

Musics of the World

Ethnomusicology 205
Cape Breton University
Winter 2009

Instructor:	Dr. Janice Esther Tulk	Class Location:	CE 327
Office:	L-148A (Research Commons)	Class Time:	Tues & Thurs 12:00-1:15pm
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Course Description:

A survey of several music cultures from around the world, this course explores music as both a reflection and creation of society. It emphasises the diversity of world musics and provides a theoretical framework for understanding the relationship between music and culture. Cross-listed with FINA 205 and MUSI 205. Credits: 3.

Required Text:

Terry E. Miller and Andrew Shahriari. *World Music: A Global Journey*. 2nd Edition. New York: Routledge, 2009. *Note:* This text comes with two CDs. You are strongly advised to store these disks separately from the book to protect them from scratches. Replacement disks are not available for purchase.

Supplementary Materials:

While we will primarily use the audio recordings that accompany the text book, from time to time supplementary recordings will be used in class and may be put on reserve at the library for students to consult. Likewise, supplementary readings may be placed on reserve occasionally. These will be announced in class.

Topics:

1. Introduction: Definitions of Music, Elements of Music, and Extra-musical Meaning

Text: Chapters 1, 2, and 3

2. Sub-Saharan Africa

Text: Chapter 9, focus on Site 2 (“Talking Drums”) and Site 8 (*Mbube* Vocal Choir)

3. Caribbean

Text: Chapter 11, focus on Site 1 (*Vodou* Ritual), Site 6 (Afro-Cuban-Derived *Salsa*), and Site 7 (*Merengue*)

4. Central and South America

Text: Chapter 12, focus on Site 2 (*Sikuri* Panpipe Ensemble), Site 4 (*Mariachi*), and Site 6 (*Capoeira*)

5. East Asia

Text: Chapter 7, focus on Site 1 (The *Qin*) and Site 8 (*Kabuki Theatre*)

6. South Asia

Text: Chapter 5, focus on Site 1 (Hindustani Instrumental Raga) and Site 3 (Carnatic Classical Vocal *Kriti*)

7. Southeast Asia

Text: Chapter 6, focus on Site 6 (Javanese Court Gamelan)

8. Middle East

Text: Chapter 8, focus on Site 1 (Islamic “Call to Prayer”) and Site 5 (Sufi *Dhikr* Ceremony)

9. Oceania

Text: Chapter 4, focus on Site 1 (Australian Aboriginal Song) and Site 3 (Hawaiian Drum-Dance Chant)

10. Europe

Text: Chapter 10, focus on Site 2 (*Flamenco* Music and Dance) and Site 7 (Bulgarian Women’s Chorus)

11. Returning Home: North America

Text: Chapter 13

Evaluation:

<i>Item</i>	<i>Date</i>	<i>Value</i>
Organological Study	Tuesday, February 3, 2009	10%
Mid-term Exam	Thursday, February 12, 2009	25%
Genre Study	Thursday, March 5, 2009	15%
Term Project	Thursday, April 2, 2009	25%
Final Exam	TBA by Registrar	25%

Please note: In the case of *documented* medical emergency or family distress, students unable to complete course requirements as outlined will not be penalized. The value of a missed mid-term exam will be added to the weight of the final exam. Extensions for written assignments will be arranged in consultation with the student. Appropriate documentation must be presented in a timely manner – *before the due date or examination date*. Notes dated the day after a test or exam will not be accepted. In the case of illness, documentation should be written on letterhead and signed by the physician. It must indicate dates on which the student was seen by the physician, as well as the length of time and degree to which the illness would affect the student’s ability to complete course requirements.

Late submission of assignments without prior approval for an extension will result in a penalty of 5% per day.

Exams:

50% of your final grade will be based on your performance in two exams, which will incorporate both aural and written tests. The test format may include fill-ins, multiple choice, short answer questions, and essay questions. (Sample questions will be discussed in class in advance of mid-term and final exams.) Exams will focus on material covered in class, during any guest lectures, and in reading assignments. Students are strongly encouraged to attend every class to ensure success in exams. If you do miss a class, you are responsible to obtain missed material from your fellow students. Lecture notes will not be posted to the internet or placed on reserve in the library. Make a missed class/study buddy today!

