

## **Experiencing Music**

2018 Fall, MUL 2010 Section 16392

Time: Tuesdays Period 2-3 (8:30-10:25 AM) and Thursdays Period 3 (9:35-10:25 AM)

Location: MUB 120

### **Instructor**

Dong Jin Shin: [Please contact me via Canvas email](#)

Office Hours: Tuesdays and Thursdays after class (10:30-11:20 AM) at MUB 315 or 317

### **Paper Grader**

Stephanie Espie: [Please contact me via Canvas email](#)

Office Hours: Wednesdays 12:50 AM-2:45 PM at MUB 315 or 317

### **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.

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**

- 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.
- Increase awareness and curiosity about the past, present and future developments in music.
- Acquire a philosophy according to which the student may express and justify his own personal tastes and interest in music.
- Gain the ability to offer music criticisms based upon an acquired set of value judgments.
- Be aware of musical uses in the entertainment and commercial field.
- Understand Western concert music, as well as modern popular music.
- Enhance 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 acceptable, and you may also choose to rent an e-book in order to save money. <http://www.routledgetextbooks.com/textbooks/9780136017509/>

**Canvas (E-learning)** 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.

### **Course Content**

This course is broken down into 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; 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 class explores the uses of music to express individual and collective identities; 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.

### Evaluation of Grades

6% = 13 weekly quizzes (0.5% each x 12; the lowest score dropped)

- A quiz from each chapter is available for a week from the first lecture day of that chapter.
- **The content of the quizzes will be used in the Unit Exams.**

40% = Unit Exams (4 exams at 10% each)

44% = Written Assignments:

- Song Essay 14% (4+10), Concert Report 10%, Final Essay 20% (5+15)

10% = Attendance/ 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 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 – please do not ask for it.

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. Protests of “this is not an English class” arise regularly, prompting the reminder that this is a college course, and so good writing should be expected 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 3 writing assignments:

1. Song Essay – Choose any song (**not already covered in the textbook or lectures**) and submit an analytical essay. Describe how the musical elements effectively communicate the song’s lyrics or its message. Include an online link of your choice for listening.
2. Concert Report – Attend any concert and submit a reflection paper.
3. Final Essay – Write your response to 1) how music has been associated with human life, and 2) how your understanding and listening activities of music have been changed through this course.

Full instructions and rubrics for both papers are provided in Canvas, beyond these common/general requirements:

- Submit all papers to Canvas by the deadlines posted on the Course Calendar in CANVAS. **Late submission will cause 10% off per day** from the score.
- Each paper must meet its minimum assigned word count.
- Follow the format: double-spaced; indent in every first sentence of paragraphs; 1” margins on each side; 12-point Times New Roman.
- Chicago Manual citation if necessary.

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 we will not proofread or edit your work for you. We will help you develop the skills to proofread/edit on your own.

### **Extra Credit Options**

- 1) Completing “Start Here Quiz” during the first week will give you 1 extra credit at the end of the semester.
- 2) Performing music or presenting on a topic related to the lectures will get 1 extra credit. **Talk to Jin to plan your performance or presentation before 10/31.**

### **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 2 days have passed.**

### **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. More than **4 unexcused absences will negatively impact your grade.**

Understand that work, quizzes, 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. 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. **If you are late for a listening part of the exam, each listening example missed will not be replayed for you.** On exam days, the instructor reserves the right

to assign seating.

### **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. 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.

### **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. Ignorance to the law is no excuse.

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 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/](http://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 <https://writing.ufl.edu/writing-studio/>.
- 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>
  - University Police Department: 392-1111 or 9-1-1 for emergencies.

## Course Schedule – Important Dates and Deadlines

	Thursdays (9:35-10:25)	Tuesdays (8:30-9:20; 9:35-10:25)	Quiz Due (11:59pm)
W 1 Drop/Add	8/23: Introduction	8/28: Ch1 Experiencing Music	Start Here Discussion (8/30)
W2	8/30: Ch1	9/4: Ch1 Ch2 Listening to Music	Quiz 1 (9/4)
W3	9/6: Ch2	9/11: Ch2	Quiz 2 (9/13)
W4 Song Essay (1st Draft)	9/13: Song Essay (1st Draft) Ch3 Three Listening Examples	9/18: Ch3	Quiz 3 (9/25)
W5 EXAM 1	9/20: Ch3	9/25: Unit Exam 1 (Ch1-3) Ch4 Music & Ethnicity	Quiz 4 (10/2)
W6	9/27: Ch4	10/2: Ch4 Ch5 Music & Gender	Quiz 5 (10/9)
W7 Song Essay Due	10/4: Song Essay Due Ch5	10/9: Ch5 Ch6 Music & Spirituality	Quiz 6 (10/16)
W8 EXAM 2	10/11: Ch6	10/16: Unit Exam 2 (Ch4-6) Ch7 Music & Politics	Quiz 7 (10/23)
W9	10/18: Ch7	10/23: Ch7 Ch8 Music & War	Quiz 8 (10/30)
W10 Concert Report Due	10/25: Concert Report Ch8	10/30: Ch8 Ch9 Music & Love	Quiz 9 (11/6)
W11 EXAM 3	11/1: Ch9	11/6: Unit Exam 3 (Ch 7-9) Ch10 Music & Broadway	Quiz 10 (11/13)
W12	11/8: Chapter 10	11/13: Ch10 Ch11 Music & Film	Quiz 11 (11/20)
W13 Final Essay (1st Draft)	11/15: Final Essay (1st Draft) Ch11	11/20: Ch11 Ch12 Music & Dance	Quiz 12 (11/27)
W14	Thanksgiving	11/27: Ch12 Ch13 Music & Concert	Quiz 13 (12/4)
W15 EXAM 4	11/29: Ch13	12/4: Unit Exam 4 (Ch 10-13)	
Final Essay Due on 12/11 (11:59 pm in Canvas)			