EXPANDED COURSE DESCRIPTION
MUSIC
School of the Arts, Media, Performance and Design
Music Department
FA / MUSI 1900 3.0 SECTION M
MUSIC IN THE CITY
FALL 2018 / WINTER 2019

Last Modified Date: 12/14/2018

COURSE CALENDAR DESCRIPTION
Explores the conception, production, distribution, performance, and reception of a wide variety of musical practices, including jazz, popular, western classical, and world musics. Through readings, listening examples, field trips, lectures and interviews, issues such as identity, community, diaspora, politics, industry, hybridity, technology and globalization will emerge. Theoretical work is grounded in case studies of particular performance practices, musicians, and venues in Toronto. Not open to music majors. Open to non-majors.

INSTRUCTOR(S)

<table>
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<tr>
<th>Name</th>
<th>Section / Format / Term</th>
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<tr>
<td>Johnson, Sherry A.</td>
<td>Sec. M / BLEN / W</td>
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SPECIAL FEATURES

York University
School of Arts, Media, Performance & Design
DEPARTMENT OF MUSIC
FA/MUSI 1900 3.0: Music in the City
Winter 2019
Course Director: Dr. Sherry Johnson
Office Hours
ACE 369 I am happy to meet with you. Please
(416) 736-2100 x33314 send me an email to set up an
sherryj@yorku.ca appointment.

Course Description
Explores the conception, production, distribution, performance, and reception of a wide variety of musical practices, including jazz, popular, western classical, and world musics. Through readings, listening examples, field trips, lectures and interviews, issues such as identity, community, diaspora, politics, industry, hybridity, technology and globalization will emerge. Theoretical work is grounded in case studies of particular performance practices, musicians, and venues in Toronto. Not open to music majors.

Learning Objectives
• To critically engage with the music in students’ lives and the world around them
• To consider the production, distribution, performance, and reception of a wide variety of musical practices students
encounter, including jazz, popular, western classical, and world musics
• To develop a discipline-specific vocabulary that can be used to describe and analyze a wide variety of musics
• To understand a variety of issues that arise in the study of music in our lives, including identity, community, religion, politics,
hybridity, globalization
• To critically evaluate selected music and related practices, and to examine the interconnectedness between these practices
within specific cultural and social traditions
• To discuss and write, both critically and creatively, about music
• To develop effective study skills, including regular reading and writing, and assignment development

We will achieve these objectives through a range of activity in online lectures, face-to-face tutorials, and on field trips, as well as
through weekly reading, discussion, and assignments requiring research and writing.

Course Delivery (Lectures and Tutorials)

This course uses both online and face-to-face teaching methods. The lectures will be posted online (through York University’s
Moodle) while the tutorials will be held face-to-face. Lectures will be posted on Moodle each FRIDAY before tutorials. Tutorials
are held on THURSDAYS. You are responsible for having done the online lecture, including all assigned reading and fieldwork,
before the tutorial each week.

Online component (Moodle)

“Moodle” houses much of the content for this course. Therefore, you MUST access Moodle regularly. I will use the Moodle
lecture site to post online lectures; assignment descriptions, criteria and marking rubric; supplementary resources; and
important announcements. Your TAs may use their Moodle tutorials sites in order to post important notices; post
supplementary material; engage in online discussions; hold online office hours; and post your grades on assignments.

VERY IMPORTANT: Attending musical events and venues in Toronto is essential to this course; it cannot be completed
successfully without regular access to the city throughout the term. If you do not want or are not willing to venture into
the city to participate in this course, it may not be for you!

VERY IMPORTANT: It is your responsibility to access both MUSI 1900 Moodle sites regularly. If you regularly use a non-
York e-mail account like gmail, hotmail, yahoo, rogers, etc., you MUST use York’s e-mail forwarding service. You are
responsible for ensuring that you check for and read important course information regularly. “Not knowing” information
that has been posted on Moodle is not an acceptable excuse.

Tutorials

All tutorials are on Thursdays. For more information, please consult the separate schedule on Moodle.
Tutorial Time Place TA
1 11:30-12:30pm VH 3003 Dylan Hillyer
2 11:30-12:30pm ACW 204 Eva Green
3 11:30-12:30pm ACW 303 Adam Faux
4 2:30-3:30pm ACW 008 Heidi Chan
5 3:30-4:30pm ACW 002 Dylan Hillyer
6 3:30-4:30pm ACW 008 Heidi Cha
7 3:30-4:30pm ACW 009 Eva Green
8 3:30-4:30pm ACW 003 Gord Shephard
9 5:30-6:30pm ACW 002 Katy Ghanai
10 5:50-6:30pm ACW 003 Antoniel Rocco
11 6:30-7:30pm ACE 003 Antoniel Rocco
12 6:30-7:30pm ACE 009 Katy Ghanai

Absence
If you miss a tutorial, it is YOUR responsibility to find out what material was covered. Make sure you have the contact information for at least one colleague in your tutorial with whom you can get in touch if you miss a class. Please do NOT send an email to the course director or TA asking if you missed anything important. You did. Such an email will not be acknowledged.

