Term Information

Effective Term	Spring 2022
Previous Value	*Summer 2012*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding Distance Learning (DL) as a mode of instruction for this course; Adding a recitation component to this course; Adding regional campuses as location for offering this course

What is the rationale for the proposed change(s)?

The rationale is adding greater flexibility in the mode of instruction as well as offering the course to students at our regional campuses

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Music
Fiscal Unit/Academic Org	School Of Music - D0262
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3348
Course Title	Music on the Move in a Globalized World
Transcript Abbreviation	Music on the Move
Course Description	Survey of globalization's effects on musical cultures around the world; explores both the role of diasporic migration and the use of recording and broadcasting technology.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
	Greater or equal to 50% at a distance
	Less than 50% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Previous Value	*Lecture*
Grade Roster Component	Lecture
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark
Previous Value	*Columbus*

Prerequisites and Exclusions

Prerequisites/Corequisites	English 1110 or equiv.
Previous Value	*English 1110 (110) or equiv.*
Exclusions	
Previous Value	Not open to students with credit for 348
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	50.0902
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior

Requirement/Elective Designation

General Education course:

    Visual and Performing Arts; Global Studies (International Issues successors); Literary, Visual and Performing Arts
The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:

    Visual and Performing Arts; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• Students will gain aural and conceptual familiarity with a variety of music cultures from around the world, and they will come to understand the various means by which culture is transmitted across borders.
Previous Value	
Content Topic List	• Survey of globalization's effect on music
	• Explores the role of diasporic migration
	• Use of recording and broadcasting technology
	• Introduction to selected cultures
Sought Concurrence	No

Attachments

• 3348 online syllabus AU21 updated 8 13 21.docx: online syllabus

   (Syllabus. Owner: Banks,Eva-Marie)

• 3348 Syllabus In Person Lecture and Recitation version updated 8 13 21.docx: in person syllabus

   (Syllabus. Owner: Banks,Eva-Marie)

• Music 3348 Arts and Science Distance Learning form.docx

   (Other Supporting Documentation. Owner: Banks,Eva-Marie)

Comments

• This was originally submitted requesting hybrid learning as well, but ASC has since paused requiring requests to add hybrid instruction. As a result, only the DL request in made here. *(by Banks,Eva-Marie on 09/03/2021 11:33 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Banks,Eva-Marie	09/03/2021 11:33 AM	Submitted for Approval
Approved	Hedgecoth,David McKinley	09/03/2021 12:29 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/27/2021 11:39 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/27/2021 11:40 AM	ASCCAO Approval

MUSIC ON THE MOVE

Autumn 2021 (full term)
3 credit hours
class number 15649
Online, Synchronous: T Th, 9:35-10:55 am

COURSE OVERVIEW

Instructor

Instructor: Katelin Webster

Email address: webster.353@osu.edu (preferred contact method)

Office hours: [tbd]

Prerequisites

English 1110.xx

Course description

This course examines a variety of situations in which music "moves"— that is, musicians or music travel away from their points of origin into politically and culturally distant places. We will consider how music is transmitted from one place to another and how its styles and meanings can change in a new geographical context. We will think about the processes and conditions in which music is exchanged and blended and consider how such "mashups" serve as cultural markers and identifiers for emergent and migrant communities. We will also examine the impact of technology on musical globalization, considering the similarities and differences between situations in which music moves with its makers and situations in which it is "sent" via recordings or broadcast media. We will explore Black, Latinx, and Indigenous music traditions as well as music of South Asia and Eastern Europe.

Course learning outcomes

- o   Students will be able to **identify** various global musical phenomena.

- o Students will **demonstrate** the ways in which music traditions migrate, are mediated, and are reinterpreted in different places and cultures throughout the world.

- o Students will **assess** the use of recording technology and broadcasting to move music throughout the world.

- o Students will **evaluate** the "global" aspects of their personal and local musical environments and develop an awareness of the dynamics of immigration, social class, and group identity.

- o Students will **create** a resource that takes a topic from the course and makes it accessible to a wider public audience.

