gender, and spirituality.
- **Musical Intersections** (Chapters 7-9): This section focuses on music’s relationship to social and political realms, including politics/national identity, war/conflict, and love.
- **Musical Narratives** (Chapters 10-13): The final section addresses the social experience of music through the concert hall, theater, film, and dance. The history of these genres, as well as the social and cultural aspects of them, form the basis of discussion and analysis.

General education student learning outcomes describe the knowledge, skills, and attitudes that students are expected to acquire while completing a general education course at the University of Florida. These outcomes fall into three areas: content, communication, and critical thinking.

- **Content:** Students demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline. Content is primarily assessed through the chapter quizzes and unit exams.
- **Communication:** Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. Critical thinking is primarily assessed through the Writing Requirement assignments.

Learning Outcomes

Upon completion of this course, the student will be able to:

- Identify the basic components of music using discipline-specific terminology.
- Describe musical works by accurately employing the vocabulary learned in this course.
- Aurally identify musical instruments and voices by classification.
- Aurally identify rudimentary melodic, harmonic, rhythmic, and textural structures.
- Demonstrate an understanding of musical form and texture.
- Express an aesthetic response to a work of art and verbally defend it.
- Define an overview of some of the major stylistic periods in Western music and draw analogies to other arts from the same era.
- Identify some of the major works and artists from these periods.
- Compare and contrast these works to contemporary, popular, and non-Western musical examples.
- Recognize and describe the role(s) that music plays in their own lives, regional culture, and contemporary society as a whole.
- Offer both subjective, emotional commentary and objective analysis of artistic expressions, and to distinguish between the two.
- Articulate some of the forces that have shaped their own taste and aesthetic responses.

As a result of learning and listening, the student will acquire:

- Increased awareness and curiosity about the past, present and future developments in music.
- A philosophy according to which the student may express and justify his own personal tastes and interest in music.
- The ability to offer music criticisms based upon an acquired set of value judgments.
- An awareness of uses of music in the entertainment and commercial field.
- A greater understanding of Western concert music, as well as modern popular music.
- An enhanced receptivity to the music of other cultures

Written Assignments

All written works for the course will undergo evaluation on both content and technical elements. All writing should follow the rules of standard English with respect to proper spelling, grammar, punctuation, word usage, clarity, coherence, and organization. Protests of “this is not an English class” arise regularly, prompting the reminder that this is a college course, and so good writing is the expectation, regardless of the course discipline. Writing is an important form of communication, especially in academia; therefore, all written work should be at the highest level.

This course will contain two writing assignments, each with a 500-minimum word count.

1. Song Essay – Choose any song (not already covered in the text or lectures) and submit a 500-word analysis. Summarize the meaning of the lyrics and describe how the musical elements effectively communicate that message. Include a link for listening to your choice online. DUE IN CANVAS 29 SEPTEMBER 2017 by 11:59PM
Resource (in appendix): <http://www.ams-net.org/ojs/index.php/jmhp/article/viewFile/41/88>
2. Concert Report – **You must attend one concert organized by the School of Music at UF** and submit a signed program with a 500-word concert report. DUE IN CANVAS 07 DECEMBER 2017 by 5:00PM to facilitate an IN CLASS ACTIVITY.

Resources are available here:

http://higher.ed.mheducation.com/sites/0078025095/student_view0/concert_goer_s_guide.html

Full instructions and rubrics for both papers are available on the course site, beyond these common/general requirements:

- Each paper must meet its minimum assigned word count.
- Format each paper as follows:
 - Double-spaced
 - Standard 12-point font (Times New Roman or Arial)
 - 1” margins on each side
 - Identifying information on the first page: Student’s name; course and section number; documentation style; word count of the body of the paper (this excludes the identifying information and bibliography)
- Submit all papers to Canvas by the deadlines posted on the Course Calendar in CANVAS

I encourage all students are encouraged to use the services provided by the UF Writing Studio (<http://writing.ufl.edu>). The Writing Studio contains valuable resources, such as writing assistance and citation guides, and many helpful videos on subjects such as time management, note taking, citation/plagiarism, study tips, and more. Both the staff at the Writing Studio and the instructor/TAs for MUL2010 will assist with questions related to your writing, but neither will proofread or edit your work for you. We will help you develop the skills to proofread/edit on your own.

