

Music 10200: Introduction to World Music

Fall 2021

Sections A4 & A5

City College of New York, CUNY

New class content available on Blackboard every Tuesday by 10am

Professor: Miranda Fedock (she/her), PhD Candidate

Office: Blackboard Collaborate Ultra

To enter: Blackboard -> "Collaborate Ultra" -> "Course Room" -> "Join Room"

Office hours: Tuesdays 2pm-3pm (Section A4); 3pm-4pm (Section A5)

Also available to meet at other times by appointment - email me to schedule.

Professor's contact information:

Email: mfedock@gradcenter.cuny.edu. *Always conclude emails with your name and class section.*

Instead of emailing, you can message me on Slack! (See below.)

I am available to you on weekdays before 5pm. I am not available on weekends, on school holidays, or after 5pm on weekdays. I will answer messages within two business days.

Have A Question?

- 1) Visit [this handy flowchart](#), or go to "Have A Question?" on the left-side menu in our Blackboard course site.
- 2) Start at the green bubble at the top of the flowchart. Follow along, asking yourself the questions you come to (in orange diamonds), until you arrive at the appropriate solution (in blue boxes).

Why is this necessary? I have many students this semester, and my time is limited. If you have a genuine emergency, feel free to email or message me on Slack. Otherwise, if you have a question about anything to do with our class, please follow the flowchart to figure out how to get it answered.

Please only email or Slack me with your question if the flowchart tells you to.

Thank you!

Disclaimer: Everything on this syllabus & class schedule is subject to change. Changes will be announced on Blackboard. It is your responsibility to be aware of any and all changes.

General Course Information

Course Pre- or Co-requisites: English 11000 or FIQWS. Note: Introduction to World Music does NOT serve as a prerequisite for courses in the music major.

Course Description: This course offers an introduction to music from selected world areas, including western and southern Africa, South Asia, Andean South America, and others. We will examine musical styles, instruments, performance practices, and compositional forms from each of



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these regions in relation to their historical, social, and cultural contexts. The goal is to investigate human diversity, ingenuity, and artistry through the lens of music and performance, and to expand your own curiosity about musics (yes, plural!) and cultures of the world. We will begin by learning some fundamental musical concepts that will allow you to better understand the musical practices under consideration. Through guided exercises and virtual concert attendance, you will develop critical listening skills and will learn how to discuss and write about the musical pieces studied using both general and culturally specific music terminology.

As a student, regardless of your background, you are responsible for increasing your skills and knowledge in these areas, and developing your listening skills, in order to enhance your ability to appreciate and discuss a wide variety of musics. The most important responsibility we will collectively share is to engage with the music, whether it is familiar or not, and to enjoy our class experience!

Learning Objectives: Upon the successful completion of the course, students will be able to:

1. Demonstrate in speech and writing a critical evaluation of world music.
2. Prove in speech and writing an understanding of and ability to employ fundamental music terminology.
3. Identify and describe through speech, writing, and listening exercises the styles, instruments, and composers associated with a variety of musical practices across historical periods and across diverse cultures.
4. Place world music genres and sub-genres or categories of world music within their aesthetic, historical, and social (including political, religious, artistic, etc.) contexts.
5. Write about a variety of genres of music in a variety of formats with clarity, detail, and independent critical analysis, incorporating responsible research when needed.
6. Articulate how meaning is created in music and how musical experience is interpreted and conveyed across diverse cultures and social contexts.
7. Use appropriate technologies to conduct research and to communicate clearly.

General Education and Artistic Proficiencies: As part of the college's General Education Curriculum, this course is designed to enhance your understanding of artistic issues and how they are studied. Students successfully completing this course will develop the following proficiencies:

- Oral and written communication skills - Students will have produced well-reasoned written or oral arguments using evidence to support conclusions.
- Critical thinking skills - Students will evaluate evidence and arguments critically or analytically.
- Information literacy - Students will gather, interpret, and assess information from a variety of sources and points of view.



- Artistic/creative expression proficiency – Students will identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression.

Required Text: Kay Kaufman Shelemay. *Soundscapes: Exploring Music in a Changing World*. Third (3rd) edition (W. W. Norton & Company, 2015). ISBN-13: 978-0-393-91828-1 (paperback); 978-0-393-52262-4 (ebook).

