

# An Introduction to MUSIC CULTURES OF THE WORLD

Music 0311  
Fall 2004  
MW 11:00-11:50  
Room G-24 Cathedral of Learning

Professor Andrew Weintraub  
305 Music Building  
Office Hours: By appointment  
Tel. 624-4184

Teaching Assistants  
Recitations meet in Room 123 in the Music Building

This class is a flexible exploration of music in terms of its cultural, aesthetic, political, and economic dimensions--all concerns of Ethnomusicology. The objectives of the course are to:

- 1) broaden our understanding of the scope of human musical activity throughout the world.
- 2) develop listening skills and a vocabulary that will enable us to talk about and write about music.
- 3) study of music in its cultural and social contexts.
- 4) understand the ways in which music and identity are linked within social and cultural formations, particularly along axes of race, gender, class, and ethnicity.
- 5) set up the classroom as a place to question the validity of established canons and categories conventionally employed to study music, and their usefulness for cross-cultural analysis.

Musical genres include, but are not limited to, folk, court, ritual, popular, art/classical, and narrative traditions from selected music cultures of the world. Resources for the course include lectures, concerts, readings (textbook), audio- and videotapes. Listening to music is essential for this course but formal music education is not necessary. All students are required to attend lectures and discussion sections, to do the assigned readings, to listen critically to all the listening cd/tapes, to turn in the written assignments on time, and to take the exams.

Required Reading: Nettl, Bruno et al. 2001. *Excursions in World Music* (4th edition). New Jersey: Prentice-Hall. With accompanying cassette or CD. Available at The Book Center along with the accompanying CD/cassette.

**Lecture, Discussion, Reading, and Exam Schedule**  
**[Required Listening Selections TBA in class]**

AUGUST

30 (Mon) Introduction to the course  
Read: Nettl (textbook) Chapter 1

**Unit I: Indonesia**

Read: Nettl (textbook) Chapter 6

SEPTEMBER

1 (Wed) Regional music of West Java

6 (Mon) LABOR DAY (no class)

8 (Wed) Music and Theater of Bali  
Autoethnography Due

13 (Mon) Ethnic and National Music of Indonesia  
Worksheet 1 Due

15 (Wed) Imagining and Constructing the Nation: Indonesian Popular Music

**Unit II: India**

Read: Nettl (textbook) Chapter 2

20 (Mon) Folk Music of India

22 (Wed) Dance and Music [Sreyashi Dey]

27 (Mon) Emotion and Sound in Classical Music: Rasa, Raga, and Tala  
Worksheet 2 Due

29 (Wed) Bollywood, the Bombay Dream Factory: Popular Culture and *Filmi*

**Unit III: The Middle East**

Read: Nettl (textbook) Chapter 3

OCTOBER

4 (Mon) Definitions of Music

6 (Wed) Modes and Melodies

11 (Mon) Improvisation  
Worksheet 3 Due

13 (Wed) Rai

18 (Mon) Midterm Exam

**Unit IV: Sub-Saharan Africa**  
Read: Nettle (textbook) Chapter 7

- 20 (Wed) Ethnic Diversity in the Music of Africa
- 25 (Mon) Anlo-Ewe of Ghana: rhythm, melody, and dance
- 27 (Wed) Shona Mbira and Music of Liberation: Chimurenga of Zimbabwe
- Worksheet 4 Due

NOVEMBER

- 1 (Mon) Mande Jaliya and Modern Griots of West Africa
- 3 (Wed) TBA

**Unit V: Latin America**  
Read: Nettle (textbook) Chapter 9

- 8 (Mon) Race and Music in Latin America
- 10 (Wed) Indigenous music of Latin America
- 15 (Mon) Music and Social Movements: Nueva Cancion
- Worksheet 5 Due
- 17 (Wed) Popular Music of Latin America

**Unit VI: African American Music**  
Read: Nettle (textbook) Chapter 11 (selections)

- 22 (Mon) “Conceptual Approaches” to African American Music-making
- 24 (Wed) Thanksgiving Holiday
- 29 (Mon) “Blues as Music” and “Blues as Such” [Ernie Hawkins]
- DECEMBER
- 1 (Wed) African American Gospel
- 6 (Mon) Roots of Rock ‘n’ Roll
- Worksheet 6 Due
- 8 (Wed) TBA
- 13 (Mon) Final (8:00-9:50am)

## Course Requirements

### Autoethnography

This writing assignment is an account of your musical *enculturation* taking into account both formal and informal musical activities. The format for this assignment is flexible, but you must consider the following: Where and when were you born and raised? Where are your grandparents from (all four of them)? What kinds of music do you remember listening to or playing when you were growing up? What kinds of music do you like and why? How is your taste in music connected to your culture and society? When and where do you listen to music? How have your musical tastes changed over time, from your earliest musical memories to the present? What, in your opinion, distinguishes good music from bad music? What role(s) does music play in your life? If you play music, discuss your training and influences.

Essays must be typed on white (or light) paper using standard 10- or 12-point typeface. Please do not use script or fancy typeface. The essay should be double-spaced and 3 pages long (not including the title page). Use one-inch margins around the text. Your essay must be carefully edited for typos and grammatical errors; they should appear clean and neat. If your paper does not conform to these specifications, it will be considered unfinished and returned to you without a grade.

### Exams

Exams will focus on listening and general comprehension of the materials presented in class or through assigned reading and listening materials. The course requires careful and extensive study of the listening materials throughout the semester: auditory "cramming" (listening only before each exam) is not advised. No make-up exams will be administered unless prior arrangements are made or emergency situations arise.

### Attendance and Participation

In order to do well in this class, you will need to attend class regularly. We expect you to be actively engaged in lectures and discussions. Attendance will be taken in recitation sections. Please feel free to ask questions when you don't understand something in the readings or lectures.

### Worksheets

Worksheets focus on material covered in listening, lecture, reading, and recitation. These assignments will guide you through the listening and reading assignments, and will give you a good sense of the kinds of questions that you will see on the exams. Worksheets will be handed in to teaching assistants and discussed in recitations.

### Grading Guidelines

Autoethnography (10%); 6 listening projects (30%); Midterm Exam (25%); Final Exam (25%); attendance and participation in recitations (10%).