Written Assignments: Organological Study, Genre Study, and Term Project

50% of your final grade will be based on your performance in three written assignments, outlined below. All assignments must follow these guidelines:

- hard copy only (no email submission)
- double-spaced
- 1" margins
- 12-pt Times New Roman font
- follow MLA format (see *MLA Style Manual and Guide to Scholarly Publishing*, available in the reference section of the library – call number PN 147 G444 2008)

Materials drawn from other sources and ideas that are not the student's own *must* be appropriately cited via in-text citations and a bibliography. Failure to do so constitutes plagiarism.

“Plagiarism is the act of representing the intellectual work of others as one's own. Such misrepresentation is treated as a serious violation of academic standards and principles. When a student submits work for a course, it is assumed that the work is original except where the student properly acknowledges the use of other sources. Of course, good scholarship often requires drawing on the work of others, but any borrowed material - including words, ideas, data, statistics, graphics and other intellectual matter, whether drawn from print, electronic, or other non-print sources - must be fully acknowledged according to the accepted practices of the relevant discipline.”

See “Plagiarism” under the heading “Academic Regulations online at:

http://www.cbu.ca/cbu/_main/default_main.asp?topic=calendar&id=cal_07-09_TOC&menu=calendar
(CBU 2007-2009 Academic Calendar)

Please note that in MLA style, there is no distinction made between an idea and a fact – any information taken from another source must be documented accordingly. Thus, even so-called “historical facts” must be attributed to the source from which the student obtains the information.

Assignments will be graded on both content and writing style. Writing style includes proper spelling, grammar, and punctuation, as well as adherence to the MLA documentation style. 25% of the grade for assignments will be based on writing style and 75% for content.

Organological Study (10%)

1. Select any world music instrument discussed in your text book. This instrument must not be one of the standard instruments of a classical/western art music orchestra.
2. Using a variety of sources (books, articles, encyclopedia entries, and reliable websites), answer the following questions:
 - a) What material is used in the construction of this instrument?
 - b) How is it constructed? What processes are involved? What tools are used?
 - c) Is this instrument decorated? If so, which parts are decorated? Are there any particular colours or images that are used? What meanings are associated with them?
 - d) What is the pitch range of the instrument? How does this relate to the size of the instrument? Can it play multiple pitches at once?
 - e) How is this instrument played?
 - f) In which of the four primary categories of instruments would this instrument belong?
 - g) What would be the more specific numeric classification of this instrument in the Hornbostel-Sachs classification system?
 - h) What functions does this musical instrument serve in the society in which it is played?
3. Photocopy, print, or draw a picture of this musical instrument. Remember to identify the source you used and follow MLA style guidelines for labelling this image.
4. You may submit this assignment either in question-answer format, or as an essay. In either case, you must format your assignment so that it follows MLA style guidelines (includes page numbers, is double-spaced in 12-pt Times New Roman font, follows citation guidelines where applicable, etc).
5. Submit at the beginning of class on Tuesday, February 3, 2009. Late assignments will be accepted, but are subject to a penalty of 5% per day.

Suggested Resources:

The New Grove Dictionary of Musical Instruments, ed. Stanley Sadie. London: Macmillan Press, 1984.
ML 102 I5 N48 1984 (Ref)

Musical Instruments: A Comprehensive Dictionary, Sibyl Marcuse. New York: Norton, 1975.
ML 102 I5 M37 1975 (Ref)

Ethnomusicology, ed. Helen Myers. New York: W. W. Norton, 1992.
ML 3798 E84 1992 (Reserve)

Caution:

Use web resources, especially Wikipedia, with extreme caution and care. Because such sites can be updated at any time by anyone, they often include erroneous and/or incomplete information. For this reason, I would advise you to only consult trustworthy sources and to verify any information you plan to use in your assignment by consulting multiple (preferably peer-reviewed) sources.

