

**Music 696F**  
**Seminar in Ethnomusicology**

University of Arizona School of Music and Dance, Spring 2008  
Room 202 – Music - 4:00 PM to 6:30 PM

**Professor: Dr. Janet Sturman.** Email: Sturman@u.arizona.edu  
Office: Room 160 Music; phone: 621-1255; Office hours: by appointment (most mornings are good)

**Introduction**

The purpose of this course is to introduce graduate students to perspectives in the field of ethnomusicology. The subject matter includes the history of the discipline and a consideration of the theories and methodologies that guide ethnomusicological work. The primary goals are to:

- provide an enriched understanding of the role of music in human life
- acquaint you with a wide range of musical traditions and perspectives
- demonstrate the utility of ethnomusicological perspectives in the study, performance, and teaching of both western and non-western music,
- equip you to evaluate printed, audio, and multimedia resources concerning world music.

**Format**

This class will meet primarily as a discussion seminar. On a rotating basis, individual students will prepare presentations of assigned readings to share with the class and help guide discussion.

**Required texts**

Feld, Steven. *Sound and Sentiment*. Second Edition. Philadelphia: University of Pennsylvania Press, 1982.

Nettl, Bruno. *The Study of Ethnomusicology: Thirty-one Issues and Concepts*. Chicago and Urbana: University of Illinois Press, 2006. [This is substantially different from the previous edition; you'll want the new one.]

Post, Jennifer. *Ethnomusicology. A Contemporary Reader*. New York: Routledge, 2006.

Solis, Ted. *Performing Ethnomusicology*. Berkeley: University of California Press, 2004.

**Readings**

Additional assigned readings will be available via the UA library's online reserve system known as Eres. The password for access to our course material will be **ethnomus08**. Readings (articles and chapters) are in a folder titled "Readings."

**D2L Course site**

We will use the UA's "Desire to Learn" web toolkit to organize some of our work. Think of the site as the "staging area" for our work, and stop by regularly to obtain announcements, locate resources, and acquire clarifications to assignments. You can also check your status in the class by visiting the online gradebook. Access the site by logging on at: <http://d2l.arizona.edu/>.

### **Class work and Projects (% of final grade)**

1. Participation in class discussion and discussion related activities using D2L (25%)
2. Symposium or conference participation, other activities supporting disciplinary connections (5%)
3. Discussion project: Pairs of students will lead sections of the seminar discussion of a selected topic. Due date depends upon the topic (15%)
4. Transcription project: Due on Feb. 8, the week following our first discussion of transcription. (10%)
5. Ethnographic or investigative project (in lieu of final exam) (45%). Each student will conduct independent research, making use of appropriate theories and methodologies of the discipline of ethnomusicology. An oral presentation of the findings will be delivered conference-style during one of the last three weeks of the semester. A final written report is due on May 10.

### Assessment Criteria

Students will be assessed on

- 1) Their active participation and demonstration of engagement with and understanding of the course content

This is a general criteria extended to all class work for all students (see below for specific grading policies). Outstanding, or A level, work (including contributions to class discussion) will demonstrate an appreciation of complexity of ideas presented in assignments and an effort to extend those concepts by drawing connections, synthesizing concepts from one case with another, exploring possible applications of the ideas under discussion, sharing new insights or asking questions, especially those that suggest new lines of inquiry. Graduate students will be expected to demonstrate more expertise with research procedures than will undergraduate students.

- 2) The Clarity and effectiveness of Written Assignments (especially pertinent for the final report)

Outstanding, or A level, work (including contributions to class discussion) will exhibit 1) a focused argument, 2) logical and in-depth reasoning and original thought, 3) an organized and clear presentation, 4) concrete examples offered in support of claims, and 5) responsible attention to the mechanics of grammar and style. In written work, each of these five areas will be evaluated on a 10 point scale (50 points combined) with 45-50=A, 40-44=B, 35-39=C, 30-34=D, below 30=E.

- 3) The Quality of Spoken Communication

To be assessed as outstanding, thus earning an A, spoken communication will be on task, offer coherent, thoughtful, and analytical observations, as well as pertinent questions regarding the assigned material and adhering to any special guidelines provided by the instructor. Daily participation will be evaluated more flexibly (excellent, satisfactory, unsatisfactory) than will formal oral reports which will earn a letter grade based on points awarded for: 1) focus, 2) logic and clarity of argument, 3) quality of supporting examples, and 4) mechanics of delivery such as pace, vocal projection, eye contact and 5) ability to respond to questions. As with written work, each area will be evaluated on a 10 point scale (resulting in 50 points combined) with 45-50=A, 40-44=B, 35-39=C, 30-34=D, below 30=E.

### Grading

The final grade will be based on the sum of all points earned, tallied so as to accommodate the weighting as noted above. Those earning a total of 90-100 will earn an A; 80-89=B, 70-79=C; 60-69=D; below 59=E.

