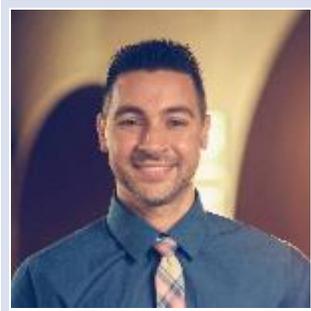




General Information

Professor Information



Instructor Johnny Frías

E-mail

Undergrad MUH 3514

Room Chemistry and Physics 197

Tuesdays

Class meeting times 3:30pm-
4:45pm

Graduate MUH 5057

Course Description and Purpose

This course provides an introduction to selected music cultures from around the world, particularly those outside the Euro-American mainstream (i.e. Western art/classical and popular music traditions). Areas for study include India, Indonesia, Africa, the Middle East, South America, and the Caribbean. These will be explored from the perspective of ethnomusicology.

This is a hybrid course, meaning that it is essentially part online, part in-person (in the classroom). Class meetings will center mostly on activities and listening. Out of class, you will complete quizzes, listening tests, journals, and other assignments online via Canvas. The course calendar at the end of the syllabus provides a layout of our in-class and out-of-class topics and assignments, and contains specific due dates/times for assignments. Please check the calendar regularly as certain things may change as we progress through the semester, in which case I will announce the changes in class and on Canvas.

My goals as your professor are that you will:

- Become more familiar with music-cultures outside the Euro-American mainstream
- Gain interest in new kinds of music you've never heard before
- Be able to appreciate a given music tradition on its own terms, rather than solely from a Western point of view
- Become a more well-rounded musician (or music listener) as a result of all the above

Course Objectives

As students, you will be able to:

1. Identify greater amounts of musical characteristics when listening to music, which will allow you to understand it on a deeper level as a musician or listener
2. Draw on appropriate vocabulary when describing and discussing music (including music with which you are unfamiliar)
3. Distinguish prevailing musical characteristics and histories of various world regions, which will help you comprehend music as part of global human culture and understand the similarities and differences between music cultures
4. Be able to discuss music in relation to real world issues, such as racism, history, spirituality, gender, politics, etc., in order to better understand music cultures and conduct musical research
5. Gain a more objective (and global) understanding of music and human expression in order to better appreciate the ways in which other human groups and cultures from around the world think about music

Additionally, this is a global learning (GL) course that counts towards your global learning graduation requirement. Thus, by the end of the semester you will also achieve the following global learning student learning objectives (GL-SLO):

1. Have demonstrated knowledge of the interrelatedness of local, global, international, and intercultural musical issues, trends, and systems.
2. Have demonstrated the ability to conduct a multi-perspective analysis of local, global, international, and intercultural musical issues.
3. Have engaged in local, global, international, and intercultural problem-solving pertaining to cross-cultural musical issues.

Important Information

Policies

Please review the [FIU's Policies and Netiquette](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#).

Technical Requirements and Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to

have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Privacy Policy Statements for partners and Vendors

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [Google](#)
- [ProctorU](#)
- [HonorLock \(PDF\)](#)
- [Turnitin](#)
- [NBC Learn](#)
- [OpenStax](#)
- [Adobe Connect](#)
- [Respondus LockDown Browser](#)
- [Zoom](#)

Please visit our [Technical Requirements](#) webpage for additional information.

You must turn off or silence your cell phone upon entering the classroom. Please refrain from using them in class unless it is related to a class activity. Recording is not allowed unless approved by the instructor.

Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at (305) 344-3532 or visit them at the Graham Center GC 190.

For additional assistance please contact FIU's [Disability Resource Center](#).

Web Accessibility Statements for Partners and Vendors

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [Google](#)
- [ProctorU](#)
- [HonorLock](#)
- [OpenStax](#)
- [Turnitin](#)

- [NBC Learn](#)
- [Adobe Connect](#)
- [Respondus LockDown Browser](#)
- [Zoom](#)

Please visit our [ADA Compliance](#) webpage for additional information about accessibility involving the tools used in this course.

