MUSC4104

Advanced Studies in Music History & Culture 2

Term 3, 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Dr John Napier	j.napier@unsw.edu.au	Thursday 2-4 or by appointment	Room 113 Webster Level 1	9385 6953

Lecturers

Name	Email	Availability	Location	Phone
Dr Ellen Hooper	sam@unsw.edu.au	TBA	n/a	TBA

School Contact Information

School of the Arts and Media

Room 312, Level 3, Robert Webster Building (G14)

Phone: (02) 9385 4856

Email: sam@unsw.edu.au

Website: www.arts.unsw.edu.au/sam

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Summary of the Course

Focussing on Australian music, in Advanced Studies in Music History & Culture 2 you will apply knowledge and skills developed in electives, core courses, and specialisation specific courses, in sustained engagement with a single project (essay, report, policy document, performance or composition). This will address the broad field of Australian music. In the early stages of the course, after engaging with overview presentations on Australian music, you will outline an existing body of scholarship or creative practice by assembling and annotating a bibliography, list of works, and/or discography. This will form the basis of your own presentation that introduces your work to the class. The central part of the course will be the collaborative mentoring of your work in preparation for the final project. In your final project you will create a professional level work of scholarship and/or creative practice.

Course Learning Outcomes

1. Demonstrate advanced skills in music and music scholarship, research methods, and argument, to support their roles as musical creators, scholars, and advocates in the community
2. Draw on and articulate an extensive knowledge of repertoires, social and historical contexts, and ideologies as critically and socially engaged musicians
3. Engage critically with others, presenting scholarly ideas and creative activities for debate, discussion, and comment

Teaching Strategies

This course provides a forum for students to work with ideas, methods, repertoire and techniques that have been developed in previous courses. The foci of the course are: choosing a topic for investigation; finding appropriate resources for that investigation; bringing music and ideas together in a coherent, methodical form.

The first of these will be developed in the early part of the course, by modelling the scope of possible topics, for example. Such discussions will aim towards the final forms (genres) for the Project. This focus will be extended through the presentations, and through on-going class activities.

The second focus will change throughout the term, as students develop a better sense of their project. It will include practical solutions to the difficulties that students will uncover in putting together their bibliographies. This focus will include classes in bibliographic development, annotation, and management, students' presentations, as well as time for discussing the content of bibliographic materials (including recordings).

The third focus links together various aspects of the course, including the student presentations, the writing of drafts, and the compilation/annotation of bibliographies, to connect early classes with final projects. The aim is to help students to form coherent presentations, leading to their final project. The basis of this focus is that students will have time to share and discuss their findings as they develop, working collectively to deepen understandings of methods, repertoires and other resources, in a critical manner.

The assessments support these foci, and provide opportunity for peer guidance, in addition to guidance and feedback from the course lecturer. The seminar format has been chosen to optimise flexibility of teaching and learning processes.

Assessment

The assessment tasks in this course are quite complex, to meet the demands of cooperative scholarship and study, and to repsond to student demand for more varied assessment tasks. Please alert me to any inconsistencies or anything that requires clarification.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Annotated bibliography	10%	08/10/2020 11:59 PM	1, 2
2. Presentation	20%	Weeks 7 to 10 in class	2, 3
3. Project	50%	Not Applicable	1, 2
4. Mentoring	20%	Not Applicable	1, 3

Assessment 1: Annotated bibliography

Assessment length: 1000 words of annotations and 10 sources
Submission notes: Class presentation on 12th October, with prior upload to Moodle on Friday 8th October, by 11:59pm.
Due date: 08/10/2020 11:59 PM

Students will complete an annotated bibliography on their chosen topic, to be presented in written form and in class in the early weeks of the session.

Immediate feedback in class, and further feed-forward suggesting modifications and refinements as necessary.

