

MUCH 495:

Music, Gender, and Sexuality, post-1800

Updated Syllabus, Spring 2020

Please note that our spring syllabus has changed due to the coronavirus pandemic and the shift to distance learning. All of this information has also been shared with you via our real-time meetings and via email, but it is contained within this document as well.

I have already communicated with each of you about personal issues and/or technology limitations that might impact your ability to participate during this distance learning portion of the semester; please keep me updated should your circumstances change during the remainder of the semester.

I will be holding virtual “office hours” on Thursday afternoons from 1:00 to 4:00 pm. I’m more than happy to talk at other times besides Thursday afternoons, just let me know! The idea is that you could talk to me in any way that’s convenient: we could use Zoom, we could Skype, use Google Hangouts, we could even *talk on the phone* (!). To that end, I included my personal cell phone number in the email dated 3/20/20.

Changes to our class logistics (other than the alterations noted below, we will proceed according to our earlier syllabus):

Weekly functioning: I have divided our two weekly class meetings into the following structure (note that only one of these meetings is “live,” which gives you a fair amount of flexibility if others in your household need to use the internet at specific times).

- A. On Tuesdays, you will have assigned reading (s) and listening to do. All specific reading & listening details will always be provided on Tuesday’s Moodle module. I have tried to be judicious about assigning reading (not giving you extraordinarily long/complicated readings), so please dig in knowing that you have limited readings & listening only one day a week instead of two. (You might also remember that after spring break our class material was scheduled to switch to vernacular musics—so all topics for the rest of the semester are on US popular/vernacular musics in the 20th and 21st centuries). You can do the readings & listening any time you’d like, but they should be finished sometime before Wednesday night on any given week.

After doing your readings and listening, you should post a paragraph with 2 questions to the Moodle forum for each week. This will mostly continue as we’ve already been doing it (comments/questions from discussion leaders AND comments by regular folks in the class) but I do ask for the following change: whether or not you are serving as discussion leader, **everyone in the class is required to post on the forum once each week**. This will help all of us stay more engaged with the material. **In terms of timing, you should make sure to make your post on or before Wednesday evening, 11:59 pm**. As always, if there are reasons you can’t complete your post on time, just let me know. For comments on discussion leaders see footnote or email.¹

- B. On Thursday mornings, we will have a live “Zoom” discussion section, based on concepts from the readings and listenings and including responses to the Moodle forum discussion. I’ll send out the link for Zoom via

¹ Because of the changes in our schedule, I have had to slightly re-arrange the remaining discussion leaders for the rest of the semester. I tried to keep you more or less what you had already signed up for, but there are a couple people I had to shuffle (due to removing a week from our schedule and other changes). Here are the updated discussion leader assignments:

* Week 8, please post by Wednesday March 25: Jackie and Matt Stroinski | * Week 9, please post by Wednesday April 1: Trudi, Nina, Courtnee
* Week 10, please post by Wednesday April 8: Rachel | * Week 11, please post by Wednesday April 15: Rachel
* Week 12, please post by Wednesday April 22: Sofia and Kerr | * Week 13, please post by Wednesday April 29: Sofia, Abby, and Kerr
* Week 14, please post by Wednesday May 6: Trudi, Matthew Schlicht | * Week 15, please post by Wednesday May 13: Courtnee and Jackie

email and post it on Moodle as well. This live meeting will take place during the 11:00-12:15 class time. Anyone who can't attend the live section during this time can let me know—you & I will have a 1-on-1 chat instead. I will occasionally do a wee bit of lecturing during this time, but the time is mostly meant for discussion.

Other Details:

- I have adjusted the course content slightly to allow us to dig deeply into topics without much sacrifice of course's breadth; for the latest on specific assigned readings and listening, check Moodle (as always!)
- We will continue with our final projects more or less as planned. I will be adjusting the deadlines of those projects, so I'll announce the adjusted deadlines later in the week in our live session and via Moodle. For many of you, most sources you had planned to use for your research were electronic/Internet sources anyway, so your work will still be possible. Anyone who feels that lack of access to paper materials is a significant problem, please set up an office hour with me.
- There are no significant changes to the grading scale in this course; all of your attendance and participation will be counted in the same way as before. "Attendance and participation" for Tuesday class will be via the discussion forum posts; attendance and participation on the Thursday class will be accounted for by the synchronous session. As mentioned, anyone who cannot attend the live session will not be penalized but should contact me for an alternate assignment.

MUCH 495: Music, Gender, and Sexuality, post-1800

Spring 2020

Class Times and Location: Tue/Thu 11:00am-12:15pm, A311

Instructor

Dr. Erin Brooks
Email: brooksem@potsgdam.edu
Phone number: x2759
Office: Schuette Hall A102

Office hours:

I am **only** scheduling office hours by appointment (due to the complexities of individual Crane schedules). Please come talk to me or email me—I'm happy to meet with you throughout the semester. Also, please feel free to come talk about class or other things: my office is a safe space for discussions.