Academic Misconduct Statement

Florida International University is a community dedicated to generating and expanding knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations, or the unauthorized possession of examination papers or course material, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

Panthers Care & Counseling and Psychological Services (CAPS)

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with [FIU's Panthers Care website](#).

[Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait to call (305) 348-2277 to set up a time to talk or visit the online self-help portal.

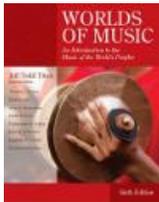
Course Prerequisites

There are no prerequisites for this course.

Proctored Exam Policy

This course does not require proctored exams.

Textbook and Course Materials



Worlds of Music: An Introduction to the Music of the World's Peoples
Jeff Todd Titon
Cengage Learning, Jan-2016
Jan-2016
9781133953906
1133953905
Notes
6th Edition
Bookstore Info

****Audio examples will be available on Canvas**, so there is no need to buy the additional subscription to MindTap for listening examples. All you need is the book.

The syllabus, assignments, additional listening examples, study guides, and all other materials will be posted on the course website on Canvas.

Expectations of This Course

Students are expected to:

- **Review the how to get started information** located in the course content
- **Take the practice quiz** to ensure that your computer is compatible with the LMS
- **Review** and follow the course calendar
- Submit assignments by the corresponding deadline

The instructor will:

- Respond to emails within two days

- Grade assignments within one week of the assignment deadline

Naxos Music Library

As an FIU student, you have access to the Naxos Music Library, a digital online music collection, with 100,000+ classical, jazz, and world music tracks. Naxos is accessible either on-campus, or from home. To connect directly from the FIU computer network, go to [FIU Naxos Music Library](#).

Important: If you are accessing the system from home by any of the commercial providers, Naxos has to validate you as an FIU user. Go to the library home page at: library.fiu.edu and click on "Connect from Home" and follow the instructions. Then, proceed as above.

Course Detail

Course Communication

It is best to contact me **via email** (jfrias@fiu.edu). I will try to answer student emails as quickly as possible (within one or two days), but don't expect an immediate reply.

Attendance

Our in-person classes are designed to focus on listening, demonstrations, test reviews, and other activities meant to complement the material in the online Voicethread presentations (which contain the lecture content) and assigned readings.

VoiceThread Presentations

Aside from the assigned readings in the textbook, you will access some of the course content on VoiceThread. VoiceThread is an application that you will access via a link on Canvas. There will be weekly VoiceThread presentations for you to view. A VoiceThread presentation is similar to a PowerPoint presentation but is far more interactive. Each presentation comprises a series of slides, each with images, text, links, and/or videos. You can "play" the presentation and scroll through the slides using the arrows in the bottom right corner of the slide. What makes VoiceThread unique is that I will have recorded comments (voice or video) for you on each slide. My comments are there to guide you through the various topics, pose questions for you to think about, and demonstrate/illustrate musical ideas.

Viewing the VoiceThread presentations is required. The content will be covered in quizzes and listening tests.

You simply watch the entire presentation on the assigned topic (see syllabus calendar for the VoiceThread presentations assigned for each week) and listen/read all the instructor's comments (some are audio and some are text or mp3 files) on each slide (further details below).

Accessing VoiceThread:

1. You access VoiceThread through the links on Canvas for each week (via the "Modules" section). You do not need to pre-register for VoiceThread on your own or download anything; just click on the link and it will automatically open the page for you to view it.
2. The presentation will advance through slides automatically once you hit "play" on the bottom left of the slide. You can also pause the slide or move through them using the arrows on the bottom right of the slide.
3. Finally, you can pause or skip around the instructor's recorded comments (voice or video comments) if you want to review them. Each "comment" of mine appears as a little photo on the left side of the screen. Note that not every slide has a voice comment; slides that don't have a comment will still "play" by default without any sound.

Reading Assignments & Listening Examples

The listening examples we use, including those from the textbook, can all be found on Canvas (under "Modules") as audio files or YouTube video links. It is important for you to listen to the listening examples in order to see how what you read and learn about in the course relates to music performance. The listening examples comprise the content of your Tests (see below), so it is best that you listen regularly to them in order to be successful on your Tests.

