



GC354 — Sounds of the Sacred: Global Sacred Music

Dr. Gerard Yun

Fall, 2016

Wednesdays, 4:00pm-6:00pm

Classroom - TBA

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W 2:00-3:00pm and by appt.

COURSE DESCRIPTION

Sacred Musics are ubiquitous in faith-traditions across the globe. This course examines global “sacred” musics within their indigenous and appropriated contexts and explores questions of philosophy (aesthetics), globalization, economics, politics, culture, religion, nationalism, identity, and cultural ethics.

COURSE FORMAT

This class meets on-site once per week for three hours. These meetings will feature lectures, class-member presentations, in class intensive internet searches, discussion of readings and music, listening sessions, and other group activities. A substantial amount of the course occurs online as each student will maintain his/her own blog for the term as well as contribute to the class blog. Blogs should be maintained weekly, 3-4x recommended. In addition several class sessions will include attending of open door services at the chapel. These occur at 5pm on Wednesdays.

REQUIRED READING

Beck Guy L. (2006). *Sacred Sounds: Experiencing Music in World Religions*. Waterloo: Wilfrid Laurier University Press.

SUPPLEMENTAL READINGS

(Taken from source readings listed below)

Blacking, John (1973). *How Musical is Man?* Seattle: University of Washington Press.

Blackwell, Alfred L. (1999). *The Sacred In Music*. Louisville: Westminster John Knox Press.

Chatwin, Bruce (1988). *The Songlines*. New York: Penguin Books.

- Brown, Michael F. (2003). *Who Owns Native Culture?* Cambridge: Harvard University Press.
- Locke, Ralph (2009). *Musical Exoticism: Images and Reflections*. Cambridge: Cambridge University Press.
- Otto, R. (1958). *The Idea of the Holy: An inquiry into the non-rational factor in the idea of the divine and its relation to the rational* (J. Harvey, Trans.). Oxford: Oxford University Press. (Original work published 1917)
- Stokes, M., & Bohlman, P. V. (Eds.). (2003). *Celtic Modern: Music at the Global Fringe*. Lanham: Scarecrow Press.
- Turnbull, Colin (1961). *The Forest People*. New York: Touchstone Press.

ASSIGNMENTS

- 10% Participation (Attendance, Blogs, Discussions)
- 10% Discovery Assignment I
- 10% Discovery Assignment 2
- 10% Experiential Assignment
- 20% Weekly Assignments/Quizzes
- 10% Midterm Exam 1
- 15% Blog
- 10% Project / Presentation
- 10% Final Exam

FINAL EXAMINATION

Final examination in this course will be given in the final class session with the addition of a take home component unless otherwise agreed upon by the class as a whole. This will be determined after the midterm exam.

RELATIONSHIP TO CURRICULUM

This course counts towards the degree program in global citizenship and serves as a general elective for university credit. It is available to both undergraduate and graduate students.

PREREQUISITES

There are no prerequisites for this course. Instructor approval is not required, but advisement through your department is recommended.

PROGRAM AND INSTITUTIONAL PHILOSOPHY

Where spirituality accompanies academic curiosity to inspire lives of service and meaning in God's world.

The BA in Christian Studies and Global Citizenship engages students at the intersection of faith and citizenship – both local and global – in service of the common good.

The faith-based community at Waterloo Lutheran Seminary understands itself as a host for a variety of inclusive dialogues, inside and outside of the classroom. We invite students to participate in this dialogue, fostering respect for one another and curiosity about viewpoints that are unlike one's own.

Basic rules of civility are expected of students. These are means by which we show respect for one another and the subject matter. Among them, the most obvious deserve mention: show up on time, be prepared for class discussion, show regard for others both within the classroom and without, and recall that one speaker at a time facilitates meaningful conversation.

COURSE PHILOSOPHY

This course is built around engagement of curiosity, discovery, and self-motivation through the exploration of sacred musics as a gateway to personal, social, and cultural meaning. Further it seeks to encourage and develop the process of scholarly inquiry and dissemination — question, discovery, experience, research, share. Direct experience, reflection, and contemplation play key roles in the course.

