

**MUL 2010- Summer A, 2023  
Experiencing Music, Online**

**Instructor**

Cody Case, PhD Candidate, Ethnomusicology  
Office Hours: Online, Wednesdays, 10-11



**Teaching Assistants** will be assigned alphabetically and updated in Announcements at the end of the first week of class. Please contact **your assigned TA** through the Canvas website.

**Please contact your assigned TA via Canvas email. Contact Cody if your issue has not been resolved by first contacting your assigned TA.** Teaching Assistant assignments will be continually updated in Announcements and Start Here until drop/add – Please contact your assigned TA through the Canvas website:

**Textbook (FREE!)**

REQUIRED: Cornelius, Steven, and Mary Natvig. Music: A Social Experience. Routledge, 2018.

ISBN number: 9780415789332, ISBN number: 9781351839174

The e-book is available FOR FREE from the ProQuest ebook Central database on the UF Smathers Library website:

<https://ebookcentral.proquest.com/lib/uf/detail.action?docID=5580350>

This book provides a companion website for online resources, including musical examples (Spotify links) and sample quizzes:

<https://routledgetextbooks.com/textbooks/9780415789332/>

**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 units, 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 4-7): Here, the use of music to express individual and collective identities is explored; modules focus on the relationships between music and the life cycle, ethnicity, gender, and spirituality.
- Musical Intersections (Chapters 8-10): This section focuses on music's relationship to social and political realms, including politics/national identity, war/conflict, and love.
- Musical Narratives (Chapters 11-14): The final section addresses the social experience of music through theater, film, dance, the concert hall and technology. 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

### **Evaluation of Grades**

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

24% = Discussions (lowest score dropped)

36% = Weekly Quizzes (lowest score dropped)

40% = Enrichment Assignments

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. The instructor and TAs will complete grading and post grades for each discussion and assignment within one week of the original deadline. If you are doing poorly near the withdrawal deadline, feel free to discuss your progress with the instructor. There is extra credit in the Assignments section that you may complete if you wish to improve your grade.

All grades will be determined based on the following scale. I round to the nearest whole number but otherwise do not bump scores up or down.

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 can be found here:  
[catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/](http://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)

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.

**Attendance and Conduct**

While the presentation of this course in an online format gives you, the student, great freedom in deciding when to engage the course, it is expected that you will log on to the course website regularly and check all assignments. This is not a “self-paced” course - all required assignments for the course will be due according to the dates posted in Canvas. **Note that if the given deadline is 11:59pm, work submitted at or after that time will be counted late.** For late work, there will be a 15% penalty per day (or fraction of a day), and I do not make exceptions for illness, technical difficulties and the like. It is in your best interest to complete your assignments early so that you have time to work through any unforeseeable problems. You are advised to read through the technical information posted on the e-Learning website (<http://elearning.ufl.edu>) to minimize any potential technical issues.

For conflicts that may arise due to University-sponsored events or religious holidays, you are advised to plan your work in advance. The instructor recognizes and will comply with the University’s attendance policy ([catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)); however, since no assignment requires that you log on the day of the deadline, you are responsible for planning ahead and taking care of work before a trip or holiday. If a conflict seems unavoidable, you must contact the instructor at least one week prior to the date in question.

When experiencing a severe emergency such as a hospitalization or a death in your immediate family, please inform Mr. Case ([c.case@ufl.edu](mailto:c.case@ufl.edu)) as quickly as possible, and we will work together to ensure your continued success in the course.

**Critical Dates:**

- Drop/Add: May 15-16
- WITHDRAWAL: June 16
- HOLIDAY: May 29
- Classes End: June 23

**Module Schedule**

Modules open Monday mornings and close Sunday night at 11:59pm, **except for Week 6, which closes Friday night at 11:59 pm** due to the university’s grading deadline for Summer A.

Week	Modules	Opens	Closes	Assignments
1	1 and 2	Monday May 15th	Sunday, May 21st	Syllabus quiz ( <b>due Wed, 17th</b> ) Quiz Modules 1 & 2  Discussion 1  Enrichment Assignment 1

Week	Modules	Opens	Closes	Assignments
2	3 and 4	Monday, May 22nd, 12am	Sunday, May 29th, 11:59pm	Quiz Modules 3 & 4 Discussion 3 & 4
3	5 and 6	Tuesday, May 30th, 12am	Sunday, June 4th, 11:59pm	Quiz Modules 5 & 6 Discussion 5 & 6  Enrichment Assignment 2
4	7 and 8	Monday, June 5th, 12am	Sunday, June 11th, 11:59pm	Quiz Modules 7 & 8 Discussion 8  Enrichment Assignment 3
5	9 and 11	Monday, June 12th, 12am	Sunday, June 18th, 11:59pm	Quiz Modules 9 & 11 Discussion 11
6	12 and 13	Monday, June 19th, 12am	<b>FRIDAY, June 23rd, 11:59pm</b>	Quiz Modules 12 & 13  Enrichment Assignment 4

### Accessibility Statement

All students with a disability have a legal right to accommodations to ensure that they have equal access to course content and equal opportunity to demonstrate that they have mastered the material. However, some students might not be aware of the scope of the definition of *disability* under the ADA and thus may not realize this right applies to them. *Disability* is defined as a physical or mental impairment that substantially limits one or more major life activities and may include: learning disabilities, ADHD, acquired brain injuries, psychological disorders and pervasive developmental disorders, sensory impairments, mobility impairments, chronic medical illnesses or other conditions. If you have questions, I am happy to help to the extent I am able, and you can also contact Disability Services: 352-392-8565, <https://disability.ufl.edu/> <https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas>

### Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.

Please email your accommodation letter to Cody Case ([c.case@ufl.edu](mailto:c.case@ufl.edu))

### 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. CANVAS uses software to detect plagiarism by scanning sources and text vastly across the internet. Therefore, it is easy for us to detect with exact phrasing and even a percentage of how much a submitted work may be plagiarized from a

pre-existing source. In other words, don't do it. Focus always on writing ideas in your own language and using quotations with proper citation when necessary.

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 ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) 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.

### **Online Course Evaluation**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students/](http://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).

### **Technical Support**

Please contact the helpdesk to resolve technical difficulties with Canvas: [helpdesk.ufl.edu](http://helpdesk.ufl.edu), 352-392-4357

### **Campus 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/](http://www.at.ufl.edu/r&w/).

### **Health and Wellness**

U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu/](http://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu/](http://shcc.ufl.edu/).

University Police Department: Visit [police.ufl.edu/](http://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

### **Academic Resources**

E-learning technical support: Contact the [UF Computing Help Desk](http://helpdesk@ufl.edu) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services [career.ufl.edu/](http://career.ufl.edu/).

Library Support: [cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask) various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420.

General study skills and tutoring. [teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/)

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: [sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/](http://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

On-Line Students Complaints: [distance.ufl.edu/student-complaint-process/](http://distance.ufl.edu/student-complaint-process/)