Course Description and Objectives:

"MUCH 495: Music, Gender, and Sexuality, post-1800" is a course for students who wish to explore interfaces between fundamental aspects of human culture and identity—music, gender, and sexuality. Certain basic qualities of gender strongly resemble basic qualities of music—each is a kind of performance and each is intrinsically embodied. Starting from this fundamental tension-in-common, we will explore the binaries that constrain our thinking about gender, as well as the intersections of gender and music with sex, social class, and race through their manifestations in a range of Western European and American musics.

Throughout the semester we will read and discuss foundational texts exploring relationships between music, gender, and sexuality, and engage in close listening and score analysis of selected musical works. The class will be roughly divided into Western art musics *before* the midterm point and American popular musics *after* the midterm point. While it is not required to take MUCH 495: Music, Gender, and Sexuality, pre-1800, the two courses can serve as a sequence within the School of Music curriculum.

During the semester you will develop an individual research project. Research, methods, and analysis will be shared with classmates at various stages; at the end of the semester, you will present your work and engage in peer commenting on each other's projects.

Students who successfully complete MUCH 495 should be able to:

- Articulate foundational theories about gender and sexuality and how those relate to/impact music studies
- Recognize vocabulary, styles, genres, forms, and individual works from our class units on various aspects of music and gender
- Think creatively about how gender & sexuality influences your relationships with music
- demonstrate facility with resources for music history research
- frame a research question related to the course topic & identify appropriate sources for exploring the question
- analyze primary sources & critically read the secondary literature related to your research question in order to construct an argument
- communicate your ideas to classmates at various points in the research and writing process
- produce a final paper and consider how your essay might be developed for an undergraduate research journal/presentation or used as a writing sample for graduate school or job applications

Course Prerequisites and Requirements:

Students enrolled in this course should have successfully completed MUCB 323 (History III). Women & Gender Studies students who do not have the prerequisite may be added by the instructor on a case-by-case basis.

Any reading or listening assignment listed for a specific day should be completed prior to coming to class—please come to class prepared and ready to ask and answer questions. You are responsible for regularly checking Moodle for listening/reading assignments, discussion questions, and any possible updates/changes. Given the pace of this course, keeping up on all assigned reading and listening in advance of every class is essential. SUNY guidelines assume at least 2 hours of study time per hour of class time or credit. For this 3-credit class, which meets 3 hours/week, expect to potentially spend 6 additional hours a week outside of class (studying, listening, reading). The number of hours you spend reading will vary over the course of the week or the semester, but if you are obviously not doing the readings, you may fail the course. As you read articles, please make sure to take notes on the argument, vocabulary, use of evidence, etc. Please feel free to come to my office for guidance on how to organize your studying and reading time most effectively.

Reading/Listening Assignments:

There is **no** required text for this course. All readings and recordings for this course will be available to you through the Moodle site for this course. Visit <https://moodle.potsdam.edu> for your course resources.

Readings and listening assignments are required, and should be completed prior to each class. For each class, log on to Moodle to access the materials—each day's module on Moodle will contain PDFs and links for each class.

It is your responsibility to make sure that you can access the class materials; please let me know as soon as possible if you are having any problems. I may not be able to troubleshoot issues involving your personal computer. Please understand that if you cannot access course materials through your computer/tablet/etc, you must work with computers on campus. The number to Computing & Technology Services (CTS) helpdesk is (315) 267-4444 or helpdesk@potsdam.edu

For additional help with your assignments, the Crane Music library has a vast variety of resources. The url <https://library.potsdam.edu/music> will take you to a page with essential resources such as links to audio/visual databases, articles, the library catalog, etc.

Course Evaluation:

Grading will be based on in-class work (attendance, participation in in-class activities, discussion, in-class writing, etc), online Moodle commentary, and a research project (which has a number of internal steps). For more details on each section, see below:

✦ Class Attendance, Participation, Preparedness	20%
✦ Online Moodle Commentary	20%
✦ Final Project	60%

(these are projected due dates, I reserve the right to push them back due to snow days, etc)

• Initial Research Topics—3%	Friday, Feb. 7, 5:00pm
• In-person Consultation on Research Topics—2%	Feb. 10—Feb.14
• Research Question and Bibliography—5%	Friday, Feb. 21, 5:00pm
• Abstract—5%	Friday, March 6, 5:00pm
• Draft of Podcast Script—10%	Friday, March 27, 5:00pm
• Peer suggestions on Podcast Script—5%	Friday, April 3, 5:00pm
• Revised Script (10%) and Final Podcast (15%)—25%	Friday, May 8, 5:00pm
• Peer Presentation during Finals—5%	Mon., May 18, 2:45-4:45pm