COURSE OUTCOMES

Basic outcomes include an articulable understanding of sacredness, belief and meaning from a global perspective. Course objectives include a familiarity with many of the forms of sacred musics, a grasp of key themes including cultural appropriation, sacredness, holiness, religious music, beauty, etc. The student should be able to connect details of belief, faith, religion, ritual, and form with cultural, social, and personal meaning. The student should also be able to articulate the difficult topics of identity, authenticity, and musical ontologies.

READING ASSIGNMENTS

Reading assignments to be assigned weekly from required text and internet searches. See course schedule.

WRITTEN ASSIGNMENTS

Academic Integrity:

Assignments will be checked for plagiarism through MyLS using Turnitin.com. In conversation with your instructor alternate arrangements can be arranged if you choose not to submit your essay through this system. Such a conversation should happen at least one week prior to the due date of the assignment.

Unless otherwise stated, the Seminary follows Wilfrid Laurier University's established policy with respect to academic integrity and misconduct (e.g., plagiarism, cheating) on assignments and examinations. **The student is required to know these guidelines.** Students are cautioned that in addition to a failure in the course, a student may be suspended or expelled from the University for cheating and the offence may appear on one's transcript, in which event the offence can have serious consequences for one's business or professional career.

Student Code of Conduct and Discipline
http://legacy.wlu.ca/page.php?grp_id=2505&p=11452

Writing Centre Handouts and Websites (general)
http://legacy.wlu.ca/page.php?grp_id=306&p=3115

Writing Centre statement and resources on Academic Integrity
http://legacy.wlu.ca/page.php?grp_id=306&p=24249

How not to plagiarize (U of T)
<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

If you have any questions about academic integrity, please ask the instructor.

Part of the writing experience in an academic environment is learning to use your sources properly. For all assignments, you are expected to provide proper referencing. Failure to provide proper referencing may result in a grade of zero. Improper referencing can be identical to plagiarism (there are various forms of plagiarism). Here are some important guidelines:

- If you use someone else's words, even if it is just a phrase, you **must** put it in quotation marks to show these are not your own words, and include the reference.
- You must reference someone else's **ideas** as well as **quotations**, not just quotations. If in doubt, reference!
- You must provide the reference **immediately following the sentence** containing the pertinent information, not just at the end of the paragraph.
- You must provide a **bibliography and references** for all assignments, unless otherwise noted by the instructor.

Style Guide:

All written assignments will be delivered via student and class blogs. At this time in online, blog development, there is no stylistic writing standard. If the student opts to deliver a formal, academic essay then APA style is highly recommended.

Late Submission/Extensions:

Blog entries and contributions can be as frequent as desired (daily is ok). No more than 2 will be required each week. It is very easy to get behind in this kind of work. Assignments more than 2 weeks late will be docked 5% in the final grade tally.

Students are expected to use inclusive language in this course.

Please refer to the Laurier Style Guide for additional questions of writing style specific to the Canadian context: http://legacy.wlu.ca/documents/4/2007-Style_Guide.pdf

OTHER ASSIGNMENTS

Discovery Assignments: The observation and inclusion of direct experience and discovery is an important component of the course. Discovery assignments require the student to encounter something new or out of their normal routine. The student then will present their discovery and experience with it to the class in a short presentation. These presentations should utilize the student blogs and media is encouraged. Discovery projects can include participation in a music event, religious ritual, etc. out of normal routine or background experience. They may also include work in a new instrument, vocal technique, etc. where direct transmission is involved. Discovery may also include source readings, music, and people (teachers, musicians, practitioners). All discovery projects must be approved by the instructor prior to the student proceeding.

Weekly Assignments: Assignments given in preparation for group discussion and problem solving. These are required and will usually have a written component.