General education expected learning outcomes

As part of the Visual and Performing Arts category of the General Education curriculum, this course is designed to **develop your ability to evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.**

1. Students develop abilities to analyze, appreciate, and interpret significant works of art. This criterion is fulfilled by close attention to specific works of music throughout the course. Students learn to listen for identifying features of different musical styles and learn what each piece of music means to its makers and/or audiences.
2. Students develop abilities to be an informed observer or active participant in a discipline within the visual, spatial, and performing arts. This criterion is fulfilled in this course through discussion that hones students' perceptions about artworks and writing assignments (including the created resource) that share knowledge about music with others.

As part of the Global Studies category of the General Education curriculum, this course is designed to **foster an understanding of the pluralistic nature of institutions, society, and culture across the world in order to help you become an educated, productive, and principled citizen.**

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship. In this course students compare and contrast different kinds of music and the ways in which ethnic identity may be defined in part through musical style.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens. In this course students learn to recognize different musical styles

==highlight==and see how conflicts and contrasting perspectives may be reflected in the mixing of musical styles, or distinctions between musical styles.==highlight==

In this course, students will develop and refine their ability to evaluate music and musical globalization through listening, oral discussion, and writing. The public-facing final project will demonstrate students' cumulative development and will enable them to be active participants in the performing arts and productive citizens in the public sphere ==highlight==as they share their knowledge with others.== Students will fulfill the GE expected learning outcomes by participating in class, completing course assignments, and meeting the course learning outcomes (above).

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and meets synchronously on **Tuesdays and Thursdays, 9:35-10:55 am Eastern time.**

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Apart from our Zoom meetings, you may schedule your efforts freely throughout the week as you keep pace with the due dates.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Weekly Zoom sessions**: **REQUIRED**
  You are expected to attend all live, scheduled class sessions. It is important for you to be present because you will be a part of a small, pre-assigned group throughout the semester to facilitate group activities and discussions in class. We will use Zoom breakout rooms to move into these groups.

  If you miss class, you are still responsible for the information shared during that time. You can catch up on class materials by 1) viewing the class recording that will be shared to Carmen shortly after the end of each class, 2) checking-in with your group on your assigned group discussion board, and 3) coming to my office hours or asking for an appointment.

- **Zoom instructor office hours**: **OPTIONAL**
  You are encouraged to note my office hours in your weekly schedule and attend as you have questions, but these sessions are optional.

- **Participating in online activities**: **AT LEAST TWICE PER WEEK**
  You are expected to log in to the course in Carmen every week to engage with course

readings, videos, and assignments. During most weeks you will probably log in many times.

COURSE MATERIALS AND TECHNOLOGIES

Textbook

- The course textbook is *Music on The Move* (shortened to MOTM in course calendar) by Danielle Fosler-Lussier and is accessible [here](#) as a free **Ebook.** You will also use the book companion website, [musiconthemove.org](#), to access audio and video examples. This website will be linked with our Carmen landing page and will be used regularly for access to listening examples and further resources connected to the textbook. You can download the textbook 1) in parts as we go or 2) in full upfront.

- All materials will be available via **Carmen** and all assignments will be submitted through Carmen. Please ensure that Carmen notifications are linked with your OSU email account and check Carmen and email regularly for updates. Zoom links for meeting sessions will be posted weekly on Carmen.

- You will need access to **Spotify** streaming services. I recommend a Spotify Premium subscription if possible. A [student premium account](#) is available for $4.99/month. A free version of Spotify is also available [here](#).

- We will use **Zoom** for all lectures and discussions. Please ensure the latest version of Zoom is downloaded on your device before the start of the semester.

- It is strongly recommended that you have a **Google/Gmail account**. You will be assigned to a small group for the semester. Your group is expected to participate in small group discussions and activities. You may wish to use Google Slides, Docs, and other programs which are effective resources for small group work and will be helpful to everyone.

- You will engage supplementary course materials such as articles, videos, and podcasts regularly. You will be assessed on these materials collectively and not just the course textbook. Think of the textbook as a guide or departure point.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENTAGE
Participation	20%
Weekly Discussion Posts	20%
Assignments	20%
Essay Exam 1	10%
Essay Exam 2	10%
Final Project and Reflection	20%
Total	**100**

See course schedule below for due dates.

