

MUSIC233 (SEM 0.50)
Musical Rhythms of the World
Fall 2021

University of Waterloo, Conrad Grebel University College
Department of Music

Territorial Acknowledgement:

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River. For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

Instructor: Prof. Maisie Sum

Class Time: Tuesday and Thursday 1:00–2:20 PM

Office Hours: M 3:30–4:30PM or by appointment

Office Location: CGR Rm 1102

Class Location: CGR Rm 1208

Email: msum@uwaterloo.ca

Phone: 519-885-0220 x24219

Covid Protocols (University Classroom Expectations)

- **Absence:** Students shall not attend class if they are experiencing influenza-like illness, have been in close contact with someone who is ill, or have travelled outside of Canada within the past 14 days. **Any additional class work or materials not already posted on LEARN will be made available if you are in this situation.**
- **Face coverings:** Wearing of face-covering/mask is a requirement in all common areas on campus, including all indoor instructional spaces.
 - As such, no food is allowed to be consumed in instructional space. Beverages are allowed if a straw is used or if the mask is lowered only for a brief period.
 - When a student asks or answers a question it may be difficult for them to be heard while wearing a mask. If needed, a student may briefly lower their mask to ask/answer the question, then the mask must be replaced.
- **Hand hygiene:** Students are expected to practice frequent hand hygiene (handwashing with soap and water or use of hand sanitizer), including immediately before coming into an instructional space.
- **Seating and Distancing:** Students are permitted to sit where they wish. For fall term, many classes have enrolments only up to 50% of seating capacity. Due to the participatory nature of this course, students are encouraged to maintain a distance of 2 metres (6 feet) apart when possible.
- **Breaks:** Given the participatory nature of this course, we will take a 10-minute break to air out the classroom.
- **For more info:** And for regular updates please visit the University of Waterloo Covid-19 [Information page](#).

Course Plan if we need to move online

If there is any reason that class can no longer meet in-person, the class will continue on Zoom. An email and announcement on LEARN will inform students of this change. The Zoom link will be available in the email, in the announcement, and added to a widget on LEARN.

Course Description

A study of rhythm in selected musics from oral traditions worldwide. The course emphasizes communal spirit, musical interaction, and human experience through theoretical and ethnographic studies, and hands-on workshops. It focuses on the development of rhythm skills, embodiment of new sounds, and acquisition of new tools for practicing, performing, teaching, composing, and thinking about music. Experience a unique opportunity to study the rhythms of diverse music cultures, learn from guest artists, and play a range of percussion instruments including drums, bells, shakers, bronze metallophones, and gongs [subject to health and safety guidelines and measures]. (*UWaterloo Course Descriptions* <http://www.ucalendar.uwaterloo.ca/2122/COURSE/course-MUSIC.html - MUSIC233>)

Summary of what the course will offer

- Rhythmic training through hands-on music activities¹
- Aural skills development through oral music instruction and listening activities
- An interdisciplinary view of music as a universal human phenomenon
- Practical and theoretical knowledge of rhythm from various perspectives and cultures
- A sense of what music, and rhythm can mean and how it can be used
- Exposure to music you have never heard, and some that you have
- Interaction with professional musicians¹
- Hands-on experience playing or reciting rhythmic patterns associated with the oral traditions of selected cultures – including a chance to play Balinese gamelan instruments and perhaps more¹

Key Learning Outcomes (KLOs)

By the end of the course, you should be able to:

- KLO 1. Identify and describe acoustical phenomena (e.g., instruments, musical elements, style) in music of the world's cultures using basic concepts and terms.
- KLO 2. Demonstrate and embody sound patterns characteristic of some non-Western cultures.
- KLO 3. Listen to and notate unfamiliar sound patterns.
- KLO 4. Discuss the ways in which music (rhythms) may relate to societal systems, cultural beliefs, and social cultural processes.
- KLO 5. Compare the rhythmic aspects of music across cultures and relate them to your own.
- KLO 6. Reflect on your direct experience to examine the process and significance of studying non-Western music and its associated challenges and concerns (e.g., learning from a culture bearer, learning through oral transmission, learning from a cultural outsider, hearing and embodying new sounds and movements, learning from recordings, transcription, and so on)

