

Course Title: Music in everyday life	Spring 2014
Instructor: Dr. Michael Berry	Credits: 5
Instructor Contact: Email: mberry3@u.washington.edu Phone: 253.692.4450	Areas of Knowledge: VLPA
Office Hours: Tuesday and Thursday, 10:30-11:30 a.m., or by appointment	Course meeting time: Tuesday and Thursday, 8:00-10:05 a.m.
Office Hours location: KEY 202	Course meets in JOY 105

Communication Preferences: E-mail is the best way to contact me: expect a response within 24 hours (slightly longer on weekends).

Course Description: Scholars of music tend to focus on one of two broad areas: either close readings of musical works or studies of the cultures from which these works emerged. Both approaches “center” the musical object and relegate personal encounters with that work to the periphery. Few scholars have studied the ways in which communities and individuals use music in their daily lives. Through readings from the scholarly literature, discussion, and self reflection, this class will attempt to shed light on how music structures our lives and influences our behavior. Simultaneously, we will consider how our daily lives shape our understanding of music. We will consider topics such as workout music, elevator music and Muzak, music in retail establishments, iPod culture, ringtones, and general music listening habits. A semester-long journal project will provide students with an opportunity to study their own individual listening habits.

Course Learning Goals: At the end of this course, students will be able to

- Demonstrate a basic familiarity with musical terminology
- Summarize the ways that members of other societies use music
- Articulate the role of music in their daily lives
- Critically assess the ways in which organizations use music to influence behavior

Required Texts, media, and e-reserves: All required reading and viewing will be available on Canvas.

Technology Access: We will be using Canvas (<http://uw.instructure.com>) as an online learning supplement to our in-class work. Canvas is web-based, and thus accessible from anywhere.

Technology in the Classroom: There will be many times when I ask that you employ different tools in the gathering and expression of knowledge. Since, however, education is also more than technology, please turn off all laptops, cell phones, iPods, etc. before the start of class and I will let you know when we’ll make use of them. (There are exceptions for students with specific note-taking and other needs.) **Texting during class is strictly prohibited.**

- **PLEASE NOTE:** I will warn you once. After that, I will treat it as an issue of classroom incivility and ask you to leave.

Grading Criteria: In accordance with University guidelines, grades will be given on the 4.0 scale (see http://www.washington.edu/students/gencat/front/Grading_Sys.html). Your final grade in this course will be calculated as follows:

- Semi-weekly informal journal entries on Canvas (40%)
- Four short formal writing assignments over the course of the semester (including a library assignment) (20%)
- A final written reflection paper (30%)
- Classroom and online discussion participation (10%)

Grades will be assigned as follows:

A = 4.0-3.9 (97-100%); A- = 3.8-3.5 (90-97%)

B+ = 3.4-3.2 (87-89%); B = 3.1-2.9 (83-86%); B- = 2.8-2.5 (80-82%)

C+ = 2.4-2.2 (77-79%); C = 2.1-1.9 (73-76%); C- = 1.8-1.5 (70-72%)

D+ = 1.4-1.2 (67-69%); D = 1.1-0.9 (63-66%); D- = 0.8-0.7 (60-62%; lowest passing grade)

E = below 0.7 (below 60%); failing grade, no academic credit earned.

Please note that you can always access your grades in Canvas.

Classroom Conduct: Please refrain from extraneous conversations during class time. Such conversations are disruptive and may inhibit your classmates' learning experience. We will be listening to a lot of music and watching some videos during the class: these are not opportunities for discussion. I consider lectures, books, articles, music, and film all to be primary sources, and I expect your attention to these materials as they are being presented.

- **PLEASE NOTE:** I will warn you once. After that, I will treat it as a violation of classroom incivility and ask you to leave.

Attendance Policy: Since *participation is vital for a successful experience*, please *arrive on time for class*. Late arrivals interrupt our in-progress activities and discussions. If you must miss a class session, let the instructor know as soon as possible so that you can make up the work that you miss.

Late assignment policy: Assignments are due at the beginning of class on the date specified. *Late assignments will not be accepted* without appropriate documentation. If you are unable to attend class, please e-mail the assignment to me, or give it to a friend to bring.

- **PLEASE NOTE:** Work that is missed due to an excused absence must be made up

Incompletes: University rules state that "an incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks at the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control."