Descriptions of major course assignments

Discussion Posts

Description: Each week by 11:59pm on Tuesday, you will submit a 250-word response to a discussion prompt. The prompt will ask you to engage and respond to materials under the "Prepare for Class" columns on the course schedule. There are 12 discussion posts in total. Your lowest 2 discussion post grades will be dropped. A discussion post grading rubric is available on Carmen.

Academic integrity and collaboration: Your discussion posts should be your own original work. You should cite your sources, but you do not need to follow a formal citation style. For the textbook or other course materials, list at least the title and page numbers when possible. For online sources, include a link.

Exams

Description: There are two exams for this course. Both are essay exams. I believe that unlike multiple choice and single response exam formats, essay exams offer you the opportunity to demonstrate your knowledge and understanding in a more complete way. You will not be assessed on the sophistication of your writing, rather on the effort you put forth to fully develop and respond to the essay prompts and engage with class materials. The exam will include two sets of two essay questions of which you are to choose one of each. The essay exams are open book, meaning you are free to refer to the readings, music, videos, lecture recordings, and your notes while completing the exam. However, your responses should be your own original work and you should not compare answers with other students.

The prompts will be related to concepts and problems discussed in course materials and class sessions. To support your response to the prompt, you will need to cite relevant course materials, including readings, music, videos, and films. Your citations should include the title, author/musical artist/director, and page numbers in parentheses when possible; you do not have to follow a specific citation style. Each essay should be 500 words long, so your total exam should be roughly 1,000 words (4 pages double-spaced).

Exam prompts will be posted before class on Thursday, and you will have until the following Thursday at 11:59pm to submit. You will receive more detailed instructions and a grading rubric two weeks prior. There is no "final exam" for this course.

Final Project

Description: As a final project for this course, you will develop a public-facing resource that focuses on a theme or specific topic from the class. Some examples include:

- podcast episode
- k-12/public school lesson plan
- newspaper editorial
- curated and annotated Spotify playlist
- online vlog or blogpost
- informative poster or infographic to display at a local institution/organization (like
- a library, church, or community center)

Say, for example, you were particularly interested in our discussion about Global Hip Hop, you might decide to create an infographic of hip hop around the world today, or hip hop in a specific part of the world, like Latin America. Ultimately, this project is an opportunity to do something that you are interested in and that will serve a bigger purpose beyond this course. You will need to engage both academic and non-academic resources for this work. You will submit and receive feedback from me about your project proposal and will submit a progress snapshot to your group members to help hold you accountable. As part of your final project, you will write a 2-page double-spaced reflection about your project and what you learned from the process. Finally, you will be asked to briefly discuss (3-minute recap) your project with the class via Zoom.

More details are available on the "Final Project Guide Sheet" on Carmen.

Academic integrity and collaboration: Your written work and finished product for the final project should be your own original work. You should cite your sources. Your method for citing sources will depend on the chosen form of your final project, which I can discuss with you. You will have an opportunity for formal peer-review and informal peer-review is encouraged but remember your submissions should be your own original work.

Late assignments

Reasonable requests for extensions on assignments and exams may be granted at my discretion. Please contact me before the due date if you are having trouble completing your work. Late submissions (excluding the final project) will not be accepted after 11:59pm on the last day of class (Tuesday, December 7).

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** You can generally expect feedback within **7-10 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues**: If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it(link is external) or 614-688-4357(HELP). If issues continue, contact me

after the session to learn how to make up for the missed content either via a recording or other means.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Recordings: This course uses video and audio recordings of class lectures, student presentations, and related materials. These recordings are available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct **http://studentlife.osu.edu/csc/**.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic

Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

For further information on academic integrity, see:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them.