Throughout the term, you are expected to:

- **Be responsible** for your learning by preparing for class
 - **Listen** to the assigned listening and AV examples so you have the music in your ears. You are also encouraged to imitate the rhythmic patterns.
 - **Practice every day** for at least 10 to 15 minutes. This is important for the development of rhythmic skills and musical embodiment. This daily practice will also contribute to group cohesion.
 - **Transcribe** the orally learned patterns by memory and repeated listening. This is another step towards musical embodiment.

¹ These opportunities will be modified as needed in accordance with health and safety guidelines and measures.

- **Complete and reflect on** the reading, listening, video assignments as indicated on the course schedule before the scheduled class (i.e., before the date indicated on the course schedule).
 - **Write** any questions, first impressions, and connections you made and bring them to class.
- **Strive towards understanding** concepts and terms discussed in assigned readings, videos, and class
- **Be ready to ask questions** when anything is unclear
- **Be attentive and participate** in all class activities — music exercises, discussions, workshops, rehearsals, performances.
- **Be supportive** of other students to create a positive learning environment. Provide feedback in a constructive and positive way.
- **Listen** to each other and play as an ensemble.
- **Contribute** equally to collaborative activities.
- **Be honest, mindful, and respectful** when participating in class activities.
- **Attend** classes regularly and be ready to learn. Arrive on time and take notes. Attendance, preparation, and openness is essential for successful completion of this course. (For more about the attendance policy see, *Responsibilities, Expectations, and other Academic Information* below)

Course Materials

All assigned listening, reading, and AV sources are available on LEARN.

Summary of Due Dates and Assessments

Grading Components	KLOs	Due Date	Weight
Preparation and Participation <ul style="list-style-type: none"> • Music Activities • Class Discussions 	1, 2 1, 3, 4, 5, 6	ONGOING	18%
Rhythm Skills <ul style="list-style-type: none"> • Solo Performance (3 @ 7%) • Group Performance (3 @ 7%) 	2	Oct 5, Nov 2, Nov 23 Oct 7, Nov 4, Nov 25	42%
Oral Presentation of Knowledge and Understanding <ul style="list-style-type: none"> • Roundtable Discussion 	1, 4	Nov 30, Dec 2, Dec 7	10%
Reflective Writing <ul style="list-style-type: none"> • Musical Practice Journal (7 entries, in class) • Reflective Essay – Take A Bow 	1, 5, 6 (3, 4) 6 (1, 4, 5)	See Course Schedule Dec 9*	10% 20%
TOTAL			100%

* automatic one-week extension

Course Work

1. Preparation and Participation (18%)

This is a seminar course, which means that your success is, in part, based on your contribution during class time and participation in course activities, which include:

- weekly and ongoing preparation of course repertoire and assigned materials
- being part of the class ensemble
- learning music aurally, orally, and by rote (in class, in workshops, at home)
- demonstrating rhythmic patterns (in class, in workshops)
- transcription and rhythmic analyses
- round table sessions
- class discussions
- collective music practice and performance with peers

We will work to create a collaborative learning community, which requires presence and respectful engagement with the material in the form of music activities and class discussions and with each other.

2. Rhythm Skills (3 @ 14% each = 42%)

Students demonstrate their rhythm skills through solo and group performances. Whether you are a musician or music enthusiast, setting performance goals will enable you to hone your skills and push them to the next level. The consistent practice and repetition required to prepare for a performance creates the necessary condition for the embodiment of new sounds, patterns, and skills, which is a key learning outcome of this course.

