

MUSIC 334/GSJ 334 (SEM 0.50)

WOMEN AND MUSIC

Fall 2021

Department of Music, Conrad Grebel University College
University of Waterloo

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 territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).*

Instructor: Prof. Maisie Sum

Class Time: Monday 11:30AM – 2:30PM

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

Office Location: CGR Rm 1102

Class Location: CGR Rm 2202 & 1302

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 seminar format, students are encouraged to sit with two seats left empty between them and other students.
- **Break/Classroom Change:** Due to participatory nature of the course, its duration, and the space, two room have been reserved for the course (as noted above). We take a break at about 12:35PM and resume class in a new room at about 1:00PM.
 - N.B. When weather permits, we will hold class outdoors. When outdoors, students may remove masks so long as a 2-metre (6-foot) distance is maintained.
- **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

An examination of women's roles in music from a cross-cultural perspective. Topics may include women's music as a genre, historical accounts of women's music-making, and the effects of gender ideology on women's musical activities, behaviour, and performance.

Prereq: Level at least 2A. (from UWaterloo Course Descriptions

<http://www.ucalendar.uwaterloo.ca/2122/COURSE/course-MUSIC.html#MUSIC334>)

This seminar course investigates the relation of women to music in cross-cultural perspective. Through the lens of ethnomusicology, it examines the gendered dimensions of music with respect to selected styles and traditions from around the world, the empowering performances of women, and their contributions to these societies and beyond. We will learn about women's musical lives, actively engage in listening to their stories and their music, and consider the ways in which women's musical roles have affected and been affected by the selected music traditions. The course is organized topically into four major themes — music making in ritual contexts, performing in restricted domains, performing in protest, and performing empowerment — each examined through case studies selected from cultures across the world. Readings, video, and listening assignments are given each week, accompanied by prompts intended to guide your thinking about the material in preparation for robust weekly discussions.

NOTE 1. MUSIC 334/GSJ 334 is not intended to advocate a particular political or moral agenda. Some of you may find that some of the course material (i.e., readings, videos, music) is provocative and uncomfortable, and may push you to the edge of your personal tolerance. You are asked to keep an open mind and to examine the material as objectively as possible. You are always welcome to express personal opinions but are asked to refrain from personal attacks.

NOTE 2: Although the prerequisite for MUSIC 334/GSJ 334 is 2A, the 300-level designation is an upper-level course, and upper-level work is expected. If you find it challenging to keep up with expectations, it is your responsibility to notify me in the first few weeks of the term to discuss whether you are adequately prepared for upper-level work.

Summary of what the course will offer

- A cross-cultural perspective of music as a human phenomenon and gendered activity
- Practical and theoretical knowledge of music from a variety of cultures
- Exposure to music you have never heard, and some that you have
- A sense of what music can mean and how it can be used
- Aural skills development through listening and music-making activities (if possible)
- Participation in a respectful, thoughtful exchange of ideas with peers
- Development of presentation and critical reflection skills
- Interaction with professional musicians (performers, composers, music educators)
- Hands-on experience playing on the Department of Music's Balinese gamelan, if possible

Throughout the term, you are expected to:

- Be responsible for your learning by preparing for class and doing the coursework:
 - Strive towards understanding concepts and terms discussed in assigned materials and in class
 - Complete the weekly reading, listening, video assignments as indicated on the course calendar **before** the scheduled class (i.e., by the date indicated on the course schedule)
 - Reflect on the assigned material(s)

- Submit assignments on time
- Ask questions when anything is unclear
- Participate actively in discussions, workshops, presentations, and other class activities
- Listen to music examples attentively
- Contribute equally to any group activities (e.g., projects, assignments, presentations)
- Be honest, mindful, and respectful when participating in class activities
- Come to all classes on time, be focused, attentive, inquisitive, and take good notes!

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

1. Discuss women's relation to music in a variety of contexts across cultures (i.e., their roles, experiences, activities, behaviours) and the implications of gender in virtually all aspects of music worldwide.
2. Listen critically to (unfamiliar) music with cultural awareness and describe it using appropriate musical and cultural terms.
3. Apply a holistic approach to study the relation of women to music across cultures.
4. Use cross-cultural analysis to better understand women's relation to music in various capacities (e.g., as performers, composers, teachers, healers, producers, consumers) and relate them to your own.
5. Critically reflect on complex information and ideas about women and music and communicate them to your peers and other audiences.