Enrichment – Concert attendance

One of the most important aspects of this course is experiencing music live in concert. You may receive extra credit for attending up to six extra concerts and other musical events organized by University of Florida. Document your attendance with a short submission in Canvas. Each concert attendance will be eligible for up to 0.5% bonus on your final grade, with a maximum accumulation of 3%. For concerts outside UF, the students need to talk to the instructor in advance to approve the concert.

Enrichment – Performance and Presentation

The students who are willing to perform or present on a topic related to the lectures will earn extra credit (1% added to final grade). Each student can perform or present once per semester. Interested students need to talk to the instructor to plan their performance or presentation, in advance.

Textbooks

REQUIRED: Cornelius, Steven, and Mary Natvig. Music: A Social Experience. Routledge, 2012. Print and E-text versions are available (ISBN: 9780136017509). This book provides an access token for its companion website for online resources, including musical examples and sample quizzes. **Used books in Routledge or Pearson editions are fine, and you may also choose to rent an e-book in order to save money.**

<http://www.routledgetextbooks.com/textbooks/9780136017509/>

Canvas (E-learning) (<https://lss.at.ufl.edu/>) is an important online component of the course. The most current information about the course and listening lists will be posted here, as will copies of the syllabus, course schedule, and details about the writing assignments. Your grades will be posted here so that you can keep track of your progress.

Evaluation of Grades

The grades for this course will be broken down as follows:

48% = Unit Exams (4 exams at 12% each)

30% = Written Assignments (2 papers at 15% each)

12% = highest twelve out of thirteen weekly quizzes (1% each, omitting the lowest score)

10% = Participation

Final grades calculation occurs according to the point system below and are not negotiable. You are responsible for keeping track of your progress throughout the semester – the Gradebook in Canvas will always show your current grade. If you are doing poorly near the withdrawal deadline, feel free to discuss your progress with the instructor. However, keep in mind that although miracles do happen, math also happens, and the numbers are the numbers. The instructor has included enough extra credit opportunities in the course for students to improve by one letter grade increment (e.g. - B+ to A-). There are no further opportunities for extra credit; please do not ask for it.

All grades will be determined based on the following scale:

A: 94-100% A-: 90-93% B+: 87-89% B: 84-86%

B-: 80-83% C+: 77-79% C: 74-76% C-: 70-73%

D+: 67-69% D: 64-66% D-: 60-63% E: 0-59

More information on grades and grading policies is here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

PLEASE NOTE: Specific grade questions and concerns will only be discussed with the student. Due to the 1974 Family Educational Rights and Privacy Act, the instructor cannot and will not discuss your progress or grades with your parents. For more information on FERPA, please visit <http://www.registrar.ufl.edu/ferpa.html>. Any correspondence received from your parents/guardians will be responded to with a link to the FERPA information site and nothing more.

Class Attendance and Make-Up Policy

Attendance at, and participation in class meeting times is entirely to the benefit of the student. While attendance is not mandatory for this course, **students are entirely responsible for all material covered in class while absent, including any graded activities that occur.** Understand that work, quizzes, or exams missed as a result of absence or tardiness tend to impact your grade negatively. You are fully responsible for all assigned work regardless of attendance or punctuality; if you miss a class for any reason, you are responsible for getting notes from a classmate, not the instructor. Because attendance does not count towards grading, participation factors heavily into grading. I expect you not only to be present in class, but to

contribute to the discussion of the day. As participation is 10% of the grade, only showing up (and thus being a passive participant) cannot constitute full marks. Three categories of participation equate to three grade levels of participation: Negligible – did not participate more than 5 times in the course of the term (equals participation grade of 0%), Satisfactory – c. 5-15 times throughout the term (equates to a participation grade of 5%), and Exemplary – consistent, thoughtful contributions to the class at least once per week (constitutes a participation grade of 10%).

Make up exams will only be administered under unusual and documentable circumstances (e.g. medical excuse with documentation from a physician's office or hospital), and must be completed within one calendar week of the original assignment.

Late Policy

Assignments are due during the assigned time/date. You must submit an electronic copy to the course's Canvas website. It is your responsibility to make sure that the file has uploaded correctly in the proper format (Word doc, not pdf or Pages). Late work will receive a 10% deduction of the grade and will not be accepted at all after one calendar week has passed. If you perceive a grading error, you must contact the instructor in writing within one week of the assignment-in-question's grade posting.