Some of the listening examples will be discussed in VoiceThread presentations, and others are discussed in the assigned readings in your textbook. **It is your responsibility to listen to all of the listening examples (on Canvas) discussed in VoiceThread and your readings.** In your textbook, you will see little boxes on the side of the pages that reference the listening examples, and in some cases a specific listening example is broken-down and analyzed in the book. The study guides for each test will also contain a list of all the listening examples you are responsible for knowing.

Be sure to complete your readings and watch the VoiceThread presentations prior to completing any journals, quizzes, or tests from that week, as the content in the reading will be included in those assignments.

Discussions (GLO SLO #2)

Some weeks, there will be online discussions on Canvas (see course calendar at bottom of syllabus) in which we will talk about themes related to the music culture we're studying that week. When completing your discussions, there are two main parts: 1) Post your initial reply to the week's discussion topic by **Thursday** 2) Reply to two of your classmates' posts by **Sunday**.

The discussions help promote interaction among classmates (and also with me, the instructor). Discussions are graded (100 possible points each) and will comprise **25% of your grade**. I will often provide comments/feedback for you as I grade the discussions, which you will be able to check on Canvas. Also, the rubric (grading criteria) will also be made available for you. I will include instructions for how to access the rubric in the description of each discussion.

Tests and Quizzes (GL SLO #1)

There will be five quizzes and three listening tests, all of which will be online. The tests are based on listening examples, so it is important that you listen regularly to the required listening examples (on Canvas). The third exam is not a comprehensive final exam. It requires no more time or preparation than either of the other two previous exams. There will be no make-up exams. If I am not notified (by your leaving me an e-mail message or a phone message) before the exam begins, you will receive a zero. If I am given notice within these bounds, and your reason for missing the exam is documentable according to the attendance policy (below), there are options available to you to make up the missing grade.

The quizzes are comprised of multiple choice questions. Due dates for both quizzes and tests will be posted on Canvas. Tests will comprise **25% of your grade** and quizzes will comprise **20% of your grade**.

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

***All assessments will auto-submit when (1) the timer runs out OR (2) the closing date/time is reached**, whichever happens first. For example, if a quiz has a closing time of 5:00 pm but the student begins the exam at 4:55 pm, the student will only have 5 minutes to complete the quiz.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or tablet. If you need further assistance please contact [FIU Online Support Services](#).

Journals and Final Project

1. **Journals:** (GL SLO #2): The journals help you practice writing about music. They provide an opportunity for you to apply the appropriate terms and vocabulary according to which music culture we are studying. You will write about a given topic related to the class material (undergraduates: 300-500 words; graduate students: 500-700 words). Journal topics will be provided on Canvas. I will provide comments for you on Canvas as I grade the journals. Also, the rubric (grading criteria) will also be made available for you (instructions for how to access the rubric will be in the descriptions of each journal).

How to write a successful journal: 1.) turn it in on time, 2.) stay within the designated word count, 3.) answer all parts of the question(s), and 4.) demonstrate in your writing that you have engaged critically with the question(s), providing relevant details from class material and thoughtful discussion. Together, the journals will comprise **20% of your grade**, so be sure to take your time with them and give them the necessary attention. Due dates: see Canvas or course calendar.

2. **Final Project** (GL SLO #3): Your final project (**10% of your grade**) is basically an extended journal entry with a few extra components. You'll pick a musical topic, find a scholarly article about it, discuss it, incorporate some YouTube examples, and discuss those as well.

Be sure to review and **follow the detailed guidelines (listed under Module 3 as "Final Paper")** on how to proceed, how to structure your work, and other criteria on which you will be graded.

You will submit your topic and the citation of your chosen scholarly article in order for me to approve these. Go to "Topic and Article for Final Project" under Module 3 "Assignments" (**due April 10**). Submission of final project will be on Canvas (link to "Final Project" under Module 3) and is due **April 29**.

Turning in Assignments, Late Penalties

You may turn your work in at any time before the due date if the assignment is posted and available. Please see the course calendar or Canvas for due dates for submitting online assignments. Assignments must be turned in by 11:59pm on the due date for them to be counted as on-time. Please note that I may adjust the due dates for certain assignments. If I do, I will be sure to announce this in class and post an announcement on Canvas. Please check the syllabus course calendar regularly for the most updated information. The following are the penalties for late assignments submitted:

- Within 24 hours after the due date/time (-5%)
- Within 48 hours after the due date/time (-10%)
- Three days following the due date/time (-15%)
- Four days following the due date/time (-20%, etc.)