**** Class attendance/Participation/Preparedness Procedures:** Individual class sessions will combine lecture, listening, discussion, group work, activities or workshops on various aspects of your term projects: overall MUCH 495 will only succeed based on the amount of effort that you invest in it. Our limited in-class time should focus on our group discussion of the concepts in the assigned reading and listening; it is imperative, therefore, that you have carefully read/listened to the assigned materials before coming to class and come prepared with questions and concerns. You should *always* come to class having taken notes on assigned materials and ready to respond and ask questions. I will assess your in-class grade based on your preparation and thoughtful participation in class discussions. If participation in class conversations is difficult for you—based on personality types, learning styles, language, etc—please come see me and we can find additional ways to make you feel more comfortable as you participate.

- You may miss **three** classes without any penalty at all (=3 free absences).
- If you miss more than three classes, you will lose 5% per additional class absence from your class attendance/participation/preparedness grade.
- While I understand occasional emergencies, chronic lateness will be treated as partial absences.
- In the unlikely event that anyone in the class misses more than 12 classes—unless in the case of a particularly unusual set of circumstances—I reserve the right to fail that student automatically.
- For more on potential excused absences (such as official Crane trips or religious observances) see “course policies” below.

**** Moodle Commentary/Discussion Forum Procedures:** You'll see a discussion forum posted on Moodle for many days of the class (there are a few exceptions). Start early, stay on top of it, and it should help us start our discussions from a more complex and interesting place!

Discussion Leader Guidelines (2x a semester): Signup for topics will be on Thursday, Week 1

If you're one of the assigned discussion forum leaders for that topic or day, please post (on the Moodle discussion forum) a comment and two questions based on the day's reading and listening. Please don't post your comments *before* we've started the week in question (i.e., not before we've finished the previous week—anytime after that is fine). As a discussion leader, your comments must be posted by 9pm the day before the class in question in order to count towards your grade.

General Discussion Commentary (8x a semester) Guidelines:

You are required to **respond** to the discussion forums 8 times a semester (this is separate from your discussion leader posts).

A "response" will consist of at least 3 full sentences (you may write more). I will track these throughout the semester. You only get credit for one response per forum (but feel free to post followup comments in order to make the conversation better!).

You are not required to wait to comment until the discussion leader posts, but please don't post your comments *before* we've started the topic in question (i.e., not before we've finished the previous week, but anytime after that is fine).

I will accept general commentary posts until 11:59pm the day before the class in question (so for a Tuesday class, you can post until 11:59pm that Monday).

(Guidelines on how to create a discussion post are contained on Moodle as well).

On the days on which you are not assigned to post Moodle commentary, you are still expected to complete the course readings and come to class having read your colleague's online commentary and be ready to carefully participate in class discussions.

Course Policies

Grading

All grades will be determined on the following scale:

4.0: 95-100	2.7: 82-84	1.3: 68-71
3.7: 92-94	2.3: 78-81	1.0: 65-67
3.3: 88-91	2.0: 75-77	0.0: 0-64
3.0: 85-87	1.7: 72-74	

Please note that passing grade for this course is 2.0 (75% or above).

Grade Appeals

If you have questions about a grade, please speak with me (in person) first. Please note that the Undergraduate Catalog includes the specific criteria upon which you are allowed to appeal a course grade. If we cannot come to an informal resolution, you would then complete a formal Grade Appeal Form and we would consider if additional resolution is necessary. Details about the specific steps and timelines for this process are located in the Undergraduate Catalog: <https://catalog.potsdam.edu/content.php?catoid=4&navoid=191>

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- **Emails:** I attempt to respond to emails in a timely manner (generally within 24 hours of receipt). I do not always have time to respond to emails over the weekend, so depending on the situation, weekend emails may be answered on Monday morning.

- **In-office Time/Appointments:** Please feel free to talk to me in person about curiosities, questions, problems, concerns or whatever comes to mind. While you can drop by my office to see if I'm there, I always suggest you schedule an appointment to make sure you catch me. Please make sure to check your campus email regularly—I frequently send essential updates or class comments via email.
- **Note taking:** You should **come** to class with your own notes on the assigned reading and listening assignments for each class. I strongly encourage that you take notes during each class meeting, particularly on verbal content, points that emerge from class discussion, and musical concepts from scores and listening. Please do not record class lectures unless you have received permission to do so.
- **Technology:** You are encouraged to use electronic devices to take notes or access readings, but be aware that you will have to skillfully manage your attention to both your device and classroom discussion—I reserve the right to ask you to keep all devices put up when we are having class discussions. Anyone who struggles with appropriate technology usage—texting or messaging during class is particularly frowned upon—may be asked to speak with me and revise their approach or access.
- **Classroom conduct:** Active participation in this class involves taking notes, contributing questions and commentary, and challenging each other to think more deeply. Indeed, critical engagement—which should include reasoned debate, critique, and questions—is one of the best ways to learn. It is essential, however, that we be considerate in the ways we conduct these discussions; have an open mind, don't make assumptions about your classmates, have respect for different viewpoints, and hone your ability to listen thoughtfully and compassionately to each other and the instructor. Anyone who struggles with this policy will be asked to meet with the instructor; please let me know if you have any concerns about discussion during the semester.

