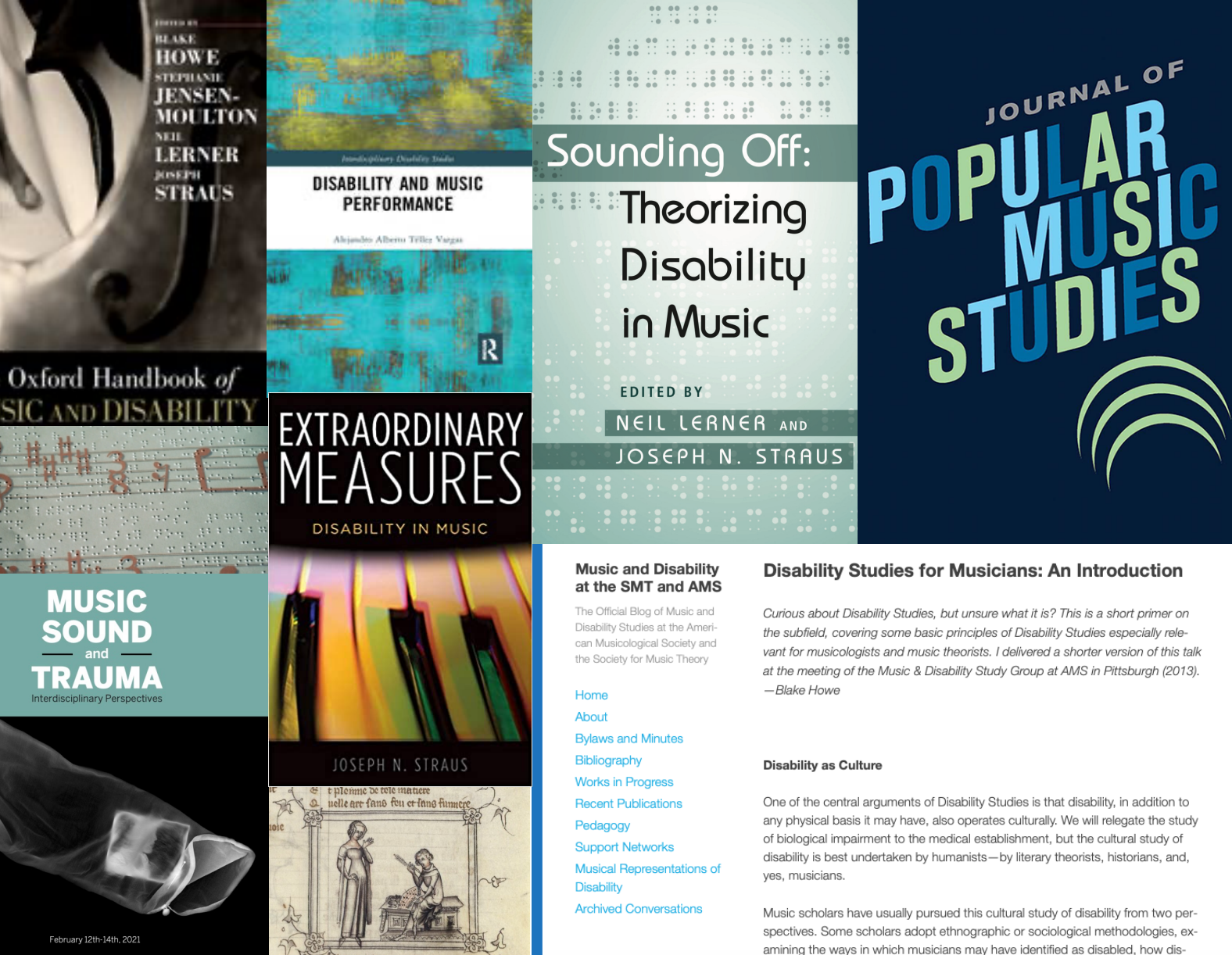




MUCH 495, sec 002: Music and Disability Studies

Spring 2022

Class Times and Location: Tue/Thu 9:30am-10:45am (Bishop Hall C303)

Instructor

Dr. Erin Brooks

Email: brooksem@potdams.edu

Office: Schuette Hall A102

Office hours:

Office hours can be in person or via Zoom or by phone—any office hour is scheduled by appointment in order to maximize the overlap between your schedule and mine!