Genre Study: Summary and Commentary (15%)

1. Select any world music genre discussed in your text book.
2. Find the corresponding entry on that music genre in **one** of the following encyclopedias, photocopy it, and read it.

The Garland Encyclopedia of World Music, ed. Nettl, Stone, Porter, and Rice. New York: Garland Pub, 1998. ML 100 G16 1998 (Ref)

The New Grove Dictionary of Music and Musicians, ed. Stanley Sadie. London: Macmillan Publishers, 1980. ML 100 N48 (Ref)
3. Summarize the main points of the entry in 700-1000 words (remember to paraphrase using **your own** words).
4. In 500 words or less, critically assess what you have read, considering the following:
 - a) Does the information provided appear complete and comprehensive?
 - b) Are you left with any questions? Is there some aspect of this music that you would like to know more about?
 - c) Were there musical examples and/or illustrations included? Were they helpful in conveying information about the music genre? Why or why not?
 - d) Comment on the author's writing style? Was it clear? Concise?
 - e) How does the material included in this encyclopedia entry compare with that included in your text book? Are there any contradictions?
 - f) How would you rate this entry on a scale of 1 to 5, where 1 is poor and 5 is outstanding? What is the basis of your evaluation?
5. Format your summary and commentary so that it follows MLA style guidelines (check for page numbers, title, double-spacing, 12-pt Times New Roman font, citation guidelines, etc).
6. Attach the photocopy of the encyclopedia entry used in this assignment (using a staple or paper clip).
7. Submit at the beginning of class on Thursday, March 5, 2009. Late assignments will be accepted, but are subject to a penalty of 5% per day.

Term Project (25%)

For the term project in this course, students may choose *one* of the options listed below or they may design another project that interests them. Should you choose to design your own term project, please contact me by the end of February to confirm that your proposed project is suitable both in terms of content and scope.

1. World Music in Film – Choose a film that employs any world music in its score or soundtrack. Write a well-organized essay, 8-10 pages in length, on the use of world music in film. Be sure to clearly identify the culture from which the music originates. Consider the following: How does this music relate to the plot presented in the film? (Does it relate?) Is the music diegetic or non-diegetic? Describe the relationship between what you hear and what you see? What is the aural effect of using this music in this film? Is the presentation of this music culturally sensitive? Or has the music been taken out of its normal context? Is this problematic?
2. Music and Dress – Choose any world music genre and research the dress associated with it. Write a well-organized essay, 8-10 pages in length, on the history of the dress, the materials and colours used to make and embellish the outfit, and the meanings associated with various elements of dress. Consider the relationship between music and dress: what purpose does the dress serve? (Students interested in a more hands-on assignment could research the dress associated with a music genre, sew an outfit, and write an abbreviated essay (2 pages) on the choices made when sewing the outfit and the justifications for these choices.)
3. World Music Radio Programming – Choose an hour of world music programming on any radio station (you may use stations that stream online) and record it. Identify the musical selections that were programmed and the cultures with which they are associated. Analyse the “banter” associated with each selection. What can you learn about world music from this radio program? What was included? What wasn’t included? How does this match your expectations for a world music radio show? Write a summary and critique of the one hour program, 8-10 pages in length, and submit it along with the recording of the program. (Students interested in a more hands-on assignment could plan and record their own 30-40 minute world music radio program and write an abbreviated essay (2 pages) on the selections they chose and the information they included for the listener when introducing selections. Students should also identify any organizational scheme that may have been employed and give their program a title.)
4. Life and Works – Choose an individual or group who performs a particular world music genre (or fusion of multiple world musics). Research their history, cultural background, influences, and musical output. Write a well-organized essay, 8-10 pages in length, that discusses their life and works. Students may choose to focus on one or two particular songs or performances that exemplify their style and analyse their musical elements.

All assignments must follow MLA style guidelines for formatting (page numbers, title, etc), be double-spaced, and use 12-pt Times New Roman font. All sources must be appropriately acknowledged via MLA format.

Due at the beginning of class on Thursday, April 2, 2009. Late assignments will be accepted, but are subject to a penalty of 5% per day.