This seminar investigates world music as a contested term in ethnomusicology, a music-industry marketing category, and an undergraduate classroom subject. We will read critical accounts of the development and significance of the world music concept, compare several world music textbooks, experiment with teaching the exercises/assignments therein, and explore the scholarly literature on multiculturalist pedagogy.

The design themes of this course are breadth of general reading, depth of independent work on topics of individual interest, and the integration of student contributions to course content, direction, and leadership. The seminar will foster professional development for graduate students by requiring you to practice your discussion-leading and teaching skills, engage in the formal exchange of collegial feedback, write a scholarly book review, and design a detailed course proposal for a world music survey course.

You will need to read 4-5 articles or book chapters for every class meeting. You’ll usually write critical reviews of two readings and submit discussion questions about the others. You’ll also need to read/view/listen to web supplements assigned by your classmates. Each of you will serve as a discussion leader for about half of two class meetings and will do three short sessions of practice teaching. Over the course of the term you will be working on a textbook review and a world music course proposal (including a detailed syllabus, sample lecture notes, and sample assignments). You’ll also be providing collegial feedback on your classmates’ work.

**Required materials:**
Ted Solís (ed.), *Performing Ethnomusicology* (2004)—on reserve/buy online

Most course readings will be available through OCRA. Please print them and bring them to class, or use PDF software with good annotation features (e.g., Skim). All the textbooks we are discussing will be on physical reserve; you might consider purchasing the ones you plan to review. Some course listening will be distributed through the course iTunes system, so you should have the latest version of iTunes installed on your computer. In general, you will need lots of internet access for this course.

The course wiki will be central to our work: http://bit.ly/WMTwiki
assignment terms defined

critical review: Two short paragraphs (no more than one double-spaced page). First, summarize the topic and findings of the article as the author might state them. Second, bring up any points of criticism, any points of connection to another reading or topic of interest to you, and at least one discussion question for the class. Your language need not be formal. This will help you prepare for our discussions as well as for future research and teaching. I strongly recommend using Endnote, or some other bibliography program, and storing your critical reviews in the “Notes” field. Review two assigned readings each week, unless otherwise noted. Submit to the wiki by noon Tuesday.

discussion questions: These should be suited to out-loud, on-the-spot discussion (i.e., pointed and concise). Write at least one question for each reading you aren’t reviewing, as well as one question connecting the web supplement to issues in the readings. Submit to the wiki by noon Tuesday.

discussion-leading: Each student will be responsible for leading discussion for half of two class meetings, focusing on two assigned readings and a web supplement of your choice. How to do this:
1. Skim the assigned reading for your discussion-leading day about ten days in advance. Decide which readings you want to discuss. Locate some related web material (blogs, YouTube, pedagogy websites, newspaper articles, etc.). The web supplement should take less than 20 minutes for class members to complete.
2. Post the web supplement to the syllabus page on the wiki before class on the Wednesday one week before your discussion-leading day.
3. Use your classmates’ critical reviews and discussion questions to guide the discussion. Be sure to bring your web supplement materials into the conversation.

practice teaching: Each student will design and teach the following lessons, imagining an undergraduate classroom of 20-30 students (not music majors).
1. Half-hour lesson on one of the mini-case weeks, using a textbook chapter. You must teach a subject you do not already know well.
2. 15-minute thematic mini-lecture on April 16.
3. 20-minute lesson drawing from course proposal lecture notes on April 23.

textbook review: Write a comparative book review of two world music textbooks. This should be the kind of review you would find in an academic journal. It should summarize the books’ contributions the field; contextualize their contributions with respect to larger disciplinary issues and debates; and raise critical points in such a way that the author would still speak to you at a conference. 5-7 double-spaced pages, due in class and to wiki on April 16. Collegial feedback (~250 words) on two reviews due to wiki by April 23.
course proposal: You will create a course proposal for a world music survey course. Up to ~75% of the reading assignments may come from a single textbook. Assume that this class will have 30-50 students, no prerequisites, and will be taught at Brown in Fall 2014, in a MWF 50-minute timeslot, with one TA. Your proposal should include the following components:

* detailed syllabus, following Sheridan Center *Constructing a Syllabus* guidelines
* one 10-question quiz (format of your choice) and writing assignment prompt
* lecture notes for one 50-minute class meeting

Proposals due in class and to wiki on April 23. Bring hard copy of the whole proposal for Kiri and copies of the syllabus for all class members. Be prepared to teach for ~20 minutes from your sample lecture notes.