Please email or message me to set up these office hour meetings; I'm very happy to discuss course material or just offer a supportive ear for anything you'd like to share in a safe space.

****For in-person office hours, we are likely to meet in my office and wear masks (depending on current campus protocols).**

Course Description and Objectives:

Disability Studies—there is now a disability studies minor at SUNY Potsdam—is a new interdisciplinary area which studies the cultural dimensions of disability across different chronological eras, places, and cultures. As both a human condition and as a type of identity, disability is shaped by changing perceptions constructed by cultural ideas (from the social to the political). In MUCH 495: Music and Disability Studies, you will learn to employ the interdisciplinary approaches of disability studies to examine social and cultural aspects of disability in relation to music. Through readings in a variety of disciplines (such as musicology, cultural studies, and disability studies), you will explore the ways musicians have identified as disabled, as well as how disability has shaped music and reception. We will likewise explore how disability narratives have been used in discourse about musical style. Listening, viewing, and analysis will form part of class assignments, and each of you will undertake a final research project on the topic of music and disability.

Upon successfully completing MUCH 495 (Music and Disability Studies), you should be able to:

- Demonstrate a critical understanding of music and disability
- Recognize vocabulary and identify larger-scale philosophical debates from our class units on various aspects of music and disability
- Critically consider constructions of disability as it intersects with gender, sexuality, race, ethnicity, nationality, religion, and other identity categories
- Consider, develop, and implement modes of analysis that might be useful in examining relationships between music and disability
- Evaluate and critique a range of issues relevant to the seminar's subject matter, by presenting your ideas orally and engaging actively in group discussion and debate
- Reflect in written form on seminar topics
- Frame a research question related to the course topic
- Identify appropriate sources for exploring the question & critically read the secondary literature related to your research question
- Communicate your own research appropriately in both written and verbal presentation at a level suitable for an upper-division undergraduate music history course

Course Prerequisites and Requirements:

Students enrolled in this course should have successfully completed MUCB/MUCH 201 and MUCB/MUCH 202 (Music History I and History II).

Students from outside of the Crane School of Music—particularly students interested in the disability studies minor—who do not have the prerequisites may be added by the instructor on a case-by-case basis.¹

Recommended Materials and How to Access Reading/Assignments:

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

Moodle will be organized into modules for each week and each class date (Tuesday and Thursday). **Log on to Moodle to open the module for a specific class day: you'll see PDFs, links, etc for each class date.**

Reading, listening, or other homework listed for a specific day should be completed **prior to coming to class**—please come each Tuesday or Thursday morning prepared and ready to ask and answer questions.

You are responsible for regularly checking Moodle for assignments, discussion questions, and any possible updates/changes. Please let me know as soon as possible if you are having any problems accessing any course materials. If you're having issues

¹ For more information on disability studies minor requirements, please see <https://www.potsdam.edu/disability-studies-minor>

with Moodle or other computer-related problems, the number to the Computing & Technology Services (CTS) helpdesk is 315-267-4444 or helpdesk@potsgdam.edu

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

In addition, on our class Moodle page I have compiled a list of useful resources on music and disability and provided the link to a bibliography maintained by the American Musicological Society/Society for Music Theory study group on Music and Disability (<https://musicdisabilitystudies.wordpress.com/bibliography/>). This is super helpful for future reading!