We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based

on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video (links posted in our Carmen site)
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

SCHEDULE (subject to changes)						
Week #	Date	Topic	Prepare for Class			Due
			Read	Listen	Watch	
Week 1	8/24	Situating our world, our music, and ourselves				

	8/26	Course Introduction and Big Ideas	MOTM: Preface & Introduction			Icebreaker with Google Jamboard
Week 2	8/31	Colonialism	MOTM: p. 12-17	Ex. 0.1		Discussion Post 1 -- Our relationship to Native Land exercise
	9/2	Colonialism & Gamelan in Indonesia	MOTM: 19-27	Ex 1.1, 1.2, 1.3, 1.4, 1.6		
Week 3	9/7	The Romani Diaspora	MOTM: 43-52	Ex. 2.1, 2.2, 2.3		Discussion Post 2
	9/9	The Romani Diaspora	MOTM: 62-67	Ex. 2.11		
Week 4 September 15-October 15: Latinx heritage Month	9/14	The African Diaspora in the United States	MOTM: 68-80	Ex. 3.1, 3.2, 3.3, 3.4		Discussion Post 3
	9/16	The African Diaspora in the United States	MOTM: 80-92	Ex. 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12		

Week 5	9/21	The African Diaspora in Sweden		Podcast: Afropop Worldwide, episode "A Visit to Afro-Sweden"		Discussion Post 4
	9/23	**Guest Series:** **Drew Carter, hip hop artist/producer/DJ**		Drew Carter on Spotify		
Week 6	9/28	Latinx Music: Afro-Caribbean roots	Introduction, *Carribean Currents* on Carmen	Playlist: "Orgullo Afro-Latino" on Spotify Celia Cruz on Spotify		Discussion Post 5
	9/30	Latinx Music: Global Andean Traditions		Illapu on Spotify		
Week 7	10/5	Latinx Music in the U.S.	Article: Mapping "Despacito's" Crossovers on Carmen	"Despacito Covers" Playlist on Spotify		Discussion Post 6
	10/7	**Guest Series:** **Joe Troop, LGBTQ Appalachian activist and member of Grammy nominated band Che Apalche**		Che Apalache on Spotify	"The Dreamer" music video on Youtube "Borderlands" mini documentary on Youtube	Essay Exam 1 DUE

Week 8	10/12	Sound Recording and Mediation of Music	MOTM p. 93-99, 111-119.	Ex. 4.1, 4.2, 4.9, 4.10, 4.13		Discussion Post 7
	10/14	No Class – Autumn Break				
Week 9	10/19	Music and Media in Service of the State	MOTM p. 120-128	Ex. 5.1, 5.5, 5.6		Discussion Post 8
	10/21	Music and Media in Service of the State	MOTM p. 134-144	Ex. 5.10, 5.11, 5.12, 5.13		Project Proposals DUE
Week 10	10/26	Composing the mediated self	MOTM p. 149-160	Ex. 6.1, 6.2, 6.3, 6.4, 6.5		Discussion Post 9
	10/28	Composing the Mediated Self	MOTM p. 168-179	Ex. 6.11, 6.13, 6.14, 6.15. 6.16		
Week 11 November: Native American Heritage Month	11/2	Copyright, Surveillance, and the Ownership of Music	MOTM p. 180-200	Podcast: Twenty Thousand Hertz, episode "Stop…Collaborate & Listen"		Discussion Post 10
	11/4	Localizations	MOTM p. 200-207, 219-228	Ex. 8.4, 8.5, 8.6, 8.7		Progress snapshot DUE to small groups

Week 12	11/9	Indigenous music in the U.S.	Article: "Native American Rap is the Most Authentic Rap We Have Today" On Carmen		"Dancing an Indigenous Future" on YouTube"	Discussion Post 11
	11/11	No Class – Veterans Day				Progress snapshot peer feedback DUE
Week 13	11/16	Indigenous music in the U.S.		Documentary: Rumble, the Indians who Rocked the World		Discussion Post 12
	11/18	Violence, Difference, and Peacemaking in a Globalized World	MOTM p. 229-240			Essay Exam 2 DUE
Week 14	11/23	No Class – work on final projects				
	11/25	No Class— Thanksgiving Day				
Week 15	11/30	**Guest Series:** **Dr. Danielle Fosler-Lussier, historian & author of MOTM**				

