

Soundscapes

MUH 2010

M/W/F + 10:40-11:30 am

MUB

3 Credits

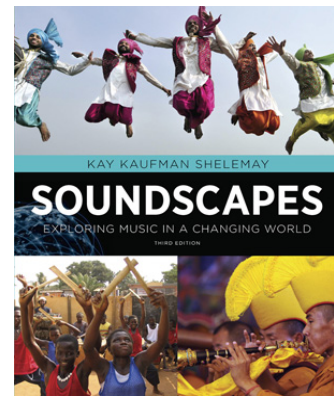
Instructor Information

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ABOUT THIS COURSE

Course Description:

Soundscapes is an introductory level course that introduces students to new ways of listening to music. Students will learn to identify key musical elements when listening to music, will learn appropriate terminology to describe the music they hear, and will learn to communicate effectively about music using this terminology. Students in this course will experience music from many eras and cultures and will engage in critical listening and thinking by discussing music's role and meaning in society.



Required Textbooks and Materials

- Kay Kaufman Shelemay, *Soundscapes: Exploring Music in a Changing World*, 3rd edition. ISBN: 978-0393-91828-1
- You may choose either the physical textbook or the electronic book. Having access to the online material is required.
- Canvas (e-learning, <https://lss.at.ufl.edu>) is an important online component of the course. Current information about and activities for the course, including copies of the syllabus, course schedule, assignments, and quizzes, will be posted on Canvas. Grades will be posted on Canvas so that you can keep track of your progress.

Course Objectives and Goals:

Humanities General Education SLOs (see

<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/> for additional details):

- Content: Identify, describe, and explain the history, underlying theory, and methodologies used in the course disciplines.
- Critical Thinking: Identify and analyze key elements, biases, and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.
- Communication: Communicate knowledge, thoughts, and reasoning clearly and effectively.

Course SLOs

- Content:
 - Identify the basic components of music using discipline-specific terminology
 - Demonstrate an understanding of musical form and texture
- Critical thinking:
 - Recognize and describe the roles that music plays in their own lives, culture, and contemporary society as a whole
- Communication:
 - Describe musical works by accurately employing the vocabulary in this course
 - Communicate about music verbally and through writing assignments using appropriate, discipline-specific terminology.
- As a result of learning and listening, the student will acquire:
 - Increased awareness of music beyond what is familiar
 - An enhanced receptivity to the music of other cultures

STUDENT RESOURCES

Disability Accommodations

Students with disabilities that are 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 instructors when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Health & Wellness Resources	Academic Resources
U Matter, We Care: https://umatter.ufl.edu	UF Computing Helpdesk: https://helpdesk.ufl.edu
Counseling and Wellness Center: https://counseling.ufl.edu	UF Libraries: https://uflib.ufl.edu
Student Health Care Center: https://shcc.ufl.edu	Writing Studio: https://writing.ufl.edu/writing-studio/
University Police Department: https://police.ufl.edu	

COURSE POLICIES

Attendance

Students are expected to attend class each week and participate in class discussions. Attendance will be taken during every class meeting for tracking purposes, but is not part of the student's final grade. Should life or an illness happen, it is much more important that you make sure you are well. **Should you need to miss class for any reason, please contact your instructor as soon as possible.** It is better to over-communicate than remain silent. If you are silent about an absence, it is automatically recorded as unexcused, and no make up work will be allowed. **Missed work cannot be made up in the case of an unexcused absence.** Documentation as described below, must be provided if a student wishes to make up any missed work due to an excused absence.

Examples of excused absences include:

- A medical issue accompanied by a signed statement from your doctor
- A home-treatable medical issue (the flu, bad cold, migraine, etc.) explained in an email

- A car accident accompanied by a police report
- A serious family emergency with an email or other written documentation
- A religious holiday observance noted in an email or with other written documentation
- Research or conference presentations accompanied by written documentation
- Military service or court-imposed legal obligations accompanied by written documentation
- A professional engagement that provides valuable music performance experience
- An official University of Florida activity connected to your major field, scholarship, or athletic status accompanied by a faculty or coach letter/email

Examples of unexcused absences include:

- Personal vacations/trips including weddings, extended holidays, and end of semester flights
- Sleeping through a morning (or afternoon) alarm
- Study sessions or work for other classes
- Participation in University of Florida club sports

Late Work

To be able to receive full credit, assignments must be submitted on time. In the case of excused absences, late work policies will be adjusted so that students may receive full credit.

