

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **ETHM 512**

#### **FIELD OF ETHNOMUSICOLOGY**

#### **COURSE DESCRIPTION**

The study of various philosophical approaches in the practice of ethnomusicology. Primary emphasis is given to research of the history of the discipline, comparative analysis, and readings of some major contributors in the field of ethnomusicology.

#### **RATIONALE**

This course is designed to provide the student with a foundational understanding of the field of ethnomusicology, its primary contributors, and theories of study. The student will compare the various approaches to the Christian worldview and begin to develop a context for the Christian ethnomusicologist.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>.

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word  
(Microsoft Office is available at a special discount to Liberty University students.)

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Recognize major figures and movements in the history of ethnomusicology.
- B. Explain the different periods of development in the field of ethnomusicology by comparing readings of major contributors in the field of ethnomusicology.
- C. Analyze the significance of specific contributions and theories within the field.
- D. Evaluate divergent approaches to studying music and culture.
- E. Identify a field of specialization after declaring a regional/topical focus of study.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (15)

Discussion boards are collaborative learning experiences. Therefore, the student must complete 15 Discussion Board Forums in this course. For the first 8 Discussion Boards Forums, the student must post 2–3 threads of at least 300 words. The student must then post 2–3 replies of at least 150 words each to other students' threads. For the last 7 Discussion Boards Forums, the student must post 1 thread of at least 100 words. The student must then post 1 reply of at least 50 words to another student's thread. The student will need to support his/her assertions with scholarly sources cited in current Turabian format. (MLO: A, B, C, E)

D. Reflection Papers (4)

The student will reflect on his/her reading by summarizing and critically analyzing new topics and information. The student must reflect on the reading by summarizing and critically analyzing the connections between the authors and theories presented, including commentary on trends in thoughts, scholarly approaches, or topic focus. Reflection papers must be 5–6 double-spaced pages, excluding a cover page and bibliography, and demonstrate current Turabian format. At least 2 scholarly citations should be included to support assertions. (Outcomes: A, B, C, E) The following pattern is a way of responding to readings, lectures, and life experiences that requires the learner to interact with new ideas on several levels. *Please use the following format in preparing the reading reflections for ETHM 512:*

1. **SUMMARY (25%):** Succinctly summarize and synthesize the historical connections among these author and theory presented. what you have read, boiling the book down into 250 "tight" words (1 page). Prove you comprehend the readings by writing a no-nonsense summary. The abstract is not a commentary or listing of topics but rather an objective summary from the reader's viewpoint. This section should include a **footnotes** to the text.
2. **CRITICAL ANALYSIS (50%).** This is the critical thinking part of the review (not critical in the sense of negative, but in the sense of questioning). In 500 words (2 pages) describe what questions pop up for you in response to what you have read. Keep a rough note sheet at hand as you read. Outsmart the author by asking better questions than he/she has raised in the book. Tell me how the author could have made the book better or more appealing to those in your field of service.
3. **REFLECTION (OPTIONAL).** Get vulnerable! In 250 words (1 page), relate a personal life episode that this book triggered for you. Relate your story in first person, describing action, quoting exact words you remember hearing or saying. In the teaching style of Jesus, this is a do-it-yourself parable, case study, confession. You will remember almost nothing you have read unless you make this critical, personal connection. What video memory began to roll? This is your chance to tell your story and make new ideas your own.

4. **ACTION/ CONCLUSION (25%).** So what are you going to do about it? In 250 words (1 page) describe one actions step that describe what actions or changes you are going to make in your life, ministry and/or work as a result of your reading. This “so what” section should tell the readers what future directions you see for research, either for you or for your readers.

Conclusions should offer no new information but give an overview of the important ideas you have brought out in the body of your paper. Re-state your thesis and add a concluding thought for your readers leaving them with a sense of closure.

**PLEASE NOTE:**

PLEASE PROVIDE A TITLE PAGE, PAGINATION, FOOTNOTES & BIBLIOGRAPHY PAGE.