	12/2	Wrap Up & Final project sharing/reflections ZOOM groups 1-3				
Week 16	12/7	Wrap Up & Final project sharing/reflection ZOOM groups 4-6				Final Projects & Reflection due
	Friday 12/10 – **Final Exam Day**					Final Projects & Reflection due

MUSIC ON THE MOVE

Autumn 2021 (full term)
3 credit hours
class number XXXXX
Lectures M W, 9:10-10:05 am; one 55-minute recitation, TBD

COURSE OVERVIEW

Instructor

Instructor: XXXXXX

    Email address: XXXXXXXX (preferred contact method)

    Office hours: [tbd]

GTA: XXXXXX

    Email address: XXXXXXXX

    Office hours: [tbd]

Prerequisites

English 1110.xx

Course description

This course examines a variety of situations in which music "moves"— that is, musicians or music travel away from their points of origin into politically and culturally distant places. We will consider how music is transmitted from one place to another and how its styles and meanings can change in a new geographical context. We will think about the processes and conditions in which music is exchanged and blended and consider how such "mashups" serve as cultural markers and identifiers for emergent and migrant communities. We will also examine the impact of technology on musical globalization, considering the similarities and differences between situations in which music moves with its makers and situations in which it is "sent" via recordings or broadcast media. We will explore Black, Latinx, and Indigenous music traditions as well as music of South Asia and Eastern Europe.

Course learning outcomes

o   Students will be able to **identify** various global musical phenomena.

o   Students will **demonstrate** the ways in which music traditions migrate, are mediated, and are reinterpreted in different places and cultures throughout the world.

o   Students will **assess** the use of recording technology and broadcasting to move music throughout the world.

o   Students will **evaluate** the "global" aspects of their personal and local musical environments and develop an awareness of the dynamics of immigration, social class, and group identity.

o   Students will **create** a resource that takes a topic from the course and makes it accessible to a wider public audience.

General education expected learning outcomes

As part of the Visual and Performing Arts category of the General Education curriculum, this course is designed to **develop your ability to evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.**

1.   Students develop abilities to analyze, appreciate, and interpret significant works of art. This criterion is fulfilled by close attention to specific works of music throughout the course. Students learn to listen for identifying features of different musical styles and learn what each piece of music means to its makers and/or audiences.
2.   Students develop abilities to be an informed observer or active participant in a discipline within the visual, spatial, and performing arts. This criterion is fulfilled in this course through discussion that hones students' perceptions about artworks and writing assignments (including the created resource) that share knowledge about music with others.

As part of the Global Studies category of the General Education curriculum, this course is designed to **foster an understanding of the pluralistic nature of institutions, society, and culture across the world in order to help you become an educated, productive, and principled citizen.**

1.   Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2.   Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship. In this course students compare and contrast

different kinds of music and the ways in which ethnic identity may be defined in part through musical style.

3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens. In this course students learn to recognize different musical styles and see how conflicts and contrasting perspectives may be reflected in the mixing of musical styles, or distinctions between musical styles.

In this course, students will develop and refine their ability to evaluate music and musical globalization through listening, oral discussion, and writing. The public-facing final project will demonstrate students' cumulative development and will enable them to be active participants in the performing arts and productive citizens in the public sphere as they share their knowledge with others. Students will fulfill the GE expected learning outcomes by participating in class, completing course assignments, and meeting the course learning outcomes (above).

HOW THIS COURSE WORKS

Mode of delivery: This course meets in person for lecture on **Mondays and Wednesdays, 9:10-10:05 am.** Every student will also participate in a smaller-group recitation section of 55 minutes, once per week.

Pace of activities: This course is divided into **weekly modules** that are released one week ahead of time. Outside of our class meetings, you may schedule your efforts freely throughout the week as you keep pace with the due dates.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (primarily class meetings) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: The following is a summary of students' expected participation:

- **Twice-weekly lectures**: **REQUIRED**
  You are expected to attend all live, scheduled class sessions. It is important for you to be present because you will be a part of a small, pre-assigned group throughout the semester to facilitate group activities and discussions in class.