- **Recommended way to purchase:** Buy the “ebook & learning tools” package from the W. W. Norton.. For about \$50, you’ll have six months of access to the ebook, required musical listening examples, plus a bunch of supplementary review materials. Here’s what to do:
 - Go here: <https://wwnorton.com/books/9780393918281>
 - Click “Ebook & Learning Tools”
 - Click “View All Options”
 - Click “Sign In, Register a Code, or Purchase Access”
 - Follow the prompts to make a new account & purchase access.
- If you need a cheaper option, you may rent or buy the ebook or physical textbook from [Amazon](#), [Chegg](#), or elsewhere. (You can buy the ebook through [CCNY’s bookstore](#) but it’s more expensive than the recommended way to purchase.)
 - If you go with one of these options, you will not have access to the required musical listening examples through your textbook. This means you’ll need to find another way to get access to these recordings.

How The Class Works:

- This entire class will take place on **Blackboard & Slack**.
 - Class videos, additional readings, quizzes, and some assignments will be distributed on Blackboard. All assignments will be submitted on Blackboard. **When in doubt, check Blackboard.**
 - For some assignments, you’ll be asked to complete the assignment on Slack and then submit a screenshot of what you wrote to Blackboard. Slack is also where you can ask for help & talk to your classmates and/or me.
 - I will make all class announcements via Blackboard & Slack.
 - Learning/knowing how to use both Blackboard & Slack is an expectation of this course.
- To participate fully in this course you need access to Blackboard, Slack, and an electronic device with reliable internet connection. Your internet bandwidth will need to be able to withstand streaming and/or downloading audio and video content.
 - I highly recommend you use a computer or tablet to access this course, as phones can be unreliable and distracting. If you need to borrow a laptop, please email iMEDIA@ccny.cuny.edu to request a laptop loan.
 - If you have other digital access barriers, please let me know ASAP and we will find a solution together.



- Make sure you can access our class on Blackboard, and that your CCNY email is correctly listed on Blackboard. To learn how to verify or change your email address on Blackboard, [see this guide](#). I will communicate with you primarily using this email address, so make sure you check it regularly!
- If you need help using Blackboard, visit [CCNY's list of guides](#) or [CUNY's list of guides](#). If you need more help at any time, contact our Blackboard support center (bbsupport@ccny.cuny.edu, 212.650.7878).
- Never used Slack before? Here's a [quick-start guide](#). Got a different question? Watch [other Slack video tutorials](#), peruse the ["Getting Started" page](#), or search elsewhere in the [Slack Help Center](#).
- Class content will be available on Blackboard weekly. In general, each week's content will be available each Tuesday by 10am. You can access current and past weeks' content on the left-side menu, listed chronologically. I suggest you get in the habit of checking our Blackboard site sometime each Tuesday, and perusing the current week's content.
 - For most weeks, you will first need to complete assigned readings, watch one or more videos, and/or listen to musical examples or podcasts. Then, you will be asked to complete a number of small and/or large assignments, and possibly a quiz.
- **Due dates for all assignments and quizzes are given in the [class schedule](#). Every assignment, activity, and quiz is due on Blackboard by 11:59pm on its due date.**
- This class is fully asynchronous – that means there will be no required class-wide meetings on Zoom or any other platform. As long as you complete all activities by their given deadlines (see class schedule), you may complete this course at your own pace.
 - There will be four [synchronous class meetings](#) on Zoom throughout the semester. These are optional - I encourage you to attend, but you are not required to do so. If you want to attend these meetings but are unable to do so, please contact me and we will find a solution together.
 - Here are the other synchronous elements of this course, all optional: my office hours on Collaborate; any other meetings with me on Collaborate; and [small group chats](#) if you and your group choose to meet synchronously.

Grading & Expectations

Grading System:

- This class uses the “total points” system. Here’s how it works: at the beginning of the semester, everyone starts out with zero points. You earn points for each graded thing that you submit, up to the total number of points for that thing (see first chart below for point breakdown). At the end of the semester, the total points you earn in the class will be converted to a letter grade (see second chart below for grade conversions).
- At any point in the semester you can check how many points you’ve earned so far by clicking “My Grades” (in left-side menu on Blackboard) and looking at the “Total Points” column.