**evaluation breakdown & fine print**

20% discussion & collegial feedback
10% critical reviews & questions

5% discussion-leading
20% practice teaching

15% book review
30% course proposal

*Please note that I take plagiarism and other forms of academic dishonesty very seriously. All students are expected to be familiar with Brown’s Academic Code and to carry out their work accordingly. When in doubt, cite a source or ask what to do.*
weekly topics & assignments

week 1 / Jan. 22  introduction
guiding questions, the wiki, textbook TOCs

week 2 / Jan. 29  world music in theory I
Feld 1994  
Erlmann 1996  
Aubert 2007 (Ch. 8-11, pp. 53-84)  
Foster 2009  
Listen: NPR Putumayo story (2011), linked from wiki

Submit critical reviews and discussion questions to wiki.

week 3 / Feb. 5  textbook intros
Wade 2004: front matter & Ch. 1 (pp. vii-xxiii, 1-26)  
Shelemay 2006: front matter & Intro (pp. viii-xxiv, xxvi-li)  
Bakan 2007: front matter & Ch. 1-2 (pp. ix-xxxiii, 1-30)  
Nettl 2008: front matter & Ch. 1 (pp. vii-xviii, 2-25)  
Titon 2009: front matter & Ch. 1 (pp. iii-xxvii, 1-32)

Listening tracks are in the iTunes system (sample as much as you can). Submit discussion questions for each reading to the wiki (no reviews required). Each person will lead discussion of one book.

week 4 / Feb. 12  world music in theory II
Taylor 1997: Ch. 1 (pp. 1-37)  
Pacini Hernandez 1998  
Stokes 2004  
Novak 2011

Submit critical reviews and discussion questions to wiki.
week 5 / Feb. 19  pedagogical approaches I

Campbell 2004: Preface, Ch. 1-2 (pp. xv-xx1, 1-53)
Solis 2004: Introduction
Della Pietra and Campbell 1995
Parr 2006
Krüger 2011
Guajardo, Guajardo, and del Carmen Casaperalta 2008

Submit discussion questions (no CRs) to wiki.

Be prepared to lead the class in one activity from Campbell 2004 or Wade 2004. (Both books are on reserve, if you want to explore beyond the OCRA scans.) Post your plans to the wiki by Monday night (avoid duplication).

week 6 / Feb. 26  world music in theory III: Afro-Pop / Global Pop

Lazarus 1993
Erlmann 1999: Part II intro, Ch. 10 (pp. 167-172, 179-198, endnotes)
Brown 2010
Tucker 2011 and STATS 2012 (on wiki)

Submit critical reviews and discussion questions to wiki. Post one article and one syllabus for next class.

week 7 / March 5  pedagogical approaches II

student-assigned articles from pedagogy journals
world music syllabi (post PDFs or links to wiki)
Constructing a Syllabus handbook (Sheridan Center, 2006)

practice teaching: world music survey, day 1 [no assigned reading]

Submit discussion questions (no CRs) to wiki.

week 8 / March 12  mini-case 1: teaching Arab/Middle Eastern music

Racy et al. (Ch. 8) in Solís 2004
Marcus (Ch. 11) in Solís 2004
Rasmussen (Ch. 12) in Solís 2004
Maira 2008

practice teaching: textbook chapter ______________

Submit critical reviews and discussion questions to wiki.
week 9 / March 19  mini-case 2: teaching African music

Locke (Ch. 9) in Solís 2004
Kisliuk & Gross (Ch. 14) in Solís 2004
Agawu 2003: Ch. 3 (pp. 55-70, 229-232)
Banks 2010

*practice teaching:* textbook chapter ______________

Submit critical reviews and discussion questions to wiki.
Post thematic mini-lecture topic preferences to wiki.

*** SPRING BREAK ***

week 10 / April 2  mini-case 3: teaching Indonesian music

Susilo et al. (Ch. 2) in Solís 2004
Vetter (Ch. 5) in Solís 2004
Harnish (Ch. 6) in Solís 2004
Perlman 2004: Intro, 2, 5, Concl. (pp. 1-11, 37-60, 117-126, 195-204)
Downing 2010

*practice teaching:* textbook chapter ______________

Submit critical reviews and discussion questions to wiki.

week 11 / April 9  mini-case 4: teaching Latin American music

Solís (Ch. 13) in Solís 2004
Lipsitz 1999
Neustadt 2002
Tucker 2010

*practice teaching:* textbook chapter ______________

Submit critical reviews and discussion questions to wiki.
Discuss possible course-proposal-based lecture topics.
week 12 / April 16  “music and...” thematic mini-lectures

choose one of the following themes:
dance/embodiment
defining ethnomusicology
diaspora
gender & sexuality
memory
politics/protest
race & ethnicity
ritual
syncretism
technology
tradition/transmission

Book review due in class (hard copy to Kiri) and to wiki.

week 13 / April 23  course proposal presentations

Distribute course proposal materials; deliver mini-lecture.
Comment on two book reviews (~250 words) on wiki.

week 14 / April 30  course proposal workshop & final discussion

Read everyone’s course proposals; post comments to wiki.
assigned readings