  If you miss class, you are still responsible for the information shared during that time. You can catch up on class materials by 1) viewing the class recording that will be shared to Carmen shortly after the end of each class, 2) checking-in with your group on your assigned group discussion board, and 3) coming to my office hours or asking for an appointment.

- **Recitation section (one per week)**: **REQUIRED**
  In recitation sections we go more deeply into discussion of key issues in the course. As with lectures, these meetings are required and if you must be absent you should catch

up on what was discussed by getting notes from another student and coming to office hours.

- **Zoom instructor office hours**: OPTIONAL
  You are encouraged to note my office hours in your weekly schedule and attend as you have questions, but these sessions are optional.
- **Participating in online activities**: AT LEAST ONCE PER WEEK
  You are expected to log in to the course in Carmen every week to engage with course readings, videos, and assignments. During most weeks you will probably log in many times.

COURSE MATERIALS AND TECHNOLOGIES

Textbook

- The course textbook is *Music on The Move* (shortened to MOTM in course calendar) by Danielle Fosler-Lussier and is accessible here as a free **Ebook.** You will also use the book companion website, musiconthemove.org, to access audio and video examples. This website will be linked with our Carmen landing page and will be used regularly for access to listening examples and further resources connected to the textbook. You can download the textbook 1) in parts as we go or 2) in full upfront.

- All materials will be available via **Carmen** and all assignments will be submitted through Carmen. Please ensure that Carmen notifications are linked with your OSU email account and check Carmen and email regularly for updates. Zoom links for meeting sessions will be posted weekly on Carmen.

- You will need access to **Spotify** streaming services. I recommend a Spotify Premium subscription if possible. A student premium account is available for $4.99/month. A free version of Spotify is also available here.

- It is strongly recommended that you have a **Google/Gmail account**. You will be assigned to a small group for the semester. Your group is expected to participate in small group discussions and activities. You may wish to use Google Slides, Docs, and other programs which are effective resources for small group work and will be helpful to everyone.

- You will engage supplementary course materials such as articles, videos, and podcasts regularly. You will be assessed on these materials collectively and not just the course textbook. Think of the textbook as a guide or departure point.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENTAGE
Participation	20%
Weekly Discussion Posts	20%
Assignments	20%
Essay Exam 1	10%
Essay Exam 2	10%
Final Project and Reflection	20%
Total	**100**

See course schedule below for due dates.

Descriptions of major course assignments

Discussion Posts

Description: Each week by 11:59pm on Tuesday, you will submit a 250-word response to a discussion prompt. The prompt will ask you to engage and respond to materials under the "Prepare for Class" columns on the course schedule. There are 12 discussion posts in total.

Your lowest 2 discussion post grades will be dropped. A discussion post grading rubric is available on Carmen.

Academic integrity and collaboration: Your discussion posts should be your own original work. You should cite your sources, but you do not need to follow a formal citation style. For the textbook or other course materials, list at least the title and page numbers when possible. For online sources, include a link.

Exams

Description: There are two exams for this course. Both are essay exams. I believe that unlike multiple choice and single response exam formats, essay exams offer you the opportunity to demonstrate your knowledge and understanding in a more complete way. You will not be assessed on the sophistication of your writing, rather on the effort you put forth to fully develop and respond to the essay prompts and engage with class materials. The exam will include two sets of two essay questions of which you are to choose one of each. The essay exams are open book, meaning you are free to refer to the readings, music, videos, lecture recordings, and your notes while completing the exam. However, your responses should be your own original work and you should not compare answers with other students.

The prompts will be related to concepts and problems discussed in course materials and class sessions. To support your response to the prompt, you will need to cite relevant course materials, including readings, music, videos, and films. Your citations should include the title, author/musical artist/director, and page numbers in parentheses when possible; you do not have to follow a specific citation style. Each essay should be 500 words long, so your total exam should be roughly 1,000 words (4 pages double-spaced).