- You **do not** have to do all the work assigned to earn a **100%/A+** for the course. There are 1160 points possible in this class (*subject to change*). Earning 1000 points in the semester equals a final course grade of 100%/A+, the highest possible course grade. So it's completely possible to get a 100% in the course and not turn everything in. Use this freedom however you want. Just keep an eye on your points on Blackboard to make sure you're heading towards the grade you want.

Graded Things	Points
Quizzes (5 @ 50pts each)	250
Small Assignments	400
→ Journals (8 @ 10pts each)	→ 80
→ Small Group Chats (8 @ 20pts each)	→ 160
→ Discussions (8 @ 20pts each)	→ 160
Large Assignments	400
→ Concert Analysis & Review	→ 200
→ Mini-Chapter	→ 200
Extras	110
→ Class meetings (4 @ 10pts each)	→ 40
→ First three posts in #playlist channel (3 @ 10pts each)	→ 30
→ First post in #hallway-chat channel	→ 10
→ First question in #help channel	→ 10
→ First visit to Writing Center	→ 10
→ First 1-on-1 meeting with professor	→ 10
TOTAL	1160

Total points earned in	Course Grade:	Course
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semester	Percentage	Grade: Letter
1160-1000	100%	A+
999-970	99% - 97%	A+
969-930	96% - 93%	A
929-900	92% - 90%	A-
899-870	89% - 87%	B+
869-830	86% - 83%	B
829-800	82% - 80%	B-
799-770	79% - 77%	C+
769-730	76% - 73%	C
729-700	72% - 70%	C-
699-650	69% - 65%	D
649-0	64% - 0%	F

Assignment Makeup Days (Mondays September 27, November 1, & December 6)

- On these three days, you may submit any late small or large assignments, with no excuse needed and no penalty given.
- Any late work you submit on these days will be graded as if it had been submitted on time.
- Quizzes and “extras” will not be accepted on makeup days. These days **apply only to small and large assignments.**
- Save these days for emergency use only! Don’t let yourself become overwhelmed with the amount of late work you need to catch up on (trust me, I’ve been there and it’s awful).

Quizzes (250 points)

- There will be five short quizzes over the course of the semester: one syllabus quiz, and one each at the end of Units 1-4. Each quiz is worth 50 points.
- All quizzes will be given on Blackboard, under “Quizzes” (on the left-hand menu).
- **Blackboard quizzes will become available for you at 10am on their designated date. Each Blackboard quiz is due by 11:59pm on the due date given in the class schedule.**
- When you take online quizzes, set aside a period of time in which you have nothing else to do, and can put all of your focus and attention on the quiz.



- **Quizzes will be timed** - you will be allotted 30 minutes for each quiz. After the timer is up, the quiz will auto-submit. **You may take quizzes twice within the time window during which they are available. Only your most recent attempt will be graded.**
- You are permitted to use your notes, textbook, and other class content. However, because quizzes will be timed, I highly recommend you do not waste precious time searching through your notes for something. You are *not* permitted to share quiz questions or answers with your classmates.
- **All quizzes must be taken during their scheduled time periods.** No make-up quizzes will be given. Quizzes may not be taken on makeup days.
- The syllabus quiz will be based on material on the syllabus. You will be asked to find material on the syllabus and answer questions about it.
- Quizzes on Units 1-4 will be based on the material covered in assigned readings, videos, and activities. Each quiz will have a listening component, in which you will be asked to listen to musical excerpts and answer questions.
- Quiz questions will be a mixture of multiple choice, matching, and fill-in-the-blank.

Small Assignments (400 points)

- **Journals** (80 points)
 - Throughout the course you will be asked to write a total of eight short journal entries on Blackboard about relevant material and topics. These will be read only by me - your classmates will not be able to see them.
 - These are informal written assignments. Feel free to use these entries to explore issues or topics you're not very familiar with, or to try out a new writing style. For most journal entries, stream-of-consciousness writing is completely okay.
 - **Submit journal entries on Blackboard by 11:59pm on the due date given in the class schedule.** Late journal entries may be submitted on [makeup days](#). If a journal entry is not submitted by 11:59pm on its due date or on a makeup day, you will receive zero points for that journal entry.
- **Small Group Chats** (160 points)
 - Early in the semester, you will be assigned to a small group - yourself plus two or three of your classmates. To see who is in your group and to communicate with them, click on your small group's Slack channel, or on "Small Groups Chats" on the left-side menu on Blackboard.
 - Throughout the course you will be asked to participate in eight informal chats with your small group. **The first group chat will take place in your group's Slack channel**, which you will be assigned to in the first week of the semester. The other seven chats may take place on any platform of your choice, synchronously or asynchronously. In your first group chat you will decide with your groupmates which method/s of communication you'd like to use for the rest of the semester.
 - Chats may be informal, and you may talk about anything you like with your group during a chat. However, to receive credit for a chat, at some point during a chat you



