

MUH 7938 Music and Indigeneity
University of Florida, Spring 2024
Wednesday, periods 9-11, MUB 146

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Office Hours: Friday, 10:40-11:30am and by appointment

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SEMINAR FOCUS

This seminar examines representations of Indigenous peoples in music by composers in the Americas. Such representations posit several epistemological, ontological, and political problems, which contribute to both local and global views on indigeneity. The music of contemporary composers such as Chris Dersken (Canada) and Mali Obomsawin (USA), among others, and historical figures such as Heitor Villa-Lobos (Brazil), Carlos Chávez and Silvestre Revueltas (Mexico), will provide the “texts” for the seminar to confront issues of (mis)representations and the role of audiences (ours included!) in the dissemination of mostly constructed images. Contemporary composers will provide examples of self-representation, self-determination, and sovereignty. The seminar will explore a variety of methodologies, from archival research and music analysis to postcolonial and identity theories. The goal is for participants to transpose the knowledge acquired in the seminar and produce an original, extended paper or a multimedia presentation related to their area of interest.

Desired outcomes: Students will acquire fluency on music analyses and post-colonial theories and methodologies for examining representations of indigeneity in music.

Seminar goals: Students will produce a research paper based on the issues discussed in class applied to each individual area of interest; or create a multimedia work that addresses the topics discussed in class.

TEXTBOOK

No textbook is required for this seminar. Books and articles used in the initial portion of the seminar are available in the Music Library, the various E-storages, or through interlibrary loan. Additional materials will be posted on the course Canvas.

REQUIREMENTS AND GRADING

- Attendance and participation in seminar discussion is expected. See University Policies at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>
- As the semester progresses, students will share the processes and results of their research with the group.
- The final project will be an extended research paper or a multimedia presentation that includes the students’ creative processes and scholarly approaches in addressing the issues and methodologies discussed in class.

Grades will be based on the following:

- Class Participation 40%
- Final project and presentation 60%

Grading scale

A: 94-100 A-: 91-93	B+: 88-90 B: 84-87 B-: 81-83	C+: 78-80 C: 74-77 C-: 71-73	D+: 68-70 D: 64-67 D-: 61-63	E: 0-60
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ACADEMIC HONESTY

The theft of intellectual property is taken very seriously in this class. All student work must be original. Plagiarism or cheating will be dealt with according to the policies outlined in the university bulletin and student handbook (see <https://sccr.dso.ufl.edu/process/student-conduct-code/> for more information). See the *Chicago Manual of Style* if you have any questions regarding proper citations in the humanities. All written work must be submitted to Turnitin through Canvas (accessed through <https://elearning.ufl.edu/>) to be graded.

Students Requiring Special Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

ADDITIONAL RESOURCES

1. If you are asked to use the writing center, you will be expected to do so and to submit all drafts of your paper. The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <https://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

2. Resources are available on campus for students having personal problems that affect academic performance or difficulty defining career and academic goals:

- *U Matter, We Care*: If you or someone you know is in distress, please contact <https://umatter.ufl.edu/>, 352-392-1575, or visit *U Matter, We Care website* to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the *Counseling and Wellness Center website* (<https://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 the *Student Health Care Center website* (<https://shcc.ufl.edu/>).
- *University Police Department*: Visit *UF Police Department website* (<https://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; Visit the *UF Health Emergency Room and Trauma Center website* (<https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center>).
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the *GatorWell website* (<https://gatorwell.ufsa.ufl.edu/>) or call 352-273-4450.

3. Please do not hesitate to come by during office hours or contact me to schedule appointments. I am interested in your success and hope you will feel free to express any questions, ideas, or concerns you might have.

Syllabus

Given the nature of this advanced seminar, the schedule of topics will be flexible to accommodate research interests of participants. The following topics are meant to introduce students to the most important concepts and organize our fields of inquiry, from both methodological and theoretical perspectives. The area of research for each individual participant may vary.

NB. We will need to reschedule class on March 20 because of the Annual meeting of the American Music Society.

Weeks 1-2: Indigenous, Indigeneity, and Ontologies

- Being spoken of
- Indigenous voices
- Representations

Week 3-4: Toward a Decolonization of Methods

- Different ways of knowing
- Perspectivism (and detractors)
- Politics of Indigeneity
- Writing histories

Week 4-5: Disciplinary and Cross-Disciplinary Perspectives

- Music and Indigeneity
- Music and Identities (Indigenous, Gender, Culture, etc.)

Topics for Week 6ff to be decided by the seminar

Working Bibliography

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- Dillingham, Alan Shane. *Oaxaca Resurgent: Indigeneity, Development, and Inequality in Twentieth-Century Mexico*. Stanford, CA: Stanford University Press, 2021.
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- Freire, Juliana Luna. "Whitening, Mixing, Darkening, and Developing: Everything but Indigenous." *Latin American Research Review* 51, no. 3 (2016): 142–60.
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