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Communication
The course director and TAs are available to help you throughout the term. To make this process most effective, please respect the following procedures. Every effort has been made to provide clear instructions regarding assignments and due dates. Before asking a question about administrative matters such as these, please:

1. Check Moodle, the course outline and the handouts for individual assignments.
2. If you cannot find the answer, please post an inquiry to your tutorial’s online Q&A forum.
3. Any questions or concerns that cannot be posted to the Q&A forums should be sent to your TA via email. Your TAs will NOT be checking their email for this course every day, so do not expect an immediate response. Emails that would be more efficiently answered via the forums or live in tutorial may not receive an individual response at all.

Questions about course content, readings, assignments, etc., are also best asked in this forum rather than as individual emails to your TA. Your role as an active member of a teaching/learning community is an important one, not only to improve your own understanding of course material, but also to contribute to the overall sharing of knowledge, ideas, and experiences. Your TAs will be monitoring these forums and will contribute as necessary.
4. If your TAs are unable to help you, then you are welcome to be in touch with the course director. (Email etiquette: If you send me an email, please greet me by name – “Hello Sherry” or “Dear Prof. Johnson” – not “hey miss,” or even worse, no greeting at all.) Emails that are sent without following this procedure may not be answered. Please identify yourself and your tutorial number in all correspondence with the course director and TAs. There is a system in place to return your work, so please do not email your TAs or course director to find out your grade on an assignment.

Readings
The weekly readings are indicated in the course schedule (below). All readings will be posted on the lecture Moodle site. It is your responsibility to be familiar with the readings BEFORE the tutorial so that you are able to participate fully in the course.

Course Requirements and Evaluation
Being part of an intellectual community requires that you attend both lectures and tutorials regularly (whether online or in person), read required readings in advance and with care, and involve yourself in discussions in ways that will help you and other students to learn. It means being prepared for each and every class and tutorial and being respectful and attentive to others.

Tutorial attendance, reading assigned material and participation in class and online discussions are required. Regular attendance is expected. If you wish to discuss alternative academic accommodations, please contact the course director immediately.

The rationale and requirements for each assignment and exam are described in detail on the guide sheets which will be circulated at various times throughout the term.

Assignment Submission
Due dates appear on the syllabus, on Moodle and on assignment handouts. Assignments are due, in hard copy, at the *BEGINNING* of the tutorial when they are due.

Late assignments submitted without prior approval of both the TA and course director will be subject to a penalty of 3% per day including weekends. Since you must hand in a hard copy, and you will only see your TA once per week, there are two ways of submitting late work. On weekdays between 8:30am and 4:30pm, you may hand it in to the Music Office (ACE, 3rd floor). Make sure the work is date-stamped and put in your TAs mailbox. If you complete your assignment on a weekend, you may email an electronic copy to your TA in order to stop the clock and then submit a hard copy to the Music Office when it opens on Monday.

Late work submitted more than 7 days after the initial due date, and without prior approval, will not be accepted.

Extensions will only be granted for verifiable medical reasons or genuine emergencies (failure to schedule enough time to
complete an assignment does not constitute an emergency). If you are unable to meet a course requirement because of an illness or for compassionate reasons, please advise both your TA and the course director in writing with your name, tutorial number and e-mail contact.

If documentation of your inability to meet a course requirement is necessary, you will be asked to provide it. Please see the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Do not to wait until the day that an assignment is due to request an extension. That said, it is always better for you to be in touch with your TA and I about a late assignment than to not.

Students may not re-submit previously graded work or work produced for other courses for evaluation.

Evaluation

Group Soundwalk Assignment 20% Thurs. Feb. 7
Listening Test 15% Thurs. Feb. 14
Performance Review Assignment 20% Thurs. Mar. 14
Final Test 30% final exam period
Tutorial Participation and Exercises 15% throughout term

VERY IMPORTANT: There will be no make-up tests or assignments provided at the end of the term for students who find themselves with a lower mark than they would have liked. If you did not complete one or more assignments and did not speak to the course director and/or TA immediately about possible accommodations (see above), then you will have to take the consequences. If you need some help to understand assignments or course material speak to your TA and/or course director IMMEDIATELY. Do not let problems go and expect that things will become clearer without concerted effort on your part.