must **substantially discuss the assigned topic** or complete the assigned group activity.

- Once you have completed the chat, **submit proof of your chat in your Group Homepage on Blackboard**. This might be a screenshot of your group's Slack channel, a short video recording of your meeting in Collaborate, or whatever format your group prefers. Each person in the group must submit proof in order to receive credit for participating in that chat. It is okay if the proof you submit is identical to what your groupmates submit. *NOTE: Some chats may require a specific document to be submitted for full credit. Be sure to read chat instructions carefully.*
 - **Speak respectfully and listen compassionately to your groupmates**. If I receive complaints or see evidence of failure to do this, the involved student/s and I will work together to address the issue.
 - **Submit proof of group chats on Blackboard by 11:59pm on the given due date**. Late group chats may be submitted on [makeup days](#). If a group chat proof is not submitted by 11:59pm on its due date or on a makeup day, you will receive zero points for that group chat.
- **Discussions** (160 points)
- Throughout the course, you will be asked to complete eight discussion assignments. These will be in the **#discussion Slack channel**.
 - To receive full credit for a discussion assignment, you must **answer all parts of the prompt clearly, thoughtfully, and in detail; and respond to at least one classmate's post**. Partial credit will not be given for completing only one of these two components.
 - After writing your post & responding to a classmate's, **take a screenshot of your posts in the #discussion Slack channel and submit it on Blackboard**. To earn credit, you must submit this screenshot on Blackboard. If you post in the #discussion Slack channel and do not submit a screenshot of it on Blackboard, you will not earn credit.
 - Discussions are low-stakes written assignments, but are more formal than small group chats and journal entries. Please keep all posts respectful and class-appropriate.
 - Some discussions will allow you to choose how to respond, either in written form or as an audio or video recording. You will never be required to record yourself, but for some discussions you may if you so wish.
 - **Submit screenshots on Blackboard no later than 11:59pm on the due date**. Late discussions may be submitted on [makeup days](#). If a discussion is not submitted by 11:59pm on its due date or on a makeup day, you will receive zero points for that discussion.

Large Assignments (400 points)

- These are formal written or multimedia assignments that will be assigned throughout the course.



- Type all written large assignments in 12-point Times New Roman font, double-spaced, with one-inch margins on all sides. Aim to write clearly and in detail.
- **Submit on Blackboard no later than 11:59pm on the due date.** Late assignments may be submitted on [makeup days](#). If an assignment is not submitted by 11:59pm on its due date or on a makeup day, you will receive zero points for that assignment.
- **File types must conform to Blackboard's requirements** as stated on a given assignment's submission page.
- **Concert Analysis & Review (200 points)**
 - Grade breakdown
 - Song analysis draft: 50 points
 - Concert review draft: 50 points
 - Final concert analysis & review: 100 points
 - You will watch a video of one full concert or other musical event of your choice and write a review of the concert, including an in-depth analysis of one song from it, using concepts and terminology learned and developed in this course.
 - You may choose to either write a 1500-word analysis & review of the experience and submit it as an essay (all formatting requirements apply), *or* record a podcast analysis & review.
 - You will submit drafts of the song analysis & concert review separately, and receive feedback from me about them.
 - Essays will be graded based on a rubric, which will be available for you on Blackboard at the time that the assignment is given.
 - **Optional revision:** If you aren't happy with the grade you receive on any component of this assignment, you may **revise it**, incorporating all my feedback from your original submission. Then **submit your revised version on a [makeup day](#)**, and I will regrade it, for up to full points. You will never earn a lower grade on a revision than you did on the original submission.
- **Mini Chapter (200 points)**
 - Grade breakdown:
 - Research draft: 50 points
 - Listening guide draft: 50 points
 - Final mini-chapter: 100 points
 - In this project, you will create a "mini" written textbook chapter on a genre of music of your choice, using concepts and terminology learned and developed in the course. This writing assignment will include a research portion, a listening guide, and a creative portion.
 - The **research portion** asks you to conduct academic research, utilizing library sources and citing them properly. When finished, this portion should be at least 1000 words. In this portion you will address the sounds, settings, and significances of your chosen genre.
 - The **listening guide** asks you to provide an in-depth musical analysis of one example song from your chosen genre, organized chronologically in chart