Reflection papers must have a total of 5–6 double-spaced pages, excluding a cover page and bibliography, and must utilize current Turabian format. At least 2 scholarly citations must be included to support assertions. (MLO: A, B, C, E)

- E. Ethnomusicology Paper – Part 1: Annotated Bibliography

The student must review at least 8 scholarly resources to be used for the Final Paper. Based on the researched sources, the student must create and submit an annotated bibliography. Sources must be current and relevant to the topic and formatted in current Turabian. (MLO: A, B, C, D, E)

- F. Ethnomusicology Paper – Part 2: Final Draft

The student must write a 20–30-page paper on a topic of his/her choosing that relates to the field of ethnomusicology. The number of sources is based on the student’s discretion, but all assertions must be supported by sources and formatted according to current Turabian style. (MLO: A, B, C, D, E)

**VI. COURSE GRADING AND POLICIES**

- A. Points

|  |             |
|--|-------------|
| Course Requirements Checklist                            | 10          |
| Discussion Board Forums (8 at 40 pts ea, 7 at 15 pts ea) | 425         |
| Reflection Papers (4 at 100 pts ea)                      | 400         |
| Part 1: Annotated Bibliography                           | 25          |
| Part 2: Final Draft                                      | 150         |
| <b>Total</b>   | <b>1010</b> |

- B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859  
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739  
 D- = 680–699 F = 0–679

- C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

# COURSE SCHEDULE

## ETHM 512

Textbooks: Kisliuk, *Seize the Dance* (1998).  
 Myers, *Ethnomusicology: An Introduction* (2009).  
 Nettl, *The Study of Ethnomusicology: 31 Issues and Concepts* (2015).  
 Seeger, *Why Suyá Sing: A Musical Anthropology of an Amazonian People* (2004).  
 Stokes, *Ethnicity, Identity, and Music* (1994).

| MODULE/<br>WEEK | READING & STUDY  | ASSIGNMENTS  | POINTS        |
|-----------------|--|--|---------------|
| 1               | Myers: pp. 3–18, 423–430, 444–461, 462–468<br>Nettl: pp. 60–73, 320–338<br>1 presentation<br>3 websites    | Course Requirements Checklist<br>Class Introductions<br>DB Forum 1 | 10<br>0<br>40 |
| 2               | Myers: pp. 301–314, 315–326, 88–109<br>Nettl: pp. 3–15, chs. 10–11, &14–15<br>1 presentation<br>4 websites | DB Forum 2<br>Reflection Paper 1                                   | 40<br>100     |
| 3               | Nettl: pp. 50–59<br>1 presentation<br>6 websites   | DB Forum 3   | 40            |
| 4               | Seeger: entire text<br>1 presentation  | DB Forum 4<br>Reflection Paper 2                                   | 40<br>100     |
| 5               | Myers: pp. 219–231, 365–374<br>Nettl: pp. 210–227<br>1 presentation<br>6 websites                          | DB Forum 5   | 40            |
| 6               | Myers: pp. 37–48<br>Nettl: ch. 28, pp. 404–418<br>1 presentation<br>5 websites                             | DB Forum 6<br>Reflection Paper 3                                   | 40<br>100     |

| <b>MODULE/<br/>WEEK</b> | <b>READING &amp; STUDY</b>   | <b>ASSIGNMENTS</b>                            | <b>POINTS</b> |
|-------------------------|--|---|---------------|
| <b>7</b>                | Kisliuk: entire text<br>1 presentation   | DB Forum 7                                    | 40            |
| <b>8</b>                | Myers: pp. 375–399<br>Nettl: ch. 31, pp. 443–454<br>Stokes: pp. 1–28, 45–70, 135–156<br>1 presentation<br>3 websites | DB Forum 8<br>Reflection Paper 4              | 40<br>100     |
| <b>9</b>                | Review Research Articles<br>1 presentation   | DB Forum 9                                    | 15            |
| <b>10</b>               | Review Research Articles   | DB Forum 10                                   | 15            |
| <b>11</b>               | Review Research Articles   | DB Forum 11                                   | 15            |
| <b>12</b>               | Review Research Articles   | DB Forum 12                                   | 15            |
| <b>13</b>               | Review Research Articles   | DB Forum 13<br>Part 1: Annotated Bibliography | 15<br>25      |
| <b>14</b>               | Review Research Articles   | DB Forum 14                                   | 15            |
| <b>15</b>               | Review Research Articles   | DB Forum 15                                   | 15            |
| <b>16</b>               | Review Research Articles   | Part 2: Final Draft                           | 150           |
| <b>TOTAL</b>            |  |   | <b>1010</b>   |

DB = Discussion Board

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.