All submitted work must be word-processed, double-spaced, in 12-point font, and with 1” margins. Standard fonts, such as Times New Roman, Arial or Courier, should be used. Please indent the first sentence of each paragraph, and do not double space between paragraphs.

Please note that it is a student’s responsibility to keep a copy of all work prepared and submitted to the instructor; this is imperative for reference purposes, in the event items come to be misplaced or in question.

Grading Scheme

A+ 90-100% Exceptional A 80-89% Excellent
B+ 75-79% Very Good B 70-74% Good
C+ 65-69% Competent C 60-64% Fairly Competent
D+ 55-59% Passing D 50-54% Marginally Passing
E 45-49% Marginally Failing F 0-44% Failing

A to A+ (Excellent to Exceptional) indicates an outstanding performance in which the student demonstrates a superior grasp of
the subject matter and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

B to B+ (Good to Very Good) indicates a more than adequate performance in which the student demonstrates a thorough grasp of the subject matter and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.

C to C+ (Fairly Competent to Competent) indicates an adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.

D to D+ (Barely Passing to Passing) indicates a barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.

E to F (Marginally Failing to Failing) indicates an inadequate performance.

Course Drop Date
FRIDAY February 8, 2019 is the last date to drop this course without receiving a grade. For more information, please see https://registrar.yorku.ca/enrol/dates/fw18.

OTHER IMPORTANT INFORMATION
All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents at http://www.yorku.ca/secretariat/policies/index-policies.html
Academic Honesty and Integrity
Writing in an academic, scholarly context is all about generating a dialogue between your own ideas and the ideas you are reading and thinking about in your courses. An important part of learning how to write and conduct research at the university level involves learning how to credit the ideas of others and cite them properly in your written work. Failure to cite your sources can lead to problems with the originality of your work.
Fine Arts student work covered by rules regarding academic honesty includes papers, research, tests, examinations, and all forms of studio and production work as practiced within the Faculty. For more information on the penalties associated with Academic

For a general introduction to the issues of plagiarism and academic integrity, all students are encouraged to make use of the

Online Tutorial for Students on Academic Integrity www.yorku.ca/tutorial/academic_integrity/.

Many instances of academic misconduct due to plagiarism are inadvertent – the result of not knowing how to create a dialogue

between your ideas and those you read and discuss in a course. We will be discussing these issues; however, it you have

additional questions about how to quote directly, paraphrase and cite source material, please contact your TA or me. You may

also seek advice from the York University Centre for Academic Writing http://www.arts.yorku.ca/caw/

The Centre for Academic Writing offers practical instruction in all aspects of writing to all students in the

Faculty of Arts, the

Faculty of Fine Arts, the Faculty of Graduate Studies, and the Schulich School of Business. Some tutors specialize in working with

ESL students, and in working with students who have disabilities affecting language learning and language skills. The chief

method of instruction is individual tutoring where sessions usually last 25 or 50 minutes. The Centre also provides electronic

tutoring. The Centre offers credit courses and a number of group workshops that deal with the major elements of effective essay

writing. The website provides students with up-to-date information about the Centre for Academic Writing activities, and links to

academic resources, such as style guides, dictionaries, an encyclopedia, and an on-line writing center.

Counselling and Disability Services

York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing

accommodation related to teaching and evaluation methods/materials. It is the student's responsibility to register with

disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice.

If you are registered with Counselling and Disability Services and require accommodation, you are encouraged to schedule a time

early in the term to meet with each professor to discuss your accommodation needs. Failure to make these arrangements may

jeopardize your opportunity to receive academic accommodations. Additional information is available at

www.yorku.ca/ cds

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making

accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an inclass

test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly,

should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a

conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination
scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf

Student Conduct

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour.

Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website http://www.yorku.ca/secretariat/policies/document.php?document=82

Ethics Review Process

York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

COURSE SCHEDULE (Tentative*)

*Should the need arise, I reserve the right to alter this course schedule as required; changes will be posted on Moodle.

1. January 3 Introduction: What is this course about?
2. January 10 How do we talk about music?
3. January 17 What are soundscapes?
4. January 24 What is the earliest musical layer? (First Nations Music in Urban Contexts)
5. January 31 What are some of the musical layers? (West African Music in Toronto) NO TUTORIAL THIS WEEK
Reading: announced in lecture

6. February 7 What’s special about Toronto? (“The Toronto Sound”) DUE: GROUP SOUNDWALK ASSIGNMENT
No reading this week.

7. February 14 What’s another way of thinking about music? (Musicking) TUTORIAL: LISTENING TEST BREAK: February 21 READING WEEK
Books.


12. March 28 Review

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.
Moodle @ York University