COURSE OVERVIEW

This course introduces students to the history, theory, and practice of ethnomusicology. It includes both seminal texts from the discipline and current literature on emerging issues and topics. Students will be exposed to multiple perspectives from ethnomusicology and its related disciplines, including musicology, anthropology, folklore, critical theory, and cultural studies.

The primary objective of this course is to provide students with a richer understanding of the various roles, meanings, and functions of music in human life. Furthermore, students should leave the class with a diverse analytical toolkit for their own music-related research endeavors.

Required Reading and Responses

Weekly readings will be posted on BlackBoard. In addition, students are expected to obtain the following books, from which several chapters will be assigned as course readings:


Every week, students will submit a brief (2-3 paragraph) but insightful response based on the week’s reading(s) by 8pm on Monday evening.

Assignments and Evaluation

*Unless otherwise noted, assignments are due by 11:59PM on the Thursday of the specified week.*

1. Small Writing Assignments – 15%
   a. “Deep Listening” Writing exercise (Week 2) – 5%
   b. “My Musical Life” Interview (Week 5) – 10%

2. Ethnographic Research Project – 45%
   a. Site Proposal – 2.5% (Week 6)
b. Fieldwork Report – 10% (Week 10)
c. Abstract & Outline – 2.5% (Week 14)
d. Presentation – 10% (Weeks 13-15)
e. Final Paper – 20% (May 8)
   i. Undergraduate: 8-10 pages double-spaced
   ii. Graduate: 15-20 pages double-spaced

3. Weekly Reading Responses – 15%
   a. Weekly Responses (Due by 8pm Monday)
   b. Discussion responses posted between 8-12pm on the due date will receive half credit

4. Student-led Article Presentation – 5%
   a. Students will lead presentations and in-class discussions based on current topics in ethnomusicology
   b. Presentations will take place on Thursday, Weeks 5-12

5. Attendance and Participation – 20%
   a. Students will be deducted 2 percentage points per absence for the first 2 unexcused absences
   b. Each subsequent unexcused absence will result in 5 percentage point deduction
   c. After 5 unexcused absences, students will be advised to withdraw from course
   d. Absences are automatically considered unexcused if I am not notified BEFORE CLASS. (Unexcused absence due to sudden illness may be overturned if doctor’s note is provided)
   e. Participation points may be deducted for habitual lateness or inattentiveness

6. Critical Ethnography Review (Graduate Students Only)
   a. All graduate students must read an ethnographic monograph (approved by the professor) and write a critical review
   b. The Society of Ethnomusicology’s Merriam prize-winning monographs are all good options for this assignment, and can be found at:
      http://www.ethnomusicology.org/general/custom.asp?page=Prizes_Merriam

COURSE OUTLINE

Week 1
January 17 & 19
Introduction – Defining Music and Ethnomusicology
   Reading: Bruno Nettl (2005 [1983]) “The Art of Combining Tones”

Week 2
January 24 & 26
What Does it Mean to Study Music?
   “Musicking”; The role of the ethnomusicologist
   Readings: Christopher Small (1998) Chapters from Musicking
Week 3
Jan. 31 & Feb. 2

**Early Ethnomusicology**

18th-19th ethnography; studies of “primitive” and “folk” musics; Comparative Musicology; Bartok and cultural nationalism


Week 4
February 7 & 9

**Post-War American Ethnomusicology**

Lomax, Merriam, Hood; Anthropology of music, bi-musicality, “Cantometrics,” Musical functionalism


Week 5
February 14 & 16

**How Musical is Man?**

“People making music”; musicality; music cognition

Reading: Blacking (1970) “Humanly Organized Sound”

Current Issues I: Commodification and Consumption

Week 6
February 21 & 23

**Intro to Semiotics**

Music as symbol; music and meaning; Peircean semiotics

Reading: Turino (2008) Chapter 1 AND case study (TBD)

Current Issues II: Cultural Tourism and Travel

Week 7
Feb. 28 & March 2

**Field Research**

Choosing a site; documentation; participant-observation

Reading: Jackson (1987) chapters from *Fieldwork*

Current Issues III: Gender and Sexuality

Week 8
March 7 & 9

**Writing Music and Culture**

Ethnographic writing; Interpretive writing, “Thick Description”

Reading: Geertz (1973) “Deep Play: Notes on the Balinese Cockfight”

Current Issues IV: Globalization & Glocalization

March 13-17

*** SPRING BREAK ***

Week 9
March 21 & 23

**Postmodern Critique of Ethnography**

Subjectivity; reflexivity; feminist ethnography

Reading: Clifford (1986) “Partial Truths”

Current Issues V: Media, Technology, and Technoculture

Week 10

**Music as Social Life**
March 28 & 30  
**Participatory & Presentational music; Musical Cohorts**  
Reading: Turino (2008), Chapter 2  
Current Issues VI: Nationalism & Transnationalism  
Current Issues VII: Place & Embodiment

**Week 11**
April 4 & 6  
**Self, Identity, and Culture**  
Musical socialization; music and self-integration; music and identity construction  
Reading: Turino (2008), Chapter 4  
Current Issues VIII: Racial & Ethnic Identities

**Week 12**
April 11 & 13  
**Guest Artists: Indian Bhajan Singers**  
Reading: TBD  
Current Issues IX: Social & Political Action

**Week 13**
April 18 & 20  
**TBD**

**Week 14-15**
April 25 & 27  
May 2 & 4  
**Student Final Presentations**

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**UNIVERSITY POLICIES AND RESOURCES**

**Academic Integrity**

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term “plagiarism” includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

[http://facultysuccess.unt.edu/academic-integrity](http://facultysuccess.unt.edu/academic-integrity)
Writing Lab

Strong writing skills are an important asset in academic and professional life in every field. During class, we will work to improve student writing skills through instructor feedback and group workshops. However, many students will benefit from intensive focus on writing skills that we will not have time to provide during class. I encourage all students who wish to further develop their writing skills to work with the UNT Writing Lab.

http://writinglab.unt.edu/

Office of Disability Accommodation

College life poses different challenges for students with disabilities. If you’ve been diagnosed with a learning difference such as dyslexia, or if you need a physical accommodation, the Office of Disability Accommodation will make sure you receive the support you need to succeed at UNT. You can apply for services or find out if you qualify for services online by visiting the office in Sage Hall, Suite 167, or calling 940-565-4323.

http://disability.unt.edu/

Student Counseling and Testing Services

It is important to us for students to excel academically, but it is far more important that you maintain your physical, emotional, and mental well-being. Students face many demands and responsibilities from their academic and personal lives and sometimes the stresses or anxieties can be overwhelming if not dealt with. As your instructor, I am happy to be a part of your support network, and am always open to talk if you have issues you would like to discuss. Additionally, UNT provides its students many resources for mental and emotional health.

http://studentaffairs.unt.edu/counseling-testing-services