form, in order to help readers know what to listen for as they listen to your musical example.

- You will submit drafts of the research portion and the listening guide independently, and will receive feedback from me about them. You will also present your mini-chapter to your small group and receive feedback from them.
- The final mini-chapter must include all suggested edits & changes from me, as well as from your classmates. It must also include an open-ended **creative portion**.

Extras

- **Synchronous class meetings** (40 points)
 - Throughout the semester, we will have four synchronous class meetings on Zoom (see [class schedule](#) for days & times), one at the end of each of our four units. Each class meeting is worth 10 points.
 - Meetings will be no more than an hour long. In these meetings, we will listen together to the musical examples studied in that unit, and you'll have a chance to ask me and each other any pressing questions you may have about content in the unit.
 - **Meetings will be semi-structured, informal, and focused on reviewing the past unit.** There will be no new content covered during meetings, and there will be no lectures during meetings.
 - Zoom meeting invitations will be posted on Blackboard under that week's content.
 - During meetings, your camera may be on or off - whatever feels best for you. If you choose to keep your camera off, please upload any image you like for your profile picture (as long as it's class appropriate).
 - **Note:** I encourage you to attend one or more of these meetings. However, they are not technically required. You may choose not to attend any meetings and still potentially receive a 100% for your course grade (see course [grading system](#)). If you want to attend these meetings but are unable to do so, please contact me and we will find a solution together.
- **First three posts in #playlist channel** (30 points)
 - Add a song to our [class Spotify playlist](#). Then write a post about it in our #playlist Slack channel. In your post, include something about its sound, using terminology from our course; the setting in which you listen to it; and its significance for you.
 - If it's your first, second, or third playlist song & post, take a screenshot of your post and submit it on Blackboard, and you'll earn 10 points. Do this any time before **December 20 at 11:59pm**.
 - You will receive points only for your first, second, and third playlist songs & posts (but additional songs & posts are highly encouraged!).
 - To earn credit, your first three playlist songs must be accompanied by posts on the #playlist Slack channel describing their sounds, settings & significances. You also must submit a screenshot of your posts on Blackboard to earn credit.



- **First post in #hallway-chat (10 points)**
 - Post in our #hallway-chat Slack channel any time before **December 20 at 11:59pm**. This Slack channel is your space: it's by students, for students, and professor-free. Talk about anything you like with your classmates, class related or not. Just remember to keep all posts respectful and class-appropriate.
 - Receive points for your first post in #hallway-chat by taking a screenshot and submitting that on Blackboard.
 - You will receive points only for your first post in the #hallway-chat, and only if you submit a screenshot of it on Blackboard. Additional posts are highly encouraged though!
- **First question in #help channel**
 - Got a question about anything to do with our class? Ask our #help Slack channel.
 - If it's your first question in the #help channel, take a screenshot and submit it on Blackboard, and you'll earn 10 points. Do this any time before **December 20 at 11:59pm**.
 - You'll earn points only for your first question in the #help channel, and only if you submit a screenshot of it on Blackboard. Additional questions are highly encouraged though!
- **First visit to Writing Center (10 points)**
 - Go to the Writing Center once for help with any written assignment in this class (<https://www.cuny.cuny.edu/writing>). You can schedule an appointment, or go to their walk-in hours - check their website for more. After your session at the Center, ask for a **Visit Confirmation Slip**, and ensure this slip is emailed to me. Do this anytime before **December 20 at 11:59pm**.
 - I must receive your visit confirmation slip in order for you to earn these points. You will receive points only for your first visit to the Writing Center. Additional visits are highly encouraged though!
- **First one-on-one meeting with professor (10 points)**
 - Make an appointment to meet with me one-on-one online for at least 10-15 minutes or come to my office hour, any time before **December 20 at 11:59pm**, and arrive on time to our meeting. You may bring any questions, concerns, comments, or feedback you have about specific or general course structure or content, including lectures, formal or informal assignments, activities, readings, listening examples, or anything else. You may also use this as an opportunity to share what you'd like to get out of this course, and to brainstorm with me on ways we can work towards accomplishing these goals together. If there's anything else you'd like to discuss with me, feel free to do so at this meeting. Most importantly, this is an opportunity for us to get to know each other a bit better.
 - You will receive points only for our first one-on-one meeting that you initiate. If I ask to meet with you individually, that does not count towards this opportunity – you must initiate the meeting in order to receive these points. If you do not arrive on time to our scheduled meeting I reserve the right to refuse to reschedule.



