

Experiencing Music

MUL 2010 Section 135G | Spring 2018
Time: MWF Period 5 | 11:45 – 12:35 (AM)
Location: MUB 120

Instructor: Thomas Royal, Ph.D.

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Office Hours: MUB 134, Thursdays and Fridays, Period 6. By apt. if necc.

Course Description

MUL 2010 is designed 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 be used to 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, it is strongly recommended that you have taken ENC 1101 or 1102, as your writing will be held to college-level standards.

Course Objectives

This course is designed to 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 the students' own cultural norms and values in relation to those held by the citizens of other countries, they will develop a cross-cultural understanding of the rest of the contemporary world.

In MUL2010, the course is broken down into four major sections, each containing 3 to 4 modules, through which a variety of aspects on music are addressed 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. Essential elements of music are introduced and demonstrated, and then applied by students as they analyze three short pieces.
- **Musical Identities** (Chapters 4-6): Here, the use of music to express individual and collective identities is explored; 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, are discussed and analyzed.

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

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.**

The URL for the companion website:

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

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

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 assignments at 15% each)

12% = Highest twelve out of thirteen weekly quizzes (1% each with the lowest score dropped)

10% = Participation

Final grades will be calculated 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 reserves the right to give (or not give) extra credit beyond that already built into the course, but 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.

Written Assignments

All written works for the course will be evaluated both on content and technical elements. All writing should follow the rules of standard English and will be evaluated with respect to proper spelling, grammar, punctuation, word usage, clarity, coherence, and organization. While this is not an English class, writing is an important form of communication within and outside of academia. Therefore, all written work should be at the highest level. No matter how refined your thoughts, they cannot be evaluated if they are communicated ineffectively.

There are two writing assignments this semester:

1. Song Essay – Choose any song (not already covered in the text or lectures) and submit a 300-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.
2. Concert Report – **You must attend one concert** and submit a concert report worksheet (which is available on Canvas)

Full instructions and rubrics for both papers are provided on the course site, but here are some common/general requirements:

- Each paper should meet its minimum assigned word count, if it exists.
- Each paper should be formatted 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)
- Papers will be submitted to Canvas by the deadlines posted on the Course Calendar at the end of this syllabus (this will also be published on the course site). Papers should be submitted as either a word document or a PDF. (PDF’s should be encoded with characters rather than images, i.e. scans of documents will not be accepted.)

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 for MUL2010 will assist with questions related to your writing, but we will not proofread or edit your work for you. We will help you develop the skills to proofread/edit on your own.

Quizzes

Quizzes are administered online. They must be completed by the date listed on the course calendar. Failure to complete a quiz on time will result in a grade of zero for the quiz. There are 13 quizzes. All but the lowest quiz grade will be dropped.

Exams

Exam dates are listed below. Exams cover between 3 and 4 chapters of the material. There will be no comprehensive exams. Exams generally include listening identification, short answer, multiple choice and short essay questions. The exams are meant to test your understanding of the material and not your ability to regurgitate facts (although factual statements are always required).

While the schedule of courses does list a final exam date, the date that the last will be administered will be the last day of classes, not the mandated final date set by UF.

Participation

There are two components of participation in this course:

1. You will be called on periodically to answer questions about course material during lecture sections. You must answer questions posed to you to the best of your ability to receive full credit for participation.
2. Occasionally, I will ask the class to form small groups to discuss pertinent issues in more detail. You must participate in these small discussions to receive full credit for participation.

Class Attendance and Make-Up Policy

Consistent and punctual class attendance is expected and counts for 10% of your final grade. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation. Unexcused absences will negatively impact your grade.

Understand that work or exams missed as a result of absence or tardiness will impact your grade. No absence will be considered excused without proper documentation. 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.

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. Documentation must be verifiable, meaning, for example, that if I were to contact your doctor to verify that your note is valid, your doctor's office would be able to tell discuss this with me.

Students are expected to show up on time for exams unless the instructor is notified in advance or shown written documentation after the fact. If you are late for an exam, you will not be given extra time to complete it. On exam days, the instructor reserves the right to assign seating.

For this class, you are allowed 2 unexcused absences without penalty. Each additional absence will lower your attendance/participation grade.

Late Policy

Late assignments are not accepted without an acceptable, documentable excuse. The determination of an excuse's acceptability is determined by the instructor on a case-by-case basis.

Conduct

Disrespectful behavior by any student to a fellow classmate 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. Phones and other electronic distractions 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.

While the instructor has seen evidence that taking notes by hand is more effective than with a laptop, note taking using a laptop is permitted. However, distracting uses of a laptop (for games, for movies, for messaging, etc.) are prohibited. Such use of a laptop is clearly perceivable from the lectern and is not conducive to an effective class environment. Students using their laptop in this way may be asked to leave and given no credit for attendance on the day that they violate this policy.