Grading

Course Requirements	Number of Items	Weight
Online Listening Tests	3	25%

Course Requirements	Number of Items	Weight
Online Quizzes	5	20%
Online Journals	3	20%
Final Project	1	10%
Online Discussions	6	25%
Total	10	100%

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	94 or above	B	87 - 86	C	70 - 76
A-	90 - 93	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

Course Calendar

Weekly Schedule

PLEASE READ:

Except for Discussions, (which have separate posts due, see below) all assignments listed in each week are **due by the end of that week, on Sundays** (except for the last week, which ends with the last day of classes on a Friday).

For Discussions, remember that your initial posts are due on **Thursdays** of that week, then you should reply to two of your classmates' posts by that **Sunday**.

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The assignments for each week will be accessible (i.e. they will unlock) on Canvas at the beginning of each week (Mondays).

I recommend doing the tasks for each week in the order they are listed (starting at the top of the "tasks" column and going down). This will help you process the material and be prepared for each assignment listed.

*Schedule subject to change. Be sure to read any Announcements for the week on the Canvas home page; any changes to the schedule will be announced there.

Module / Date	Task
<p>Module 1: Music cultures, India, Indonesia</p> <p>Week 1: Jan 10 – Jan 16</p>	<p>In class</p> <ul style="list-style-type: none"> • Course introduction • Syllabus, accessing Canvas, journals, quizzes <p>Out of class</p> <ul style="list-style-type: none"> • Read: The soundscape (p. 2-3) • Read: What is music? (p. 5-9) • Watch: VoiceThread* presentation: What is a music culture • Take Practice Quiz on Canvas <p>*See "VoiceThread Presentations" section in syllabus for information on accessing VoiceThread through Canvas.</p>
<p>Module 1: Music cultures, India, Indonesia</p> <p>Week 2: Jan 17 – Jan 23</p>	<p>In class</p> <ul style="list-style-type: none"> • Structure in music: Rhythm, melody, harmony, form • Review: Components of a music culture <p>Out of class</p> <ul style="list-style-type: none"> • Read: The four components of a music culture (Textbook p. 19-31) • Watch: VoiceThread presentation: Structure in music • Complete Discussion 1 • Take Quiz 1

Module / Date	Task
<p>Module 1: Music cultures, India, Indonesia</p> <p>Week 3: Jan 24 – Jan 30</p>	<p>South Indian classical music (Carnatic Music)</p> <p>In class</p> <ul style="list-style-type: none"> Reviewing/discussing structure in music (rhythm, meter, melody, harmony) <p>Out of class</p> <ul style="list-style-type: none"> Read: India: History, Culture and Musics (Textbook p. 296-301) Watch: VoiceThread presentation: Carnatic Music Complete Discussion 2: Carnatic Music
<p>Module 1: Music cultures, India, Indonesia</p> <p>Week 4: Jan 31 – Feb 6</p>	<p>Javanese & Balinese Gamelan</p> <p>In class</p> <ul style="list-style-type: none"> Javanese gamelan <p>Out of class</p> <ul style="list-style-type: none"> Read: Indonesia: Introduction and Javanese Gamelan (Textbook p. 331-349) Watch: VoiceThread presentation: Javanese & Balinese Gamelan Take Quiz 2 Complete Journal 1
<p>Module 1: Music cultures, India, Indonesia</p> <p>Week 5: Feb 7 – Feb 13</p>	<p>In class</p> <ul style="list-style-type: none"> Review for Listening Test 1 (for class, please print and bring study guide or access on your laptop) <p>Out of class</p> <ul style="list-style-type: none"> Review Study Guide for Listening Test 1