This is not a Turnitin assignment

Additional details

The annotated bibliography consists of a one paragraph description of your topic plus a select reference list that includes a sentence on each listed item summarizing its content and relevance for the topic. You need to conduct database searches and select books, chapters in books, musical sources (including recordings and scores), scholarly articles and other sources that are relevant to your topic and will inform your investigation. Please do not rely on internet material or google searches. Your annotated bibliography will change and grow as you focus and get more involved with your topic. However, to be able to formulate a topic you need to quickly establish what is available and then gain a rough familiarity with its content. **So you must start the preparation of the bibliography as well as the reading of its items straight away.**

Assessment criteria: demonstrated use of appropriate scholarly databases, appropriateness of sources selected for nominated topic, provision of succinctly formulated and analytically framed evaluation and content of each source, language expression, correct bibliographical lay-out, ten relevant sources showing selection and research coverage.

Remember when submitting this task, upload a complete copy to that assessment task in Moodle AND an unannotated version to the General Bibliography Forum (see assessment task 4 for explanation).

IN ADDITION, YOU MUST PRESENT A TOPIC PROPOSAL IN THE WEEK 3 SEMINAR. Though no marks are assigned directly to the topic proposal, failure to submit it will result in late penalties being applied to the Annotated Bibliography.

Assessment 2: Presentation

Assessment length: 10 - 15 minutes presentation, 10-15 minutes discussion
Due date: Weeks 7 to 10 in class

Draft presentation. Each student will give a seminar presentations of a draft of their project. A written version will also be submitted.

Immediate in-class feedforward/feedback, and notes on submitted version.

Additional details

Each student will give a presentation outlining their project (Assessment Task 3) as a work in progress and participate in the discussion of their work. Presentations will take place in weeks 7 - 10. Length, 10 - 15 minutes plus 10 - 15 minutes for mentor led discussion (Assessment Task 4). A written version of the presentation must be submitted to Moodle by 5pm on the Monday before the presentation is given. This version may be in point form and may use Powerpoint slides. For students undertaking the performance or composition option, your presentation should include both some explanatory material and a video of part of your performance or a recording of part of your composition for demonstration. If feasible, the performance may be presented live in the class. The explanatory material must be submitted to Moodle by 5pm on the Monday before the presentation is given.

Assessment 3: Project

Assessment length: 3000 words
Submission notes: This assignment is due by 11:59 PM on the Tuesday of the week following your presentation. Thus, if you present in week 8, your assignment will be due on the Tuesday of week 9 by 11:59 PM.

Essay on self-selected topic - 3000 words. Final assessment task.

Essays will be marked and returned with feedback

This is not a Turnitin assignment

Additional details

Students may devise, research and present an essay that explores one or more key ideas in relation to Australian music. Topics will also draw on the discussions in weeks 1 – 2 and relate to the four seminar themes given in weeks 1 – 4: multicultural Australia, music of the academic tradition, music of Indigenous Australians, jazz and/or popular music in Austrlaia.

Alternatively, as per the course description, students may substitute another task for the essay.

Performance of a work or works of Australian music. Between 12 and 15 minutes of duration, recorded by video and accessible for viewing and assessment for both the in-class presentation and the final production. In any video, the hands and face of the student to be assessed must be visible at all times. The final video submission must also be accompanied by the submission of a 500 word discussion of the work(s) that addresses their position as exemplars of Australian music. This positioning should be contextualised with formal references to writings about Australian music etc.

Composition of five to six minutes duration, presented as a score and as an mp3 recording (it is not essential to use 'human' performers for the recording) The submission must also be accompanied by the submission of a 500 word discussion of the work(s) that addresses their position as exemplars of Australian music. This positioning should be contextualised with formal references to writings about Australian music etc.

In the case of performances and compositions, the topic proposal must also outline a 'theme' that links your proposed work to themes of Australian music etc.

A 3000 word **report** on an aspect of Australian music. A report is different from an essay in that it does not need to develop along the ideas of an argument with a hypothesis. It can do so (for example, 'This report shows that Culturally and Linguistically Diverse school students benefit from encountering music of their own backgrounds in the classroom'), but frequently it won't ('This report shows that CALD school students rarely encounter music of their own backgrounds in the classroom'). Generally the tone of the report needs to be factual rather than speculative or philosophical (This report shows that CALD school students ought encounter music of their own backgrounds in the classroom), though a speculative or philosophical approach may be used to introduce or justify a report. Reports are also empirical - they rely on verifiable data, often quantitative - and aim to be comprehensive.