Academic integrity: See <http://www.tacoma.uw.edu/uwt/enrollment-services/academic-honesty> for crucial information regarding academic integrity. You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you will be held responsible for any such violations whether they were intentional or not. Plagiarism is one of the most common violations of academic integrity, so please pay attention to both the web information and when your instructor explains all of this in class.

The following website offers an overview of what constitutes plagiarism as well as strategies for avoiding it: <http://www.uwb.edu/learningtech/plagiarism>

Respect for Diversity: Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. In IAS and at UW Bothell, students are expected to respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status.

Students seeking support around these issues can find more information and resources at <http://www.tacoma.washington.edu/diversity/>

Access and Accommodations: Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu

Inclement weather: In the event of snow, ice or other dangerous conditions, campus leadership will assess the road conditions and make a decision no later than 6 a.m. — earlier if possible — about whether to suspend operations for the entire day or operate on a delayed schedule. ☒

- UW emergency telephone hotline: **253-383-4636** or **866-897-4636** (toll-free)
- UW Tacoma web homepage: www.tacoma.uw.edu
- Alert system emails and text messages. Sign up or update your contact information: www.tacoma.washington.edu/security/alert
- Twitter: twitter.com/UWTnews

Weekly course outline and assignments
(Subject to change; assignments are due at the beginning of class on the date listed)

Class meeting	Date	Topics to be covered	Reading assignment	Other assignment	Notes
1	4/1	Intro, syllabus, the world in six songs			
2	4/3	NO CLASS MEETING		Watch "The music instinct" (available on YouTube; link on Canvas)	
3	4/8	What kind of listener are you?	Huron (web), Ter Bogt, et al.,		Majors survey distributed
4	4/10	Cont'd			
5	4/15	Music in Dr. Berry's everyday life			Visits from Academic Advising
6	4/17	Music to heal; music as a weapon	Gioia, Cusick, newspaper articles		
7	4/22	<i>American Idol</i> , the American dream, and the <i>Cult of the Amateur</i>	Meizel, Keen		Visit from Global Honors
8	4/24	Cont'd			
9	4/29	Music and the body in motion	DeNora		Visit from program directors
10	5/1	Cont'd			
11	5/6	Music at the mall and at work	Anthes, Graakjaer, Lanza		
12	5/8	Cont'd			
13	5/13	<i>Liveness; The work of art in the age of mechanical reproduction</i>	Gracyk, Auslander, Benjamin	Library worksheet due!	
14	5/15				
15	5/20	Music and the urban landscape	Krims, Bulls		Visit from Career Development
16	5/22				
17	5/27	The performing self: <i>Guitar Hero</i> and Karaoke	Miller		Karaoke party!
18	5/29				
19	6/3	Final presentations		Final written paper due!	
20	6/5				

*****Please note that there is no final exam in this class; we will not meet during exam week*****

Selected Bibliography

As you prepare your final paper, I would encourage you to consult these sources. Many of them include readings that we've done in class.

Auslander, Philip. *Liveness: Performance in a mediatized culture*. New York: Routledge, 1999.

Ball, Philip. *The music instinct*. New York: Oxford U. Press, 2010.

Bulls, Michael. *Sound moves: iPod culture and urban experience*. New York: Routledge, 2007.

DeNora, Tia. *Music in everyday life*. New York: Cambridge, 2000.

Gioia, Ted. *Work songs*. Durham: Duke U. Press, 2006.

_____. *Healing songs*. Durham: Duke U. Press, 2006.

Huron, David. *Sweet Anticipation: Music and the Psychology of Expectation*. Cambridge [MA]: MIT Press, 2006.

Krims, Adam. *Music and urban geography*. New York: Routledge, 2007.

Lanza, Joseph. *Elevator Music*. Ann Arbor: U. Michigan Press, 2004.

Levitin, Daniel. *The world in six songs*. New York: Dutton, 2008.

_____. *Your brain on music*. New York: Dutton, 2006.

Sterne, Jonathan, ed. *The Routledge sound studies reader*. New York: Routledge, 2012.

Ter Bogt, Tom, Juul Mulder, Quinten Raaijmakers, and Saoirse Nic Gabhainn. "Moved by Music: A Typology of Music Listeners." *Psychology of Music*. 39 (2011): 147-163.