Other Expectations

● Respect for Diversity

- It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, culture, and others.
- It is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class.
- Please let me know if something said or done by either myself or other students is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is very important and deserving of attention.

● Academic Integrity

- Students are required to read the [CUNY Policy on Academic Integrity](#). Any violations of academic integrity, including cheating or plagiarism, will be handled according to these guidelines. Plagiarized assignments may receive a grade of zero or F, and may result in an F for the course, along with other academic penalties.
- If you're thinking about plagiarizing an assignment or portion of an assignment because you feel overwhelmed or otherwise not able to complete the assignment on your own, please reach out to me instead, and we can come up with an alternate plan that will better support your needs.

● Testing Integrity

- Looking at other students' quiz answers is prohibited under any circumstances. Students who look at another student's work may receive a zero for the quiz and receive a warning. A student who repeats the offense may fail the course.
- If you're thinking about looking at another student's quiz answers because you feel overwhelmed or otherwise not able to complete the quiz on your own, please reach out to me instead, and we can come up with an alternate plan that will better support your needs.

Resources & Support

Blackboard Support: Blackboard giving you trouble? It happens to us all. Contact our support center for help: bbsupport@ccny.cuny.edu, 212.650.7878.



Slack Support: Slack confusing you? Visit the [Slack Help Center](#) for videos & articles explaining everything you ever wanted to know about Slack. If you need more support, [contact Slack here](#).

Disability Support: In compliance with CCNY policy and equal access laws, appropriate academic accommodations are offered for students with disabilities (physical or mental impairments that substantially limit one or more major life activities). Students must register *before* the semester begins with The AccessAbility Center for academic accommodations. Contact the center at <https://www.ccnycuny.edu/accessability>, disabilityservices@ccny.cuny.edu, 212.650.5913, Zoom ID 116151245.

Preferred Name & Gender Pronouns: I affirm all forms of gender expressions and identities. You will be given the opportunity to share your preferred name and gender pronouns (or if you do not have pronouns) with me and the class at the beginning of the semester. Feel free to share your preferred name and pronouns in any other space that you wish. If you have any questions or concerns, please do not hesitate to contact me. For CCNY's gender resources, visit <https://www.ccnycuny.edu/health-wellness/gender-resources>.

COVID-19 Support: The crisis we're living through is once-in-a-lifetime, and exceptionally challenging for each of us in many different ways. Fortunately, help of many different kinds is available. Here are some starting points: [CCNY's COVID page](#); [CCNY's Student Health Services](#); [CUNY Continuity](#) (helpful CUNY resources and guides); [NYC COVID-19 Info Portal](#) (local government website: testing info + many resources); [NYCovidConnect](#) (even more NYC resources); [NYC Neighborhood Food Resource Guides](#); [CCNY's Food Pantry](#); [CDC's Coronavirus page](#); [#WeUsedTo](#); [Care for Your Coronavirus Anxiety](#). You can also always contact me directly - I'm here to support you however I can.

Mental & Emotional Support: You don't need me to tell you that we're living through a challenging time. If you are experiencing mental or emotional distress of any sort (as so many of us are these days), take advantage of our excellent free counseling center, which offers individual and group counseling, workshops on stress management, and much more: <https://www.ccnycuny.edu/counseling>, counseling@ccny.cuny.edu, 212.650.8222, Zoom ID 2126508222. I also highly recommend that *everyone* take the time to develop a [self-care plan](#) of some sort. In addition, I am committed to using [trauma-informed teaching and learning principles](#) in this class, in order to cultivate an inclusive educational environment that supports everyone's resilience and success in the course and beyond. Throughout the course we will have occasional activities and assignments focused on supporting your mental & emotional wellbeing. If any aspect of this course is causing you distress, please contact me directly, and we can discuss options so that you are better supported.