Exam prompts will be posted before class on Wednesday, and you will have until the following Wednesday at 11:59pm to submit. You will receive more detailed instructions and a grading rubric two weeks prior. There is no "final exam" for this course.

Final Project

Description: As a final project for this course, you will develop a public-facing resource that focuses on a theme or specific topic from the class. Some examples include:
- podcast episode
- k-12/public school lesson plan
- newspaper editorial
- curated and annotated Spotify playlist
- online vlog or blogpost
- informative poster or infographic to display at a local institution/organization (like

- a library, church, or community center)

Say, for example, you were particularly interested in our discussion about Global Hip Hop, you might decide to create an infographic of hip hop around the world today, or hip hop in a specific part of the world, like Latin America. Ultimately, this project is an opportunity to do something that you are interested in and that will serve a bigger purpose beyond this course. You will need to engage both academic and non-academic resources for this work. You will submit and receive feedback from me about your project proposal and will submit a progress snapshot to your group members to help hold you accountable. As part of your final project, you will write a 2-page double-spaced reflection about your project and what you learned from the process. Finally, you will be asked to briefly discuss (3-minute recap) your project with the class during a class meeting.

More details are available on the "Final Project Guide Sheet" on Carmen.

Academic integrity and collaboration: Your written work and finished product for the final project should be your own original work. You should cite your sources. Your method for citing sources will depend on the chosen form of your final project, which I can discuss with you. You will have an opportunity for formal peer-review and informal peer-review is encouraged but remember your submissions should be your own original work.

Late assignments

Reasonable requests for extensions on assignments and exams may be granted at my discretion. Please contact me before the due date if you are having trouble completing your work. Late submissions (excluding the final project) will not be accepted after 11:59pm on the last day of class.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** You can generally expect feedback within **7-10 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Preparation:** Come to class having completed any readings or pre-work and be ready to have open, civil, and supportive discussions.
- **Participation:** At the start of our sessions, I will share specific expectations for how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able.
- **Tone and civility**: In class and in online discussions, let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for discussion posts.
- **Citing your sources**: In discussion posts, projects, and papers, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct **http://studentlife.osu.edu/csc/**.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

For further information on academic integrity, see:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can

arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty

concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video (links posted in our Carmen site)

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

SCHEDULE (subject to changes)						
Week #	Date	Topic	Prepare for Class			Due
			Read	Listen	Watch	
Week 1	8/23	Lecture: Situating our world, our music, and ourselves				
	8/25	Lecture: Course Introduction and Big Ideas	MOTM: Preface & Introduction			Icebreaker with Google Jamboard
		Recitation: personal musical worlds				
Week 2	8/30	Colonialism	MOTM: p. 12-17	Ex. 0.1		Discussion Post 1 -- Our relationship to Native Land exercise
	9/1	Colonialism & Gamelan in Indonesia	MOTM: 19-27	Ex 1.1, 1.2, 1.3, 1.4, 1.6		
	TBD	Recitation: OSU and Indigenous Ohio				

Week 3	9/6	The Romani Diaspora	MOTM: 43-52	Ex. 2.1, 2.2, 2.3		Discussion Post 2
	9/8	The Romani Diaspora	MOTM: 62-67	Ex. 2.11		
	TBD	Recitation: Review and discussion of Romani musics				
Week 4 September 15-October 15: Latinx heritage Month	9/13	The African Diaspora in the United States	MOTM: 68-80	Ex. 3.1, 3.2, 3.3, 3.4		Discussion Post 3
	9/15	The African Diaspora in the United States	MOTM: 80-92	Ex. 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12		
	TBD	Recitation: Review and extension activity on African diasporic musics				
Week 5	9/20	The African Diaspora in Sweden		Podcast: Afropop Worldwide, episode "A Visit to Afro-Sweden"		Discussion Post 4
	9/21	**Guest Series:**		Drew Carter on Spotify		