Conduct

All students are bound by the curricular policies of the University of Arizona, including the code of conduct and the code of academic integrity, that can be found at <http://w3.Arizona.edu/~policy/academic.shtml>

Disabilities Statement

Students registered with the Disability Resource Center should have the DRC send me official notification of your accommodations needs. All students with special needs should make an appointment to meet with me as soon as possible to discuss available accommodation options, and determine how we can best address your special needs so that you can fully participate in this course.

**Music 696F Fall 2007**

## Work and Discussion Schedule

Watch for Adjustments as Semester Progresses  
<http://d2l.arizona.edu>

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading and Assignments (due on date listed)</b>	<b>Discussion Responsibilities</b>
1	Jan. 17	Orientation and Introduction to Resources	4:00-4:30 (in room 202) discuss class; rotation assignments	
2	Jan. 24	Definitions of Ethnomusicology  History of the Discipline	Bring to class a definition of "ethnomusicology" noting the resource you used.  Visit: <a href="http://webdb.iu.edu/sem/scripts/home.cfm">http://webdb.iu.edu/sem/scripts/home.cfm</a>  Read: Nettl: preface and chaps. 1-6 Read: Post: Introduction, pp. 1-15	
3	Jan. 31	Collections and Classification  Organology Sound and Video Archives	on Eres: Dournon: Organology Visit: <a href="http://www.ethnomusic.ucla.edu/archive/links.htm">http://www.ethnomusic.ucla.edu/archive/links.htm</a> <a href="http://webdb.iu.edu/sem/scripts/links/linkentries.cfm?lcID=22">http://webdb.iu.edu/sem/scripts/links/linkentries.cfm?lcID=22</a>  EVIA Digital Archives at <a href="http://www.indiana.edu/~eviada/">http://www.indiana.edu/~eviada/</a>  Nettl: chaps. 12, 23, 25, 26 [efforts towards: Reconstruction, revitalization virtual experience]; Polak - chap. 10 in Post	1 leader  2 snack
4	Feb. 7	Transcription and Notation (literature)	Read on Eres: Ellingson: Transcription; and Ellingson: Notation  Nettl: 7 (pp. 74-91) [Discussion leader: Read: England: "Symposium on Transcription and Analysis: A Hukwe Song with Musical Bow," on eres	2 leader  3 snack
5	Feb. 14	Transcription, continued  (practice/discussion)	DUE: Transcription projects for in-class review and discussion	all
6	Feb. 21	Analytical Approaches	on Eres: Blum: Analysis of Musical Style  Nettl: 8-9 (pp. 92-132)	3 leader  4 snack
7	Feb. 28	Anthropological Theories and related modes of explanation	Nettl: chaps. 16-24  Compare to (on Eres): Ortner: "Theory in Anthropology Since the 1960s"	4 leader  5 snack

8	March 6	Fieldwork Ethnographic Style Ethics Contemporary Issues	Read: Seeger: <i>Ethnography of Music</i> (on Eres); Slobin – <i>Ethics</i> (on Eres); Nettl: chaps. 14, 15; Post: pp. 1-13  Assignment: Select one mini-ethnography (chapter) from Post's reader and situate its ethnographic approach as it relates to issues examined in the last two weeks.	5 leader  6 snack
9	March 13	Ethnotheory and the poetics of music	Read: Feld: "The Boy Who Became a Muni Bird" in <i>Sound and Sentiment</i> Nettl: chap. 22  Assignment: Be prepared to discuss your individual chapter from <i>Sound and Sentiment</i> ; in-class listening examples	No leader  6 snack
Break	March 20	NO CLASS	SPRING BREAK	
10	March 27	Ways of Learning  Performance as Research	Read on Eres: Hood: <i>The Challenge of Bi-musicality</i> Nettl: chap. 27 Solis: <i>Performing Ethnomusicology</i> (shared and individual chapters will be assigned)	7 leader  8 snack
Conference	March 28-29	SEM-SW	Southwestern Chapter of the SEM meets in Logan, UT [fieldtrip option/extra credit]	
11	April 3	Social and Political Action	Readings: Post, chaps. 22-24	8 leader  1 snack
12	April 10	Media, Technology and Technoculture	Read Lysloff, Lee and Gay in Post: <i>Ethnomusicology a Contemporary Reader</i> , pp. 189-223.	leader TBA  snack TBA
13	April 17	Gender and Sexuality	Nettl: chaps. 28-31; Wong, Keyes and Doubleday in Post: <i>Ethnomusicology a Contemporary Reader</i> , pp. 189-223.  DUE: drafts/outlines of presentations [determine presentation schedule]	6 leader  snack TBA
14	April 24	In-class Presentations begin	Presenters 1-5	Sturman snack
15	May 1	Presentations	Presenters 6-11	Sturman snack
16	May 15	Final Exam 5:00-7:00 pm; note time change	remaining presenters 12-17 DUE: all final written projects due by 5:00 pm	Sturman snack