Writing Support: If you struggle with writing papers or receive anything below a B-minus on a paper for this class, I *strongly* suggest you make an appointment at our excellent and free writing



center: <https://www.cuny.cuny.edu/writing>, writingcenter@ccny.cuny.edu, 212.650.8104, Zoom ID 2126508104. (You'll even [earn points](#) for your first visit!)

Immigration Support: As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality. Furthermore, I am committed to resisting any and all attacks on immigrants, including threats of deportation. For free legal help, know-your-rights workshops, and related resources, visit [CUNY Citizenship Now!](#) or [CUNY CLEAR](#). Contact CCNY's Immigration Center: <https://www.cuny.cuny.edu/we-are-one-ccny/city-college-immigration-center>, Meetu.Dhar@cuny.edu, 212.650.6620.

Class Schedule

This schedule is subject to change at any time. Significant changes will be announced on Blackboard; small changes will not be announced. **It is the student's responsibility to be aware of any and all scheduling changes.** *All due dates are Mondays unless otherwise noted.*

Week Dates	Unit/Topic & Case Study	Read/Watch/Listen/Explore	Small Assignments	Large Assignments & Quizzes	Extras	Due date 11:59pm
Week 1 8/25-8/30	1: Fundamentals/ Hello!	Watch: Week 1 videos; Slack quick start guide Read: Introduction; this syllabus & schedule Listen: <i>Artii-Sayir</i> khoomii; Sounds of New York	Journal 1: Introduction; what is music? Discussion 1: My Musical History Other: Join class Slack; comment on syllabus; answer scheduling poll; work on purchasing textbook;			8/30
Week 2 8/31-9/9	1: Fundamentals/ The sound(s) of music	Watch: Week 2 video Read: Chapter 1 selection (27-49) Listen: YouTube selections Explore: Online music games &	Chat 1 (on Slack): Introductions; determine future chat platform Discussion 2: What is music? Other: Work on			9/9



		videos	purchasing textbook			
Week 3 9/10-9/20	1: Fundamentals/ Music's setting + more sound(s) of music Case study: Accra, Ghana	Watch: Week 3 video; YouTube videos Read: Chapter 1 (51-62 & 65-66) & Chapter 2 (69-78) selections Listen: <i>Leneen; Wannian Hua; Sama'i Bayyati; Agbadza; Atumpan</i>	Journal 2: Wellness plan reflection; choose concert for review Chat 2: Music here & now (analysis & setting) Other: Work on purchasing textbook	Syllabus quiz		9/20 [9/14 - to remain enrolled, must submit something by today]
Week 4 9/21-9/27	1: Fundamentals/ Music's significance Case study: South Indian Raga Nilambari	Watch: Week 4 video; Adi Tala video Read: Chapter 3 selection (125-135); Music is Not a Universal Language article Listen: <i>Araro Ariraro; Amba Nilambari</i> Explore: Raga website	Journal 3: Song analysis practice Discussion 3: Music & Meaning Other: Work on purchasing textbook (last week)		Class meeting Thursday 9/23 @ 1pm	9/27
Monday 9/27	Makeup Day 1	Submit any late small assignments on this day for up to full credit	---	Does not apply to quizzes	Does not apply to extras	9/27
Week 5 9/28-10/4	2: Music & Movement/Migration Case study: Chinese migration	Watch: Week 5 video Read: Chapter 4 selection (163-174) Listen: <i>Ng Bak Loi Gimsaan</i>	Journal 4: Concert review check-in Discussion 4: Music & migration	Unit 1 quiz		10/4
Week 6 10/5-10/12	2: Music & Movement/Global marketplace Case study: K-pop	Watch: "BTS Track Analysis" video Read: Chapter 6 selections (239-243, 258-259); Vox article Listen: "Blood Sweat & Tears";	Journal 5: Contemplative exercise reflection Chat 3: K-pop & the global marketplace	Song analysis draft		10/12



