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 2019 / WINTER 2020

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>
<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohen, Judith</td>
<td>Sec. M / BLEN / W</td>
<td><a href="mailto:judithc@yorku.ca">judithc@yorku.ca</a></td>
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SPECIAL FEATURES

FA/MUSI 1900 3.0: Music in the City
Winter 2019-2020

Course Director: Dr. Judith Cohen Office ACE 362. Email judithc@yorku.ca. I am happy to meet with you. Please send me an email to set up an appointment. I am usually, but not always, on campus on Thursdays, and not always all day.

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.
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!

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 sections to post important notices, post supplementary material, engage in online discussions; or hold online office hours.

VERY IMPORTANT: It is your responsibility to access both the MUSI 1900 Moodle site and your Tutorial section regularly. If you regularly use a non-York e-mail account such as gmail, hotmail, yahoo, rogers, etc., you MUST use York's e-mail forwarding service. You are responsible for checking for and reading important course information regularly. "Not knowing" information that has been posted on Moodle is not an acceptable excuse.

Please do not write to me or to your Tutor to ask questions such as "when will the marks be posted?" or "is York closing for a weather emergency?" This information will be on the Moodle site, and in the case of university-wide information, on York's main web page.

Tutorials. All tutorials are on Thursdays. For more information, please consult the separate schedule on Moodle. At the beginning of the semester there are occasionally changes; if that happens, I and/or your TAs will send out a Course Announcement. Please arrive on time: the tutorials are only about 50 minutes long and it is important that you be there for the entire class. Remember: attendance and participation are part of your course total. You may NOT change your tutorial or attend another tutorial.

11:30 T1 ACW003 Benjamin Stein
11:30 T2 ACW009 Jessica Todd
11:30 T3 ACW104 Anna Williamson
11:30 T7 ACW008 Luis Ramirez
12:30 T4 ACW009 Jessica Todd
12:30 T5 ACE 003 Adam Faux  (note: ACE, not ACW)
12:30 T6 ACW008 Luis Ramirez
12:30 T8 ACW003 Benjamin Stein
5:30 T9 ACW002 Maria Romios
5:30 T10 ACW003 Eva Cybulka
5:30 T13 ACW009 Adam Faux
6:30 T11 ACW003 Eva Cybulka
6:30 T12 ACW002 Maria Romios
6:30 T14 ACW104 Alexei Michailowsky

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 other student in your tutorial with whom you can get in touch if you miss a class. Please do NOT send an email to me or to your 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.
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. 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.
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.
4. If your TAs are unable to help you, then you are welcome to be in touch with the course director.
5. Email etiquette:

If you send me (the course director) an email, please greet me by name – “Hello, Judith” or “Dear Dr. Cohen” – not “Ms” or “hey miss,” or “yo, prof” or “hey”, or even worse, no greeting at all - you may not be answered. Your TAs will tell you how they prefer to be addressed.

Always put a subject in your emails; otherwise, they often get sent to the spam folder.

Please identify yourself and your tutorial number in all correspondence with the course director and TAs.

Emails that are sent without following this procedure may not be answered.

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.

Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Date</th>
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<tbody>
<tr>
<td>Group Soundwalk Assignment</td>
<td>20%</td>
<td>Thurs. Feb. 13</td>
</tr>
<tr>
<td>Listening Test</td>
<td>15%</td>
<td>Thurs. Feb. 27</td>
</tr>
<tr>
<td>Performance Review Assignment</td>
<td>20%</td>
<td>Thurs. Mar. 12</td>
</tr>
<tr>
<td>Final Test</td>
<td>30%</td>
<td>final exam period</td>
</tr>
<tr>
<td>Tutorial Participation and Exercises</td>
<td>15%</td>
<td>throughout term</td>
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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.

**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.

**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.

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.

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. Please note that even if you have a Student Accommodations letter - which must be handed to your Tutor with a copy to me as soon as you have it (e-copies are fine) - you still must discuss any extensions with your TA.

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.

Please note that it is the 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**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A</td>
<td>80-89%</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>75-79%</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>70-74%</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>65-69%</td>
<td>Competent</td>
</tr>
<tr>
<td>C</td>
<td>60-64%</td>
<td>Fairly Competent</td>
</tr>
<tr>
<td>D+</td>
<td>55-59%</td>
<td>Passing</td>
</tr>
<tr>
<td>D</td>
<td>50-54%</td>
<td>Marginally Passing</td>
</tr>
<tr>
<td>E</td>
<td>45-49%</td>
<td>Marginally Failing</td>
</tr>
<tr>
<td></td>
<td>0-44%</td>
<td>Failing</td>
</tr>
</tbody>
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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 March 13, 2020 is the last date to drop this course without receiving a grade. For more information, please see https://registrar.yorku.ca/enrol/dates/fw19.

**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.

AMPD 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 Misconduct please see http://www.yorku.ca/secretariat/policies/document.php?document=69

For a general introduction to the issues of plagiarism and academic integrity, all students must read and complete 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, if 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 in-class 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](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](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.

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

*Moodle @ York University*