Course Evaluation:

Grading will be based on three overall categories: Moodle weekly short assignments, in-class work (attendance, participation in in-class activities, discussion, in-class writing, etc), and a final research project (which has a number of internal steps). For more details on specific categories, see below:

- | | |
|------------------------------------|-----|
| 1. Moodle forums/ assignment posts | 30% |
| 2. Class attendance, Participation | 30% |
| 3. Final Project | 40% |
- Projected due dates for each internal part will be posted on Moodle at the beginning of Week 4/5
 - I reserve the right to push due dates back due to unforeseen events, etc

A little further explanation on each category:

#1: Moodle Posts/Discussion Forum Procedures and Guidelines:

- * After doing the reading/listening for a specific day, I'll usually ask you to complete an assignment and/or a discussion forum post on Moodle—helps us start discussions from a more complex place!
- * We'll have forum posts one or twice a week throughout the semester. You'll need to do these in general, but you may elect not to do three of these Moodle assignments. If you miss additional ones beyond the three freebies, I'll enter those extra missed assignments as zeros into your overall assessment for this section.
- * What's a Moodle response? Typically: something in the neighborhood of half a page of writing, a nice fully-formed paragraph. Good responses will pick up on something specific in the readings that you'd like to discuss—feel free to use direct quotes to ask questions, ponder ideas, pose dilemmas to your classmates. (Conversely, less good responses are more "generic," i.e. where it's not clear that you've done the reading or are referring to some specific content within it). I will often give you some specific guidelines or things to think about to help you focus your thoughts a little.
- * I post deadlines for these, but generally they are due before class starts that day

#2: Class attendance/Participation/Preparedness Procedures:

Individual class sessions combine lecture, listening, and discussion—this class works best as an engaged, active learning community. You should always come to class having read/taken notes on the assigned materials and ready to respond and ask questions.

I will keep an eye on your preparation and thoughtful participation in class. If participation in spoken class conversations is difficult for you—based on personality types, learning styles, access, etc—please come see me and we will work to find additional ways to make you feel more comfortable as you participate.

You can miss **four** classes for whatever reason, no questions asked. You are encouraged to check in with me or other class members to catch up on material you missed in any specific class.

If you miss more than **four** classes, I start to have concerns about the extent to which you can participate in our semester-long communal work and discussions. I reserve the right to subtract 5% from your participation grade for each additional absence after the four “use-as-you-see-fit” absences. .

If you have more extensive concerns this fall—illness, family issues, or anything else that significantly impacts your ability to attend class—please schedule a time to talk to me *as soon as possible.* I want to help anyone in need find workarounds, but it’s harder for me to help when outside the loop.

Except under specific circumstances, if you miss more than **ten** classes during the term, I reserve the right to consider that you haven’t been able to do enough of the work to successfully complete the course (“pass”). This isn’t automatic, but is a possibility.

If you have a religious observance during the semester, any missed coursework during that particular class will not count against you. However, you should inform me before the relevant absence and you’ll still want to stay on top of the relevant coursework for that class date..

#3 Final Project—Individual Assignment sheets will be given on this project.

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 an undergraduate course is a 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>

- **Emails:** I check email several times a day; if you don’t hear back from me within 24 hours, feel free to try again. Please make sure to check your campus email regularly—I frequently send essential updates or class comments via email.
- **Appointments/Office Hours:** Office hours can be in person or via Zoom or by phone—any office hour is scheduled by appointment in order to maximize the overlap between your schedule and mine! Please email or message me to set up these office hour meetings; I’m very happy to discuss course material or just offer a supportive ear for anything you’d like to share in a safe space. **For in-person office hours, we are likely to meet in my office and wear masks (depending on current campus protocols).