Course Materials

Required Reading, Listening, and Viewing:

All materials are available online via LEARN. This can be accessed via *Course Materials* (listed in alphabetical order) or via the weekly modules. With a few exceptions, the reading assignments are no more than thirty pages per week (and sometimes less). Some case studies may also require watching videos. In all cases, students are expected to listen critically to assigned musical examples.

Recommended Reading – Some General Texts

- 1997–present. *Women and Music: A Journal of Gender and Culture*. Washington, DC: International Alliance for Women in Music. [online via Library website]
- Bernstein, Jane A. 2004. *Women's Voices Across Musical Worlds*. Boston: Northeastern University Press. [ML82.W697 2004]
- Dunbar, Julie C. 2016. *Women, Music, Culture: An Introduction. Second Edition*. Oxon: Routledge, Taylor & Francis Group. [ML82.D86 2016]
- Hayes, Eileen M. and Linda F. Williams. 2007. *Black Women and Music: More Than the Blues*. Urbana: University of Illinois Press.
- Koskoff, Ellen. 2014. *A Feminist Ethnomusicology: Writings on Music and Gender*. Urbana: University of Illinois Press. [ML3798.K67 2014]
- Koskoff, Ellen, ed. 1987. *Women and Music in Cross-Cultural Perspective*. New York: Greenwood Press. [ML82.W63 1987]
- Moisala, Pirkko and Beverley Diamond. 2000. *Music and Gender*. Urbana: University of Illinois Press. [ML82.M74 2000; Guelph]
- Pendle, Karin, ed. 2001 *Women and Music: A History, Second Edition*. Bloomington: Indiana University Press. [ML82.W6 2001]

N.B. Recommended texts are available at the Milton Good Library located on the 3rd floor of Conrad Grebel University College.

Assessment

Grading Components	KLOs	Due Dates	Weighting
Class Preparation and Engagement <ul style="list-style-type: none">- First Word (2 @ 10% each)- Reading/Video & Listening Responses (2 @ 2.5%)- Participation (10%)	1–5 5 5	ongoing	35%
Major Project <ul style="list-style-type: none">- Topic Idea (5%)- Project Workshop - Oral (10%)- Presentation (25%)	1–5 5 5	October 4 Nov 8 Nov 22, 29, Dec 6	40%
Critical Reflection	3, 4 (1)	Dec 9*	25%

*Eligible for an automatic one-week extension.

Course Work

(See Course Work Guides on LEARN for detailed instructions.)

1. Class Preparation and Participation (35%)

This is a seminar course, which means that success is, in part, based on your contribution during class time. Each class is organized primarily around discussion of the assigned materials and peer learning. A portion of class time may also be dedicated to collaborative activities, independent work, or music-making activities. Participation in discussions and course activities with peers provides an opportunity to question and explore course topics together, fostering an environment that supports mutual learning and values curiosity and respectful engagement with the material and each other, particularly when viewpoints differ. Plan to allocate an average of 3 to 5 hours per week in preparation for robust discussions.

[First Word \(2 @ 10% each = 20%\)](#). Each student will have two opportunities to lead class discussions with a “First Word”. In groups of two to four, students will take turns delivering a 7- to 10-minute presentation on the day’s topic (approximately 850 to 1500 words).

[Reading/Video and Listening Responses \(2 @ 2.5% = 5%\)](#).

After each reading/video and listening assignment, students prepare a written or creative response to the assigned course materials prior to each class, as well as a brief written reflection after the conclusion of the class discussion to synthesize their learning experience. Each written response should be approximately 150 to 250 words. **Two** of these responses will be given a numeric grade.

[Participation \(10%\)](#). Students are expected to participate actively throughout the course and in all activities held during class time, such as discussions, listening exercises, music-making activities, group work, in-class exercises, and workshops.

During the term, you are expected to ask questions and to share responses in a respectful manner. As you know, class participation goes considerably beyond attendance. Assessment will be based upon:

- Evidence of thoughtful engagement with the assigned course materials. You are expected to contribute to every class at least two times—such as offering an observation, making a comment, asking questions, citing from a reading or video.
- Active, constructive contributions to discussions. For example, building on a classmate’s ideas, providing constructive counterpoints, and raising analytical questions.