Students need to submit a topic proposal via Moodle before the class in week 3. These will then be discussed in class in week 3, and reviewed by the Convenor, and approved – after modification if necessary. It will be possible to refine the topic or change your topic but any changes will need to be approved and the annotated bibliography will still be due on 8th October.

Assessment 4: Mentoring

Mentoring: Each student will be required to read a mid-session draft of another student project. These drafts will then be discussed in the seminar, with the reading student taking the role of discussant. All students will be expected to have read one nominated paper per seminar from a presenting student's annotated bibliography.

Immediate in-class feedforward/feedback on the discussant's contribution, comments on discussant's notes, general notes on class reading. Please Note: students are not involved in assigning marks.

This is not a Turnitin assignment

Additional details

Mentoring of other students has two components: direct one to one mentoring, and pre-study of sources

for student presentations. Both components require other students to access the bibliography that you prepare for Assessment Task 1.

Each student (the mentee) has been assigned a student mentor. A student WILL NOT be their mentor's mentor. Thus each student will belong to two pairs, one as a mentor and one as a mentee. These are organised as groups in Moodle. The group will have the following name structure: Mentee NAME, Mentor NAME.

The assessable requirements of the mentor-mentee relationship.

1. The mentee must submit a version of their Draft Presentation (Assessment Task 2) or links to recording, along with your annotated bibliography to the group in which you are the MENTEE. "Mentor Mentee Group Discussion", by 5.00PM of the Wednesday prior to the presentation. They should also submit their annotated bibliography. As a mentee you must NOT be late, as this will impact seriously on the work of your mentor. Penalties will be deducted from your presentation if you are late.
2. The mentor should review the Draft Presentation of their mentee, prior to the presentation. **The mentor should present notes, via Moodle, on their review of the Mentee's work, prior to the presentation.** These notes should include points raised with the mentee and suggestions made. They should demonstrate that the mentor has familiarized themselves with some of the literature the mentee has used.
3. The mentor should lead discussion at the mentee's presentation, comment constructively on the presentation, and seek clarification of the mentee's argument.

The above represents the assessable component of the mentor-mentee relationship. But you should carry the mentor-mentee relationship further and engage with discussion and exchange of ideas on your topic. Likewise, informal feedback and constructive criticism is encouraged throughout.

In addition, for each Seminar in weeks 7 - 10, every student is required to have examined at least one of the sources listed in the annotated bibliography of at least one of the students presenting. The source may be a paper or a book chapter or a musical work, in either score or recorded form. Students will be asked to comment on the source, with particular reference to how effectively the presenting student has used it.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 13 September - 17 September	Seminar	Introduction. Multicultural Music in Australia.
Week 2: 20 September - 24 September	Seminar	Music of the 'academic tradition' in Australia. (provisional schedule)
Week 3: 27 September - 1 October	Seminar	Music of Indigenous Australians. (This class may be switched with the week 4 class, based on the availability of a guest lecturer)
Week 4: 4 October - 8 October	Seminar	Jazz and popular music in Australia (This class may be switched with the week 3 class, based on the availability of a guest lecturer)
Week 5: 11 October - 15 October	Seminar	8 October Presentation and discussion of topics and annotated bibliographies. This and all subsequesnt classes will be taken by Dr Ellen Hooper.
Week 6: 18 October - 22 October	Seminar	Seminar? What seminar? This is flexi week.
Week 7: 25 October - 29 October	Presentation	Student presentations
Week 8: 1 November - 5 November	Presentation	Presentations
Week 9: 8 November - 12 November	Presentation	Presentations
Week 10: 15 November - 19 November	Presentation	

| | | Presentations |

Resources

Recommended Resources

Students should consult the reading list provided through Leganto in the Moodle site, and if need be, reacquaint themselves with the databases RILM and The Music Index.

Course Evaluation and Development

The course will be evaluated through MyExperience course evaluation. Though this course in previous iterations was positively reviewed, its content has been formalised in line with frequent feedback that a course in Australian music would be a positive addition to our curriculum. I have introduced a varied approach to the major assessment task in reponse to student requests.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

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