The instructor may permanently disallow laptop use during class if such use becomes consistently problematic (except for those students who have document need for accommodations requiring laptop use.)

Academic Honesty

All violations of academic honesty will be referred to the Dean of Students Office for disciplinary action without exception. 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.

UF students are bound by The 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." 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.

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, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Accommodations are not provided retroactively.

Course Evaluation

Students are expected 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 be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Additional Resources

- Campus Writing Center: Students are encouraged 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 you are asked to use the writing center, you will be expected 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.

THIS CONSTITUTES THE END OF THE SYLLABUS. BELOW IS ATTACHED A COURSE CALENDAR THAT IS NOT PART OF THE SYLLABUS PROPER.

Course Schedule – Important Dates and Deadlines

Note: Readings to be completed before class period

Monday	Wednesday	Friday
<u>1/8</u> Course Introduction & Syllabus	<u>1/10</u> Experiencing Music Reading: pp. 1-7	<u>1/12</u> Listening to Music Reading: pp. 8-13
<u>1/15</u> No Class: Martin Luther King Jr. Day	<u>1/17</u> Listening to Music (cont.) Reading: pp. 13-17 Chapter 1 Quiz Due (Canvas)	<u>1/19</u> Listening to Music (cont.) Reading: pp. 17-20
<u>1/22</u> Three Listening Examples Reading: pp. 21-25 Chapter 2 Quiz Due (Canvas)	<u>1/24</u> Three Listening Examples (cont.) Reading: pp. 25-31	<u>1/26</u> Three Listening Examples (cont.) Chapter 3 Quiz Due (Canvas)
<u>1/29</u> Exam 1 (Ch. 1-3)	<u>1/31</u> Music and Ethnicity Reading: pp. 32-40	<u>2/2</u> Music and Ethnicity (cont.) Reading: pp. 40-45
<u>2/5</u> Music and Ethnicity (cont.) Reading: pp. 45-52 Chapter 4 Quiz Due (Canvas)	<u>2/7</u> Music and Gender Reading: pp. 53-59	<u>2/9</u> Music and Gender (cont.) Reading: pp. 59-65
<u>2/12</u> Music and Gender (cont.) Reading: pp. 65-72 Quiz Chapter 5 (Canvas)	<u>2/14</u> Special Guest: Serafin String Quartet	<u>2/16:</u> Music and Spirituality Reading: pp. 73-79
<u>2/19</u> Music and Spirituality (cont.) Reading: pp. 80-86	<u>2/21</u> Music and Spirituality (cont.) Reading: pp. 86-94 Quiz Chapter 6 (Canvas)	<u>2/23</u> Exam 2 (Ch. 4-6)

<u>2/26</u> Music and Politics Reading: pp. 95-103	<u>2/28</u> Music and Politics (cont.) Reading: 103-110	<u>3/2</u> Music and Politics (cont.) Reading: 110-116 Quiz Chapter 7 (Canvas)
<u>March 5-9:</u> Spring Break. No Class.		
<u>3/12</u> Music and War Reading: pp. 117-127 Song Paper Due	<u>3/14</u> Music and War (cont.) Reading: 127-131	<u>3/16</u> Music and War (cont.) Reading: 131-137 Quiz Chapter 8 (Canvas)
<u>3/19</u> Music and Love Reading: pp. 138-146	<u>3/21</u> Music and Love (cont.) Reading: pp. 146-151	<u>3/23</u> Music and Love (cont.) Reading: pp. 151-155 Quiz Chapter 9 (Canvas)
<u>3/26</u> Exam 3 (Ch. 7-9)	<u>3/28</u> Music and Broadway Reading: pp. 156-159	<u>3/30</u> Music and Broadway (cont.) Reading: pp. 159-165
<u>4/2</u> Music and Broadway (cont.) Reading: pp. 165-172 Quiz Chapter 10 (Canvas)	<u>4/4</u> Music and Film Reading: pp. 173-179	<u>4/6</u> Music and Film (cont.) Reading: pp. 179-185
<u>4/9</u> Music and Film (cont.) Reading: pp. 185-189 Quiz Chapter 11 (Canvas)	<u>4/11</u> Music and Dance Reading: pp. 190-196	<u>4/13</u> Music and Dance (cont.) Reading: pp. 196-200
<u>4/16</u> Music and Dance (cont.) Reading: pp. 201-205 Quiz Chapter 12 (Canvas)	<u>4/18</u> Music and Concert Reading: pp. 206-214	<u>4/20</u> Music and Concert (cont.) Reading: pp. 214-221 Concert Reports Due
<u>4/23</u> Music and Concert (cont.) Reading: pp. 221-227 Quiz Chapter 13 (Canvas)	<u>4/25</u> Exam 4 (Ch. 9-13)	NO FINAL EXAM