Module / Date	Task
	<ul style="list-style-type: none"> • Take Listening Test 1
<p>Module 2: Black America, Race, Africa</p> <p>Week 6: Feb 14 – Feb 20</p>	<p>Black America, Race & Music</p> <p>In class</p> <ul style="list-style-type: none"> • Race and slavery in the US • Black American music of worship <p>Out of class</p> <ul style="list-style-type: none"> • Watch: VoiceThread presentation: Race and Black American Music of worship • Complete Discussion 3: Race in North America <p>In class</p> <ul style="list-style-type: none"> • Activities/demonstrations: Polyrhythms, polymeter, call and response
<p>Module 2: Black America, Race, Africa</p> <p>Week 7: Feb 21 Feb 27</p>	<p>Out of class</p> <ul style="list-style-type: none"> • Read: Black America: Music of Worship; Music of Work (Textbook p. 176-193) • Watch: VoiceThread presentation: Blues • Complete Journal 2 • Take Quiz 3
<p>Module 2: Black America, Race, Africa</p>	<p>Spring Break (February 28-March 6)</p> <p>Africa: Mande, Shona, Ewe</p> <p>In class</p> <ul style="list-style-type: none"> • Ewe music

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Module / Date	Task
<p>Week 8: March 7 – March 13</p>	<ul style="list-style-type: none"> • Shona mbira music <p>Out of class</p> <ul style="list-style-type: none"> • Read: Africa: Mande (Textbook p. 126-134) • Read: Africa: Shona (Textbook p. 139-147) • Read: Africa: Shona (Chimurenga) (Textbook p. 148-150) • Watch: VoiceThread presentation: Fes • Take Quiz 4 <p>In class</p> <ul style="list-style-type: none"> • Review for Listening Test 3 (for class, please print and bring study guide or access on your laptop)
<p>Module 2: Black America, Race, Africa</p>	<p>Out of Class</p>
<p>Week 9: March 14 – March 20</p>	<ul style="list-style-type: none"> • Complete Discussion 4: The Color of Music Education in the US • Review Study Guide for Listening Test 2 • Take Listening Test 2
<p>Cuba</p>	<p>In class</p> <ul style="list-style-type: none"> • Afro-Cuban religious music: Batá drumming
<p>Module 3: The Caribbean, South America</p>	<p>Out of class</p>
<p>Week 10: March 21 – March 27</p>	<ul style="list-style-type: none"> • Read: “Introduction: The Caribbean Crucible” (article on Canvas) • Read: “Santería: Historical Background” (article on Canvas) • Watch: VoiceThread presentation: Music of Santería: Batá Drumming • Watch: VoiceThread presentation: Rumba

Module / Date	Task
<p>Module 3: The Caribbean, South America</p> <p>Week 11: March 28 – April 3</p>	<ul style="list-style-type: none"> • Complete Journal 3 <p>Cuba</p> <p>In class</p> <ul style="list-style-type: none"> • Activities/demonstrations: Rumba and bata workshop <p>Out of class</p> <ul style="list-style-type: none"> • Watch: VoiceThread presentation: Son • Complete Discussion 5: Cuba • Take Quiz 5
<p>Module 3: The Caribbean, South America</p> <p>Week 12: April 4 – April 10</p>	<p>Jamaica</p> <p>In class</p> <ul style="list-style-type: none"> • Ska & reggae <p>Out of class</p> <ul style="list-style-type: none"> • Watch: VoiceThread presentation: Jamaica: ska, Reggae, Dancehall • Topic and article for final project for professor's approval (due on Canvas)
<p>Module 3: The Caribbean, South America</p> <p>Week 13: April 11 – April 17</p>	<p>Ecuador, Chile</p> <p>In class</p> <ul style="list-style-type: none"> • Dancehall, samba reggae <p>Out of class</p> <ul style="list-style-type: none"> • Read: Chilean nueva canción (p. 443-450)

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Module / Date	Task
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- Read: Quichua and the sanjuán (p. 456-467)
- Complete Discussion 6: Protest Music

In class

Module 3: The Caribbean, South America

- Review for Listening Test 3 (for class, please print and bring study guide or access on your laptop)

Week14: April 18 – April 24

Out of class

- Review Study Guide for Listening Test 3
- Take Listening Test 3

Module 3: The Caribbean, South America

Out of class

- Final project due (April 29)

Week 15: April 25 – April 29

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