- Solo Performance (3 @ 7%). You will meet one-on-one with the instructor (or guest artist) three times during the term to demonstrate rhythms learned in each Section. Accuracy and memorization are expected. Scheduled during class time on **Oct 5, Nov 2, Nov 23**.
- Group Performance (3 @ 7%). In groups of two to five, you will demonstrate rhythms learned in each Section to the rest of the class. Accuracy, memorization, and ensemble playing are expected (i.e., intently listening to each other, group cohesion, non-verbal communication). Scheduled for **Oct 7, Nov 4, Nov 25**.

For more information, go to *Course Work Guides* on LEARN.

3. Oral Presentation: Round Table Session (10%)

Each student will be panelist for a Round Table Session with one to four other classmates. Each panelist will have 7 to 10 minutes to present a critical analysis of the assigned materials for **one** Section (see tips on how to write a [Critical Analysis and Evaluation](#)). Round tables are followed by a 20- to 30-minute discussion initiated by the audience, which means all students (not only the panelists) are expected to engage with the assigned materials. Your round table session will be assigned by Week 3. (N.B. In preparation for a robust discussion, students (who are not panelists) will each submit a 250-word reading response and one question to LEARN the day before.)

For more information, go to *Course Work Guides* on LEARN.

Round tables are scheduled on **Nov 30, Dec 2, and Dec 7**.

4. Reflective Writing (Journal Entries 10% + Essay 20% = 30%)

Human experience is an important component of this course. Reflection and reflective practice are the cornerstone of continuous learning, which integrates experience with knowledge. Throughout the term you will have opportunities to develop your critical thinking skills as you observe and analyse your experiences learning musical rhythms through oral transmission and by rote (in class, at home, alone, with your peers, and with culture bearers), examine differences in your learning across music cultures, relate them to your experiences and knowledge of music, and make connections to societal systems, cultural beliefs, and social cultural processes.

A. Musical Practice Journal (10%)

You will write seven journal entries: the initial entry called “Setting the Stage” in which you reflect on your musical experiences, and three “First Rehearsal” and three “Final Performance” entries for each of section of the course. You will be allotted 15 minutes at the end of class to write and submit your reflection online. For more information, go to *Course Work Guides* on LEARN.

Submit in class by **2:20PM**. (N.B. You can add to your Practice Journal any time.)

Due dates: **Sept 14, Sept 21, Oct 7, Oct 19, Nov 4, Nov 11, Nov 25**

B. Reflective Essay – Take a Bow (20%)

The purpose of the take-home reflective essay is to synthesise your experience throughout the course. You will reflect critically on your journal entries to assess your learning journey and provide evidence to support your ideas through references and citations of course materials. For more information, go to *Course Work Guides* on LEARN.

Due Date: Th **Dec 9** (automatic one-week extension), LEARN Dropbox by 11 AM.

Playing Music Throughout Your Studies

The UWaterloo Department of Music offers several instrumental and vocal music ensembles to choose from. For more information go to the Dept. of Music [website](#). Of particular relevance to this course are three Balinese music ensembles: two large percussion ensembles (*gamelan semara dana*) and a Balinese chamber percussion ensemble (*gamelan gender wayang*). At the end of the term, you will play in the gamelan concert. *During the pandemic, the gamelan concert will be pre-recorded for streaming at a later date.*

Balinese gamelan is an oral tradition—no written music is used to learn or play the instruments. The music is taught orally and learned aurally. Participation in one of our Balinese gamelan ensembles provides an excellent opportunity to experience how an oral tradition is transmitted and learned over a 12-week period by a culture bearer, Dewa Suparta, Grebel’s artist-in-residence from Bali, Indonesia—a founding member of *Gamelan Çudamani*. (Check out a performance recorded during one of their U.S. tours <https://www.youtube.com/watch?v=hGy1ANrWmY4>).

If you are able to add music ensemble to your course load, I strongly recommend you enrol in one of these to complement your learning in this course. These gamelan ensembles are open to ALL students, whether you have studied music before or not. No experience playing gamelan is expected, which means no audition is required to join; however, you are expected to attend the open rehearsal (sign up [here](#).)

Past gamelan players have commented on how the ensemble has enhanced their musical skills – how they perform, learn, and think about music – and their listening and memory skills. The supportive group learning experience has also been satisfying for many.