		Planet Money podcast				
Week 7 10/12-10/18	2: Music & Movement/Appropriation Case study: <i>Mbira dzavadzimu</i>	Watch: Week 7 video Read: “Cultural Vampires” article; “Mbira Goes International” article Listen: NYTimes podcast; <i>Nhemamusasa</i> Explore: Google Doodle on <i>mbira</i>	Journal 6: Listening activity Discussion 5: Mbira & appropriation		Class meeting Wednesday 10/13 @ 2pm	10/18
Week 8 10/19-10/25	3: Music & Politics/Nations Case studies: South African national anthem; <i>Cholsum Droshey</i>	Watch: Week 8 video Read: Chapter 9 selection (351-359); <i>Cholsum Droshey</i> selection Listen: <i>Nkosi Sikelel’ iAfrika</i> ; <i>Cholsum Droshey</i>	Journal 7: Listening activity & mid-semester reflection Chat 4: Check-in	Unit 2 quiz; Concert review draft		10/25
Week 9 10/26-11/1	3: Music & Politics/Colonialism Case study: Afrobeat	Watch: Week 9 video; 2 Fela Kuti interview excerpts; “Decolonize Brooklyn Museum” Read: “Worlds of Music” textbook selection; “Teacher Don’t Teach Me Nonsense” lyrics; “Open Letter” Listen: Afropop podcast; “Teacher...Nonsense” Explore: Fela’s life in pictures; “Teacher...” in concert; Burna Boy	Chat 5: Colonialism Discussion 6: Concert Analysis & Review feedback			11/1
Monday 11/1	Makeup Day 2	Submit any late small assignments on this day for up to full credit	Submit any late large assignments on this day for up to full credit	Does not apply to quizzes	Does not apply to extras	11/1



Week 10 11/2- 11/8	3: Music & Politics/Protest Case study: <i>Nueva canción</i>	Watch: Week 10 video; video embedded in Folkways article Read: "Worlds of Music" selection; Folkways article; BBC article Listen: <i>El Aparecido</i> ; "Inspired by Jara" podcast Explore: Cantos Cautivos website	Chat 6: Public & hidden transcripts Discussion 7: Protest songs in Chile & beyond	Final Concert Analysis & Review	Class meeting: Wednesday 11/3 @ 10am	11/8 [11/4 - last day to file for P/NC option]
Week 11 11/9- 11/15	4: Music, Community, Identity/Ritual Case study: <i>Santería</i>	Watch: Week 11 video Read: Chapter 8 selection (323-329) Listen: <i>Changó</i>	Chat 7: Music & ritual; Care strategies	Unit 3 quiz		11/15
Week 12 11/16- 11/22	4: Music, Community, Identity/Multiple identities Case study: Cajun & zydeco musics	Watch: Week 12 video Read: Chapter 10 selections (385-387; 402-420) Listen: <i>Allons à Lafayette; Zydeco Sont Pas Salé</i>	Journal 8: Listening activity	Mini-Chapter research draft		11/22
<i>Week 13</i> 11/23- 11/29	<i>NO CLASS</i>	<i>DO NOTHING</i>	<i>GET SOME REST</i>	<i>PRACTICE SELF-CARE</i>	<i>ENJOY YOUR BREAK</i>	<i>YOU DESERVE IT</i>
Week 14 11/30- 12/6	4: Music, Community, Identity/TBD	TBD	Discussion 8: Mini-Chapter check-in	Mini-Chapter listening guide draft	Class meeting Monday 12/6 @ 2pm	12/6
Monday 12/6	Makeup Day 3	Submit any late small assignments on this day for up to full credit	Submit any late large assignments on this day for up to full credit	Does not apply to quizzes	Does not apply to extras	12/6
Weeks 15 & 16 12/7-	5: Mini-Chapter; So long and	Watch: Conclusion video Listen: Presenters'	Chat 8: Informal presentations & feedback	Unit 4 quiz; Final Mini-Chapter	All other extras	12/20 [12/13 -



12/20	thanks!	musical examples (as needed) Read: Presenters' mini-chapters (as needed)	Others: CCNY student evaluations; feedback in #suggestion-box			<i>last day to drop with "W" grade]</i>
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