- **Canvas submissions:** When submitting work through Canvas, this generally means 11:59 PM on the dates indicated on the Course Schedule (see end of syllabus). Late work will receive deductions, which will be applied automatically through Canvas. For every hour work is late, the overall grade will be reduced by 0.75%. Work submitted after 72 hours from the original due date and time will not be accepted.
- **In-person submissions:** In the case of assignments submitted in person, there will be an automatic 15% reduction in grade *per class meeting* that the work is overdue. For example, if an assignment is due on Monday, but is turned in on Wednesday, there will be a 15% reduction in the final grade. On Friday, there will be a 30% reduction, and the following Monday, a 45% reduction in the final grade.

Diversity and Inclusion Statement

In our classes, we encourage students of all ethnicities, religions, genders, sexual orientations, classes, ages, and abilities to express their opinions, viewpoints, and experiences. Every person has something valuable to offer to their peers and the instructor in this course! If at any time you have a question or concern about diversity or inclusion, please email or set up a meeting to talk with one of the instructors.

Academic Conduct

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. 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

(<https://sccr.dso.ufl.edu/policies/student-honor-code-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 in this class.

Using someone else’s ideas in a written paper without providing proper recognition of the source (plagiarizing) are serious matters; length of the paper does not matter. Anyone caught plagiarizing is subject to an automatic E and further disciplinary action. All violations of academic honesty will be referred to the Dean of Students Office for disciplinary action without exception. Instances of plagiarism will be treated on an individual basis, but can result in a failing grade for the course.

Course Evaluation via GatorEvals

Students are expected to provide feedback on the instruction in this course by completing course evaluations online via Gator Evals. Students will be notified via email when the evaluation period opens. For more information, visit: <https://gatorevals.aa.ufl.edu>

ASSIGNMENTS AND SEMESTER OUTLINE

Assignments & Grading

- Syllabus quiz and in-class work 5%
- Weekly listening quizzes due Friday at 9:00 PM 20%
- 3 Listening Assignments (Refer to the Unit Playlists for song selection) 35%
 - a) Unit 1 Listening Assignment:
 - i) Students will select one song from the provided playlist. Discuss its use of three musical elements (select from: pitch, duration, timbre, texture, form, etc.) AND explain why it is interesting or important to the meaning of the song. Then discuss a song you like that uses these same elements in an interesting or significant way and provide a parallel analysis of how your selected song also uses these three elements, explaining why it is interesting or important to the

meaning of the song, and comparing each song's use of these elements. 2-3 pages, double-spaced.

- b) Unit 2 Listening Assignment: Creating a Listening Map
 - i) Students will select a song that represents a theme of the unit that is not included in the text to create a listening map for. The listening map should detail form, timbre, rhyme scheme, and anything else that is pertinent to the song. Songs must be approved by the instructor.
- c) Unit 3 Listening Assignment:
 - i) Students will select one national anthem from the list provided. Consider the historical context that led to that national anthem being used. Find one outside source to support your findings, and using the terminology that we have discussed throughout this course, explain the extra-musical context that surrounds this anthem. Submissions should be between 500-800 words.
- 3 Unit-based projects 40%
 - a) Unit 1: Listening to Music:
 - i) Fieldwork & Presentation: Record 2-5 minutes of a soundscape, create a graphic representation of the sound and describe what you hear using musical terminology. Prepare two PowerPoint slides that include a 30-second clip of your soundscape and your graphic representation of the soundscape. Prepare a 2-page script to read when you present that (1) describes your soundscape, (2) explains your method, and (3) explains your graph. Email Professor Sallee a link to your slides and a copy of your script. She will add slides to the class PowerPoint for the Week 4 presentation.
 - b) Unit 2: Transmitting Music Presentation
 - i) Students will be placed in groups and then asked to select a song that is associated with a topic that has been covered in class, but it cannot be one that is in the text. Groups will then craft a short presentation that discusses the song in detail in terms of the culture, how it is related to the culture, and how it has surpassed the original in today's world. For example, how has it been used in popular culture and what are the connotations for how it has been used. Songs must be approved by the instructor.
 - c) Unit 3: Annotated Playlist
 - i) Select 10 songs that best represent you. These songs must relate to the themes that we have been discussing in class. Keep in mind, it does not have to be a strict adherence to these themes. For example, in relating a song to Music and Politics, it can reflect conservation, being kind. Music and Ritual, ritual can be