- **Pandemic-related Protocols:** I know we're all grateful to gather to make music, talk music, and have the opportunity to be part of an in-person community. And I know we all want to do this as safely as possible. Without emphasizing every point of the pandemic protocols, I'll make note of the following points (from <https://www.potsdam.edu/about/potsdam-prepared>):
- All SUNY/CUNY campuses, including SUNY Potsdam, now require full immunization for COVID-19 for students accessing campus facilities, with limited exceptions. Students who are new to campus will be required to submit proof of their vaccination or apply for a medical or religious exemption prior to the start of classes. In addition to the initial course of vaccination, any student with regular on campus presence (i.e., not fully remote for the semester) who is eligible for a booster shot **MUST** receive one for the Spring '22 semester. The booster will not only help protect you from COVID and severe symptoms, **individuals who have received their booster shot will not need to quarantine following an exposure as long as you are asymptomatic (although you will need to wear your mask for 10 days after the exposure).**
- **SUNY Potsdam requires face coverings for all students, employees and visitors to campus.** The masking requirement will apply to all students and employees reporting to campus, regardless of vaccination status. Indoors: All students and employees must wear face coverings in shared indoor spaces, including classrooms, laboratories, studios, libraries, the Loughheed Learning Commons and faculty offices, and at campus activities/events. Social distancing is not required when everyone is fully masked. Masks may be removed in personal residence hall rooms and personal offices/workstations when individuals are socially distanced. In music classes, masks are required for all students, unless they are playing their wind instrument or if their professor asks them to remove it to sing (note: this is not necessary in this course).
- **As the campus notes:** Students who are placed in isolation or quarantine **MUST** contact their instructors immediately so that appropriate accommodations can be made. It is important to note that instructors are **NOT** required to provide a virtual option as the accommodation, but are expected to support students' ongoing learning experiences in a manner appropriate to the course. **Please note that the policies about isolation and quarantine are different than being a close contact—all of this is detailed at <https://www.potsdam.edu/about/potsdam-prepared>**
- Given the changing nature of the pandemic and campus case numbers, it is entirely possible that circumstances may change during the semester (for better or worse). Pay close attention to your Potsdam email account: there may be changes to academic policies as we understand more about the current COVID variant. As a faculty member, I will continue to follow official campus guidelines, which may mean that our classroom policies could change over the course of the semester. I'll keep you posted about any changes in policy as we go.
- Please let me know if you have concerns—depending on the nature of the question, some of those inquiries may be redirected to the Dean or Assistant Dean, but I'm happy to work with you if you have any questions or concerns related to pandemic policies.
- **Trauma-Sensitive Teaching:** In my entry ticket for the course, I asked each of you to feel free to come to me with any personal issues and/or other limitations that might impact your ability to participate in the semester; please always feel free to keep me updated should your circumstances change during the semester.
- I am committed to using trauma-sensitive teaching and learning principles to support your resilience and success in this course. Trauma-sensitive principles help create a safe, transparent, connected, and collaborative classroom environment where you feel empowered and respected. Be sure to do periodic self-checks on how course material—and the ways in which material is delivered and discussed—are affecting you, and please talk with me if you are having difficulties with any aspect of the course. Getting support from friends, colleagues, family, and mental health professionals is also important, especially if you have risk factors or you find yourself becoming distressed. For additional links to campus and community services, see <https://www.potsdam.edu/studentlife/wellness/counseling-center>
- **Accessibility:** I'd like to borrow a few words from the wonderful scholar Mimi Khúc (scholar/artist/activist in Residence in Disability Studies at Georgetown University): "Everyone's access needs matter, and we will try collectively to meet them as they arise. Access needs are needs that when met enable participation in the course to the fullest--therefore they are wide-ranging and can be met in wide-ranging, creative ways. I am committed to making participation as accessible as possible. Please let me know if anything comes up that makes participation feel hard....We are taught not to have needs, that needs mean we are "weak"; resist this impulse. Access is relational. This means that creating access and accessibility is something

we do together, in relationship and community. It requires a shared commitment to each other's wellbeing and participation in the community space, and requires communication and negotiation and flexibility. We learn each other's needs and try to meet them as best we can, so that we can all participate as much as possible in this classroom space. Everyone has access needs, and these needs change over time. I will try to anticipate as much as possible but I cannot know everyone's needs at all times. When you become aware of your access needs, please communicate them to me."

