# MUSC 205 Music in New Worlds: Syllabus

Prof. Cashner (Fall 2020)

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## Course Details

Music in New Worlds: Global Encounters in the Age of Discoveries, 1492–1800
Fall 2020
University of Rochester
Professor: Andrew Cashner, PhD, Assistant professor of music
andrew.cashner@rochester.edu
(Pronouns: he, him, his; please call me "Professor Cashner")

## Course Links

- Syllabus
- Schedule of Classes and Assignments

- Download PDF of this page
- Blackboard
- YouTube playlist

## Meetings and Format

This class will meet in a seminar format via synchronous Zoom meetings at the regular scheduled class time. We will meet on Tuesdays and Thursdays, from 9:40 to 10:55 a.m. You can access the Zoom meetings through the **Zoom** link on Blackboard.

Most class sessions will feature short presentations on readings by class members followed by discussion, with some short lectures and demonstrations.

I will be available by appointment for office hours via Zoom.

## Course Description

After 1492, Europeans and other peoples around the globe began to discover each other in new ways, and music played a vital role in their encounters. This course equips students to develop a global perspective on music in the early modern era. Through case studies in Latin America, New England, China, and Africa, students will gain insight into the ways people use music as an agent of political and religious power in processes of cultural exchange and conflict. The course examines how missionaries and colonial leaders mixed musical cultures to build new social structures; and how colonial subjects responded creatively, in collaboration or resistance, to shape hybrid identities. We will study musical practices from both sides of the encounters, including Chinese and Native American musics and exported European practices like religious choral music and popular dances. No prior musical knowledge is required.

## Learning Goals

This course provides you with an opportunity

1. to develop a global perspective on music in the early modern era and understand the different ways that Europeans and non-Europeans interacted through music
2. to understand how music works as an agent of political and religious power in processes of cultural encounter, exchange, and hybridization
3. to build research skills with early modern books and other primary archival sources
4. to develop a research project in which you
    - find and use high-quality primary and secondary sources in a responsible and critical way;

- articulate a coherent and persuasive argument in professional-level writing; and
- present the gist of your work in a clear and engaging oral presentation.

# Required Materials

1. Internet access with capability for Zoom and Blackboard (this course should not cost you any money; please let me know if some aspect of the course poses a financial hardship for you)

# Assignments and Grading

1. Weekly learning response essay
2. Primary source project
3. Research presentation, "conference paper" style, with digital handout and bibliography
4. Research paper, in these stages:
    1. Proposal
    2. Annotated bibliography
    3. Draft
    4. Final revision (I will give feedback at each stage)

There are no exams in this course.

## Grading

| Assignment | Percent of Grade |
|---|---|
| Weekly essays | 25% |
| Primary source project | 10% |
| Presentation | 15% |
| Paper proposal | 5% |
| Paper bibliography | 10% |
| Paper draft | 15% |
| Paper final | 20% |

# Policies

## Due Dates and Late Assignments

- The assignments are due at on the day and at the time listed on the schedule, via the relevant assignment portal on Blackboard.
- I am happy to grant assignment extensions or modifications as they are

needed, but I must to do them in advance of the due date and in writing.
- You may turn in any assignment up to one week late without an extension, for a deduction of one full letter grade from what you would have otherwise received.
- Without an extension, I will give 50% credit (but no more) for any late assignment that you turn in before the final day of classes, as long as it meets minimum requirements.

## Academic Honesty

- You must adhere to the university's policies for academic honesty. The university requires me to report every case of academic dishonesty to the Academic Honesty Board, and I will report every case.
- Academic dishonesty includes plagiarism, which means using other people's ideas and words with giving them appropriate credit, including verbatim copying and missing, false, or misleading citations.

## Disabilities and Hardships

- I am committed to making this course equally accessible for all students. If you need a disability accommodation, please contact the Disability Office and they will let me now how to accommodate you without specifying the nature of your disability.
- If you have some other hardship like illness, including chronic illness, family crisis, or economic insecurity, I will do as much as I can to accommodate you. Please stay closely in touch about your situation (as it pertains to the course) and give me plenty of advance notice when you can.
- I would also ask you to be flexible with me, and be prepared that things may need to change because of COVID-19. Like many of your instructors I will be balancing new challenges in teaching against new and changing situations affecting my family, especially my two children in elementary school.