If you want to be a part of this group music-making experience and learn about another culture and its music at the same time, this is an excellent and rare opportunity!

The scheduled meet times are below. For general information about the gamelan ensemble go [here](#).

Balinese Gamelan (*large ensemble*)

- World Music Ensemble Course 116, 117, 216, 217, 316, 317, 416, 417 (register for credit)
Meets Tuesday and Thursday 4:00 to 5:20 PM
- Grebel Community Gamelan (non-credit)
Meets Thursday 6:00 to 7:30 PM (10 sessions, begins Sept 16)

Responsibilities, Expectations, and other Academic Information

1. **Attendance.** Attendance is monitored. If you arrive late, it is your responsibility to ensure that you have not been marked absent for the duration of the class. To allow for occasional illness or unexpected calamity, **two absences** will be excused without penalty or a medical note during the term. It is **your responsibility to contact your professor in advance** if you know you will miss a class. Please note that as a member of the class you play a part in the learning process of this unique class community. Your presence contributes to the growth, dynamics, and success of everyone in this space, as well as your own.
2. **LEARN.** This course uses LEARN. It is your responsibility to ensure you can receive email and access LEARN as this is how your professor will communicate with students and you with each other. Please check the course site regularly for announcements, handouts, tips, etc. You will be submitting your assignments via LEARN.
3. **Communication.** If you wish to talk with your professor about any course related or other matters, you may do so after class, by appointment, or through email. Your professor will do their best to respond to your emails within 48 hours between 9 and 4PM. Before you make an inquiry about assignments, etc., please do check the syllabus first to confirm whether the information you need is there. All requests for assignment extensions or other special arrangements must be confirmed with your professor by email, so that there is an agreement in writing (and so that your professor does not forget!). Ensure that your UWaterloo email address is forwarded to your personal email address (if you prefer to only check the latter). While email works well, your professor would prefer to speak to you in-person or face-to-face on Zoom. Please take advantage of office hours listed on page 1 or make an appointment via email if there is a schedule conflict (please suggest 2 or 3 possible times). Your professor is happy to talk and eager to get to know you.
4. **Understand course requirements.** Please ask questions if these are not clear. Complete assignments on time (see **Syllabus** and **Course Schedule** for due dates). Note that electronic submissions to the Dropbox on LEARN have specified end times on the given due date. Assignments arriving after these times will be considered late, unless they are eligible for an extension (see Late Policy below).
5. **Late Policy.** Assignments that are submitted past the due date and time without any prior consultation with your professor will be subject to a grading penalty of 2% per day or ¼ credit deduction per day (for credit/no-credit assignments like journal entries).

N.B. If LEARN is not functioning, your professor will communicate alternate submission instructions to you by email. Please plan your academic work carefully, keeping in mind the deadlines for assignments in all your courses. Your professor is generally amenable to requests for extensions in situations of illness, emergencies, or family/personal crises; however, you are expected to consult with your professor about an extension **BEFORE** the assignment is due.

UWaterloo Policies and Information

Academic Integrity and Discipline

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievances and Appeals

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course. It is the responsibility of the student to notify the professor if they, in the first week of term or at the time assignment details are provided, wish to submit an alternate assignment. June 15, 2009 (updated March 2018)

Accommodation for Illness

A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

Other Sources of Information for Students

Note for students with learning differences: The [AccessAbility Services \(AAS\)](#) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the ASS office at the beginning of each academic term.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed. Please reach out to the services below.

- [Counselling Services](#): Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams. To book an appointment email or call: counselling.services@uwaterloo.ca / 519-888-4567 ext 32655.
 - N.B. *If you are **out of the province**, please seek care where you are or or **contact EmpowerME at 1-833-628-5589**. If you've been receiving care from us and are having difficulty finding care in another province or country, please contact us to discuss your options and next steps.
- Other support: [MATES](#) is a one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services; Health Services Emergency service: located across the creek from Student Life Centre

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