interpreted very loosely, in that you could use the song frequently to make you happy, as something to get excited about before a big game or event. For each song, you are to include a five sentence annotation that makes a clear connection to each chapter and using the terminology we have discussed in Unit 1. For presentations, you will select two songs to share with the class and explain your connections. For each song you select, think very deeply about how this song represents you. These playlists should represent your identity through music.

Unit 1: Listening to Music

Week 1: Soundscapes & The Materials of Music

Monday: Syllabus, Intro/What is a Soundscape/Listening Guides, Class Playlist!

Wednesday: Characteristics of Sound: Timbre & Organology

Friday: Characteristics of Sound: Pitch & Duration

Week 2: Writing About Music

Monday: Listening & describing practice using timbre, pitch, & duration word clouds

Wednesday: Class Participation

- Characteristics of Sound: Texture & Form
- In-Class Group Assignment: rewriting ChatGPT

Friday: In-class work:

- Special Guest: UF Steel Drum Ensemble
- In-Class Assignment: write short paragraph (5-10 sentences) response to the guest performance using musical terminology.

Week 3: Musical Creativity

Monday: Listening & describing practice - texture & form, review other terminology

Wednesday: Geographies of sound & Musical Creativity

Friday:

- Project Prep: Graphic Scores
- In-class Assignment: Composing Melodies

Week 4: Setting the Stage: Music in Local Context

Monday: Chapter 2 Accra, Ghana & Mumbai, India

Wednesday: Boston & Gamelan

Friday: Soundscapes Presentations

Week 5: Significance: Music's Meaning in Everyday Life

Monday: Chapter 3 overview & Raga Nilambari

Wednesday: The Quinceañera & Bagpipe Music

Friday:

- Class Discussion - Music & Meaning
- Listening Assignment 1 due

Unit 2: Transmitting Music

Week 6: Music and Migration

Monday: Voluntary Migration

Wednesday: Voluntary Migration

Friday: Forced Migration

Week 7: Music and Migration/ Music and Memory

Monday: Forced Migration

Wednesday: Music in Migration Guest Speaker: Nansi Carrol on Music in the African American Diaspora

Friday: Remembering through Music

Week 8: Music and Memory

Monday: Commemorating through Music

Wednesday: Reconciling Memories through Music

Friday: Travel and Tourism

Week 9: Music, Mobility, and the Global Marketplace

Monday: Intercultural Transmission and Boundary Crossing

Wednesday: Music as Art and Commodity

Friday: Travel and Tourism Guest Speaker: Rick Steves

Creating A Listening Map Assignment Due

Week 10: Group Projects

Monday: Project Day

Wednesday: Project Day

Friday: Project Presentations

Unit 3: Understanding Music

Week 11: Music and Dance

Monday: Capoeira

Wednesday: Bhangra

Friday: Tango/Bachata Class Activity...HOLLY!!!

Week 12: Music and Ritual

Monday: Tibetan Buddhist Chant: Craigslist a Monk

Wednesday: Santería

Friday: Ethiopian Christian Chant

Week 13: Music and Politics

Monday: National Anthem

Wednesday: Reggae

Friday: Shoshone Powwow – Guest speaker: I would love to connect this with tribes that surround the school, should that be a possibility.

Listening Assignment 3 Due

Week 14: Music and Identity

Monday: Barbershop - Barbershop Quartet Performance and discussion

Wednesday: Karaoke

Friday: Cajun and Zydeco Musics

Week 15: Final Presentations

Monday: In class time for work on Final Projects

Wednesday: Presentation

Friday: Presentation