- Note that there are no exams for this course, so there's no need to be concerned about any time constraints in terms of exams (though if you have other concerns please let me know). If you have any concerns about our in-class work, please let me know and I will work with you to find acceptable accommodations. I know that some of you may have a registration on file with Accommodative Services (<http://potsdam.edu/support/oas>)—you're very welcome to share these with me. I look forward to talking to all of you about your access needs as we work together this semester.
- **Classroom conduct:** In this class, it is inevitable and important that we will disagree with points in the readings, critical approaches, and with each other. Critical engagement—which should include reasoned debate, critique, and questions—is essential to the central questions of this class, and is often the way we all learn the most. 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. Please let me know if you have any concerns about discussions during the semester.

Note in particular: I may occasionally give content warnings in class about class material 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.

- **Note taking:** A few friendly note-taking suggestions:
 - If I use slides at any point in class, I will post the slides on Moodle, no need to copy down all the info directly from the slides as you go. Most of our in-class time is not lecture-based anyway. It will help you the most to focus on ways of jotting down important verbal content from classroom discussions (i.e. material beyond just copying down any information directly from a slide). While everyone assimilates information differently—I do still strongly suggest that you take notes during class, otherwise it'll be murky down the road!
- **Technology:** we're likely to be using technology regularly in this class! Please feel free to come to me personal issues and/or technology limitations that might impact your ability to participate in the semester. You'll likely find it helpful to bring laptops, tablets, or phones to class—I'll let you know in advance if there's a particular class where it is especially useful to have such devices. Regardless of what we're doing during our in-class meetings (unless we're specifically using the internet to look things up) please try to help yourself be present for your classmates during discussion by refraining from multitasking (texting, being on social media, etc).
- **Late work:**
 - Extensions will be given as a result of conversations you have with me (I've given extensions in the past for illness, mental health needs, emergencies, tech reasons, etc)—keep in mind that extensions are necessary in many cases, but sometimes they also just delay your work unnecessarily and stress you out.
 - If you know you will have difficulty meeting a deadline, please talk with me about it—this should happen at least a day before the deadline except in unusual or emergency cases. As noted, I'm happy to work with you about extensions or other accommodations (although these do remain within my discretion to grant). For larger assignments—exams, projects, etc—if you do submit a late assignment without having a discussion with me, I retain the right to deduct 5% for each day the assignment is late. This is not automatic, but is a possibility.

- **Formatting and Writing Guidelines:** For assignments both large and small, I will provide you a desired wordcount or length requirement (or time length for any spoken presentations). 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). If applicable, footnotes and bibliographies should be in Chicago Manual of Style; if you have another citation style you would like to use, just discuss this with me in advance. Assignments should be free of spelling, grammar, and punctuation errors. Minor problems will result in corrections; major writing issues may result in a request to redo the assignment. Continued problems may result in meetings or other guidance. While I am always happy to assisting you with revisions for assignments, note that you can also receive additional assistance from the SUNY Potsdam Writing Center: <https://www.potsdam.edu/about/administrative-offices/international-education-programs/international-students-scholars-2-5>
- **Academic Integrity:** This class will 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. In general, academic misconduct includes acts where an individual seeks to claim credit for the work or efforts of another person or source without authorization or citation. Disguising work by others as your own undermines both the academic community and your own credibility. 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 Internet or written texts without crediting the source.
 3. Using notes or other sources in an exam or other situation when such use is not allowed.
 4. Using another person's ideas, words, or research and presenting it as one's own.

I **strongly** encourage you to discuss class content with each other, but for assignments—unless expressly designed as partner or group projects—please do not collaborate with other students. If you ever have any questions about whether an assignment is collaborative, please feel free to check in with me. For specific questions on intellectual property and proper citation techniques, advice is available from me, from the SCCS, and from the Writing Center. If you're in doubt—there are grey areas and discussing norms in different situations is part of the learning process!—just ask me.

In the unlikely event that there are issues—such as cheating, plagiarism, fabrication, falsification, or other academic honor code violations—please know that any concerning situations will be dealt with through academic misconduct procedures. If you'd like to know more, information about these processes and procedures is available at the Academic Honor Code website.