Conduct

Disrespectful behavior by any student to a fellow classmate, teaching assistants, or the instructor is unacceptable under any circumstances. Such behaviors include, but are not limited to, arriving late/leaving early, sleeping in class, text messaging, eating, and doing non-course related reading/homework. Tablets, laptops, cell phones, and iPods are to be silenced and put away for the duration of class. In any such case, the instructor may ask the student(s) to leave the classroom and s/he will be counted as absent for the day. You are adults, and the instructor expects you to comport yourselves as such. Should students make themselves distractions in class, the instructor reserves the right to assign seating at his discretion.

Academic Honesty

The instructor will refer all violations of academic honesty to the Dean of Students Office for disciplinary action. PLAGIARISM OR CHEATING WILL RESULT IN A FAILING GRADE FOR THE PLAGIARIZED ASSIGNMENT, AND POSSIBLY THE COURSE. If you are uncertain about these guidelines, please see me. **Ignorance to the law is no excuse.**

The UF Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" is binding for all students enrolled in this course. The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, a student will receive an accommodation letter, which he or she must present to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Accommodations are not applicable retroactively.

Course Evaluation

Students have the opportunity to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will receive notice when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Additional Resources

- Campus Writing Center: I encourage students to use the Campus Writing Center for extra help with the writing assignments. Students who use the Writing Center must submit all drafts of the paper, including the suggestions and revisions from the center. If the instructor asks you to use the writing center, he expects you to do so, and to submit all drafts of your paper. Information about the center is available at www.at.ufl.edu/r&w/.
- Other resources are available on campus for students having personal problems that affect academic performance or difficulty defining career and academic goals:
 - University Counseling Center for personal and career counseling; 301 Peabody Hall, 392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>
 - University Police Department: 392-1111 or 9-1-1 for emergencies.

Course Schedule – Important Dates/Deadlines – **SUBJECT TO CHANGE AS NECESSARY**

Reading Assignment (due before class)	Monday	Wednesday	Friday	Submit online Wednesday, Friday By 11:59pm
Chapter 1	21 Aug: Introduction, Syllabus	Intro to writing about music	25 Aug: Experiencing Music	Quiz 1
Chapter 2	28 Aug: Listening to Music		01 Sept: Listening to Music	Quiz 2
Chapter 3	04 Sept: Labor Day NO CLASS	06 Sept: 3 Listening Examples	08 Sept: 3 Listening Examples	Quiz 3
Chapter 4	11 Sept: 3 Listening Examples	13 Sept: Exam 1 REVIEW (Ch 1-3)	14 Sept: Music and Ethnicity	
Chapter 5	18 Sept: Music and Ethnicity		21 Sept: Music and Gender	Quiz 4
Chapter 6	25 Sept: Music and Gender		29 Sept: Music and Spirituality	Quiz 5, Song Essay
	02 Oct: Music and Spirituality	04 Oct: Exam 2 (Ch 4-6) REVIEW	06 Oct: HOMECOMING NO CLASS	Quiz 6
Chapter 7	09 Oct: Music and Politics		12 Oct: Music and Politics	Quiz 7
Chapter 8	16 Oct: Music and War		20 Oct: Music and War	Quiz 8
Chapter 9	23 Oct: Music and Love		27 Oct: Music and Love	Quiz 9
Chapter 10	30 Oct: Music and Love	01 Nov: Exam 3 (Ch 7-9) REVIEW	03 Nov: Music and Broadway	
Chapter 11	06 Nov: Music and Broadway		10 Nov: VETERANS DAY NO CLASS	Quiz 10
Chapter 12	13 Nov: Music and Film		17 Nov: Music and Dance	Quiz 11,
	20 Nov: Music and Dance	22 Nov: Thanksgiving Break NO CLASS	24 Nov: Thanksgiving Break NO CLASS	Quiz 12
Chapter 13	27 Nov: Music and Concert		01 Dec: Music and Concert	Quiz 13
	05 Dec: Exam 4 (Ch 10-13) REVIEW	07 Dec.: Concert Report Sharing		Concert Report