Note in particular: I will occasionally give trigger warnings in class about class content on particular class dates. Please feel free to let me know (in private) if you have any concerns about any class content in this regard and we can find a solution for you.

- **Attendance:** If you know that you will be missing class for a school-sponsored activity (such as an off-campus performance), you should inform me as soon as possible. While I may also receive a memo about your absence from the Dean's Office, it is ultimately your responsibility to check in with me about your absence before the scheduled event. You are always expected to make up work missed due to travel, but you and I will need to find specific accommodations for each absence (depending upon activities missed). Please note that any makeup deadlines will only be given as a result of medical emergency or extraordinary hardship. Per New York State Law, any student with a conflict between an academic requirement and any religious observance should be given an alternative for meeting the academic requirement. If you have a conflict with a class meeting or deadline due to a religious observance, please let me know well in advance (at least two weeks). You will not be penalized for missing class material, but you will have to make up your class material in some alternate way.
- **Formatting and Writing Guidelines:** I will provide you a wordcount for all assignments (or time length for the podcast). As a matter of policy, the typical style required by many journals is double-spaced, 12-point Times New Roman font, and one-inch margins (although I will not be policing acceptable font alternatives if you're devoted to Avenir font). Footnotes and bibliographies should be in Chicago Manual of Style; if you have another citation style you would like to use, you would need to discuss this with me in advance. Assignments must be free of spelling, grammar, and punctuation errors. Minor problems will result in deductions; major writing issues may result in a request to redo the assignment.

Continued problems with assignment redos will result in grade deductions. While I will be assisting you with some revisions for your assignment, note that you can always receive additional assistance from the SUNY Potsdam Writing Center: <https://www.potsdam.edu/about/administrative-offices/international-education-programs/international-students-scholars-2-5>

- **Late work:** No late work will be accepted without penalty. **Late assignments will lose 5% for each day they are late. Assignments will not accepted more than three days late.** If you believe you will have difficulty meeting a particular deadline, you must talk with me at least *three days in advance of the due date*. (Discussion leader posts must happen on the schedule earlier in the syllabus, no late work will be accepted for those). In fairness to all students, there are no automatic deadline extensions for students who miss a regular class meeting (regardless of reason for the absence).
- **Accessibility:** In order to fully include all students in this course, it is essential to provide reasonable accommodations or program modifications for anyone with a disability. Please let me know **during the first week of classes** if you need any accommodations in curriculum, instruction, or evaluation. For most accommodations, you should have a registration on file with Accommodative Services (<http://potsdam.edu/support/oas>), located in Sisson Hall Room 111. If you're already working with Accommodative Services, or have worked with them in previous semesters, please inform me immediately. Any accommodations or modifications require advance notice, so make sure to work out these details with me well in advance.
- **Academic Integrity:** This class will strictly follow SUNY Potsdam's policies on academic integrity. Please consult the Academic Honor Code website (<http://www.potsdam.edu/studentlife/studentconduct/honorcode>) or the Undergraduate Catalogue for more information regarding your responsibilities as a student. In general, academic misconduct includes acts in which a student seeks to claim credit for the work or efforts of another without authorization or citation. Examples include (but are not limited to):
 1. Cutting and pasting text from the web without quotation marks or proper citation.
 2. Paraphrasing from the web or written texts without crediting the source.
 3. Using notes in an exam when such use is not allowed.
 4. Using another person's ideas, words, or research and presenting it as one's own.

I encourage you to discuss class content with each other inside and outside of class. For writing assignments, however, no collaboration with other students is permitted. Disguising words written by others as your own undermines the academic community here at SUNY Potsdam. If you have any questions about this, don't hesitate to ask me. For specific questions on intellectual property and proper citation techniques, advice is available both at SCCS and the Writing Center.

Cheating, plagiarism, fabrication, falsification and other academic honor code violations are taken very seriously. Any suspicious situations will be dealt with through proper judicial channels and may result in serious consequences. For more information about academic misconduct procedures, see the processes and procedures at the Academic Honor Code website.