Project/Presentation: Term projects are required of each student and will be by approval of the instructor. Projects will allow students to study a topic of their choice in-depth with the end result presented to the class via live presentation and electronically (via the class blog or YouTube, etc.)

Experiential Assignment: This assignment will deal with the often vague area of human experience, our own and that of others. It will require self-reflection as well as an interview with a peer. This assignment is allows us to deal with the issue of differing perspectives — a crucial, gateway phenomenon in the understanding of meaning in sacred music.

GRADING

WLU and WLS use a letter-grade system which is found in the Academic Calendar as well as in the Student Handbook. For students in all undergraduate programs, the lowest passing final grade for the course is 50%.

For students in a master's-level program, the lowest passing final grade for the course is 70%.

b) In cases where the student wishes to discuss or dispute the grade given, an appointment should be made with the instructor without delay (normally within one week of receipt of the grade). After conversation the instructor will re-read the paper. In cases where the instructor discovers an error or believes that the student was graded unjustly, a new grade will be assigned. The new grade may be higher or lower than the original. If the student is not satisfied, the grade for the course may be petitioned in accordance with Seminary policy.

c) Students who need help in developing research and writing skills should consult the instructor and the WLU Writing Centre.

d) As stated in the Ontario Human Rights Code, "Every person has a right to equal treatment with respect to services, goods, and facilities, without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, same-sex partnership status, family status or disability" (2004 Annotated Ontario Human Rights Code, p. 14). Waterloo Lutheran Seminary is committed to upholding these principles as they apply to the provision of academic services. Students requesting accommodations due to a special need or disability have the responsibility to contact Laurier's Accessible Learning Centre before the start of term to create an Accommodation Plan that will be forwarded to the instructor. Students are encouraged to review the Seminary website for information regarding all services available on campus.

COURSE SCHEDULE

(Please see the amended course schedule for further details)

Wk 1: Perspectives and the context of the sacred. Locating ourselves. Looking at Faith/Culture I: Contexts and Definitions

Wk 2: Looking at Faith/Culture: The Voice, The Flute, and The Drum; Major Faiths I; Discovery 1 (music) due

Wk 3 Major Faiths II/ Open Door

Wk 4: Discovery II due, Discussions

Wk 5: How do you research this stuff? Setting up Projects. Selecting topics. / The Contemplative in Music

Wk 6: Review/ Midterm I

Wk 7: Mysticism and Music / Guest

Wk 8: Experiential Assignments and Discussion

Wk 9: The Appropriated Sacred

Wk 10 Project Presentations

Wk 11 Project Presentations

Wk 12 Review / Final Exam (in class)



519.886.3668 (FOOT)

FOOT PATROL

Foot Patrol is a volunteer operated walk-home service, available daily during evening hours. Male-female radio-dispatched teams trained in Emergency First Aid are available on request to escort students to and from Campus as well as to -off campus destinations, either by foot or by van.



PEER CONNECT

Peer Connect is a committee that addresses mental health by promoting a balanced lifestyle for all students. We promote a confidential phone service run by students for students as a resource for any information and support. We run campaigns of mental health, stress relief and healthy body care. We provide programming such as access to athletic equipment, movies, board games and volunteers through booking to dons, icebreakers, campus clubs and campus committees.



519.885.3333

EMERGENCY RESPONSE TEAM

The Emergency Response Team provides on call advanced first aid and can be booked for on-site event support by filling out the online booking request form. Operating on the Waterloo campus only.



STUDENT RIGHTS ADVISORY COMMITTEE

The Student Rights Advisory Committee exists to provide you with information about your rights when it comes to landlord-tenant issues or academic appeals. While in no way legal representation, it can help to inform you about your options in order to make difficult situations easier to navigate.



FOOD BANK

All Laurier students are eligible to use the Student Food Bank. Anonymous requests can be made online at WLUSO.com under the Services tab. All dietary restrictions are accommodated and food hampers typically last up to a week.

For more information visit www.yourstudentsunion.ca