- Completion of reading/video/listening responses and periodic in-class tasks or assignments.

2. Major Project (topic idea 5% + workshop 10% + presentation 25% = 40%)

The creative project provides an opportunity for students to further investigate your curiosity about women and music. This may take the form of a **text-based investigation** or a **creative exploration**.

Topic Idea: Due Oct 4, LEARN Dropbox by 11AM (5%). Submit the topic idea for your major project as selected from the themes on the “Major Project Guide” (on LEARN), including a working title. In addition, list **three** preliminary sources and choose **one to three** representative music examples or an album. Share in class with your peers.

Project Workshop: Scheduled Nov 8, in class (10%). Present a brief progress report to peers. Share your project proposal, outline, and list of sources, including the music example(s) you plan to play during your presentation; discuss challenges and successes; and seek advice. The class will be divided into two groups. Each group will meet for about 60-minute sessions. Group 1 meets at 11:30AM (Rm 2202), and Group 2 meets at 12:45PM (Rm 1302).

Presentation: Scheduled Nov 22, Nov 29, and Dec 6, in-class (25%). Share your project and engage in discussion with your peers over a 25-minute period. In addition to the “First Word,” “Project Workshop,” not to mention the discussion expectations of a seminar course, the major project presentation serves to develop your oral communication skills in general, and in particular, about music and topics related to women and music across cultures.

3. Critical Reflection: Due Dec 9*, LEARN Dropbox by 11:59PM (25%)

The critical reflection resembles a take home exam in which you respond to one or two questions that prompt you to reflect on your learning in this course. The essay(s) require you to draw on and cite course materials. Question(s) and guidelines will be available at the end of the term on LEARN.

* Eligible for an automatic one-week extension

Responsibilities, Expectations, and other Academic Information

1. **Attendance.** Attendance is monitored. A poor attendance record and habitual lateness will affect your overall performance and result in a lower grade. Attending class regularly will help you maintain interest in the topic of the course, keep up with course requirements and guidelines for assignments, and obtain course content that is not available in readings or on LEARN. 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.
 - **You are responsible for catching up on material that you have missed.** You can do this by asking me about materials that you missed and how you might access them, and borrowing notes from a classmate (do not ask me for my lecture notes, they will probably not help much!).

2. **Take notes.** Taking notes in class is important as a practice of knowledge retention, a technique for attentiveness, and also helps you gather information that you will need for the critical reflection.
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, via Zoom, 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, course materials, etc., please do check the syllabus and LEARN first to confirm whether the information you need is there. 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. 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!).
6. **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.
 - 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.
7. **Electronic Devices.** Inappropriate use of technology has been shown to have negative impacts on class attitude, attention, and performance. It is only acceptable to use laptops and electronic devices for taking notes in class, unless otherwise instructed. If you use it for other activity such as facebook, texting, etc. you will be asked to cease such activity, or your devices might be requisitioned for the duration of the class. The severity of this kind of distraction cannot be overstated and will be reflected in your grade, and potentially impact the grades of your classmates. Studies have shown that texting, viewing social media, surfing the net, task switching, etc., affect the learning and performance of others in the classroom to a greater degree. Please be considerate. For more information, see: [Facebook and texting made me do it](#) and [Laptop Distractions in the Classroom](#). It may be challenging to limit these distractions, in which case, the best approach may be to safely stow away and silence devices as well as to turn off notifications on your laptop or set devices to airplane mode or “Do Not Disturb” for the duration of the class, **before** class begins. If you need your phone available for an emergency in a specific class, let me know ahead of time.

UWaterloo Policies and Information

Cross-listed course

Please note that any course taken (under any subject code) which is cross-listed with a course in a student's major (in the undergraduate calendar they are following) is included in the major average. For example, a Psychology student enrolled in PHIL 256 (cross-listed with PSYCH 256) will have the course grade counted towards the Psychology major average.

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.

On Campus

- [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.
- [MATES](#): 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

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

The Writing Centre: Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [here](#).

Student Success Office (SSO): The staff offer academic support to students and learning resources ranging from time management to study tips and skills. Check out their website [here](#).

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