		Drew Carter, hip hop artist/producer/DJ				
	TBD	Recitation: Review and discussion of hip hop in US and global contexts				
Week 6	9/27	Latinx Music: Afro-Caribbean roots	Introduction, *Carribean Currents* on Carmen	Playlist: "Orgullo Afro-Latino" on Spotify Celia Cruz on Spotify		Discussion Post 5
	9/29	Latinx Music: Global Andean Traditions		Illapu on Spotify		
	TBD	Recitation: Review and extension activity on Afro-Caribbean music and its legacies				
Week 7	10/4	Latinx Music in the U.S.	Article: Mapping "Despacito's" Crossovers on Carmen	"Despacito Covers" Playlist on Spotify		Discussion Post 6
	10/6	**Guest Series:** **Joe Troop, LGBTQ Appalachian activist and member of Grammy**		Che Apalache on Spotify	"The Dreamer" music video on Youtube	Essay Exam 1 DUE

		nominated band Che Apalache			"Borderlands" mini documentary on Youtube	
	TBD	Recitation: Latinx "Borderlands" in Ohio and neighboring states				
Week 8	10/11	Sound Recording and Mediation of Music	MOTM p. 93-99, 111-119.	Ex. 4.1, 4.2, 4.9, 4.10, 4.13		Discussion Post 7
	10/13	No Class – Autumn Break				
	TBD	No Recitation— Autumn Break				
Week 9	10/18	Music and Media in Service of the State	MOTM p. 120-128	Ex. 5.1, 5.5, 5.6		Discussion Post 8
	10/20	Music and Media in Service of the State	MOTM p. 134-144	Ex. 5.10, 5.11, 5.12, 5.13		Project Proposals DUE
	TBD	Recitation: Discussion and extension activity, music and nation-state propaganda				
Week 10	10/25	Composing the mediated self	MOTM p. 149-160	Ex. 6.1, 6.2, 6.3, 6.4, 6.5		Discussion Post 9

	10/27	Composing the Mediated Self	MOTM p. 168-179	Ex. 6.11, 6.13, 6.14, 6.15. 6.16		
	TBD	Recitation: Mediation and our personal musical worlds (discussion)				
Week 11 November: Native American Heritage Month	11/1	Copyright, Surveillance, and the Ownership of Music	MOTM p. 180-200	Podcast: Twenty Thousand Hertz, episode "Stop…Collaborate & Listen"		Discussion Post 10
	11/3	Localizations	MOTM p. 200-207, 219-228	Ex. 8.4, 8.5, 8.6, 8.7		Progress snapshot DUE to small groups
	TBD	Recitation: discussion of further examples of globalized/localized musics				
Week 12	11/8	Indigenous music in the U.S.	Article: "Native American Rap is the Most Authentic Rap We Have Today" On Carmen		"Dancing an Indigenous Future" on YouTube"	Discussion Post 11

	11/10	No Class – Veterans Day				Progress snapshot peer feedback DUE
	TBD	Recitation: Project work				
Week 13	11/15	Indigenous music in the U.S.		Documentary: Rumble, the Indians who Rocked the World		Discussion Post 12
	11/17	Violence, Difference, and Peacemaking in a Globalized World	MOTM p. 229-240			Essay Exam 2 DUE
	TBD	Recitation: discussion, music and social violence				
Week 14	11/22	In-class project work				
	11/24	No Class— Thanksgiving Day				
		No recitation— Thanksgiving break				
Week 15	11/29	**Guest Series:** **Dr. Danielle Fosler-Lussier, historian & author of MOTM**				

	12/1	Wrap Up & Final project sharing/reflections Groups 1-3				
Week 16	12/6	Wrap Up & Final project sharing/reflection Groups 4-6				Final Projects & Reflection due
	TBD **Final Exam**					Final Projects & Reflection due

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Music 3348
Instructor: Austin McCabe Juhnke, PhD
Summary: Music on the Move in a Globalized World

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			• Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			• Zoom synchronous lectures • Carmen Discussion Forums
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3rd party tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and

			activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

Reviewer Information
- Date reviewed: 3/11/21
- Reviewed by: Ian Anderson

Notes: This looks good to go!

[a]The following statement about disability services (recommended 16 point font):
The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

[b]Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. http://advising.osu.edu

[c]Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. https://contactbuckeyelink.osu.edu/