The Ohio State University  
School of Music  

Musical Citizenship: Activism, Advocacy and Engagement in Sound  
Music 3364 (3 Credit Hours)  
GE: Visual and Performing Arts, Diversity (Global Studies)

Date/Time: TBA  
Location: TBA  
Instructor: Dr. Ryan Skinner  
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Office Hours: TBA

COURSE DESCRIPTION  
This course examines the sonic expressions of people's status, identity, rights, and duties as political subjects across multiple scales of place. We will consider the value of cultural advocacy in the public sector and social activism in the public sphere; and the importance of partnering with (non)governmental institutions, community organizations, and grassroots affiliates to advance one's musical art. While this class does not ignore the important critiques of cultural policy's hegemonic tendencies in modern states, it will take seriously the possibilities of political engagement, appeal, and protest in culture sectors that both encompass and exceed those states. Further, by taking a comparative, cross-cultural, and trans-national perspective, we will consider the myriad ways in which music (and expressive culture more generally) is (and is not) implicit to social contracts worldwide. Students will encounter case studies, which will include ample examples of performance practice, practical elaboration of the politics of cultural labor and process, relevant scholarship, as well as popular commentary and critiques.

COURSE EXPECTATIONS AND OBJECTIVES
• 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 an expression of citizenship worldwide.
• Students will develop basic skills for thinking, conducting research, and writing about music both as sound and in context of cultural and political life.
• Students will evaluate the political aspects of their personal and local musical environments and develop an awareness of the ways in which music is supported in the public sector (or not) and how it does or can contribute to social and political engagement in the public sphere.
GENERAL EDUCATION (GE) GOALS AND EXPECTED LEARNING OUTCOMES

1. Visual and Performing Arts
Goals: Students 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.

Expected Learning Outcomes:
1. Students analyze, appreciate, and interpret significant works of art.
   Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

   → Using popular music and expressive culture more generally as a means of examining and exploring social and political agency in a variety of contexts from around the world, this course addresses significant cultural phenomena and ideas in historical and modern-day contexts, which students will learn to understand, evaluate, and interpret through regular and thoughtful reading, listening, and discussion.

2. Diversity
Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes: Global Studies
1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

   → This course promotes the value of cultural advocacy in the public sector and social activism in the public sphere, taking seriously the possibilities of political engagement, appeal, and protest in culture sectors within particular contexts of labor, politics, leisure, ritual, and consumer capitalism, thereby fostering a pluralistic understanding of contemporary societies, institutions, and cultures in historical and modern-day regions worldwide.

ASSIGNMENTS
Reading assignments should be completed before each class session. There are two types of writing assignments in this class: short essays and more developed essays. They are described as follows:

I. Two Short Essays (each 10% of final grade)
There are two short essay assignments for this course, each requiring a short 2-page description of a major arts organization. The first will describe a major arts organization in the U.S. and the second will describe a comparable institution (ministry of culture, NGO, municipal org, etc.) outside of the U.S.

II. Two Longer Essays (each 20% of final grade)
Students will also complete two developed essay assignments for this course. These require additional research, drawing on both academic and popular texts and media to enhance and nuance the student’s argument.

A. Midterm Report
Students will complete a 5-6 page report, for which they will go out into the community and get to know the work of a local arts organization. The paper should 1) describe the organization’s structure and mission, 2) discuss the kinds of creative and cultural work it supports, and 3) illustrate this work by describing a project with a local artist, group, or institution the organization has worked with. In order to complete this project, students will be given a comprehensive list of local and regional arts organizations.

B. Final Project
Students will complete a 5-6-page project proposal for a musical arts initiative. This will include 1) a narrative description and project justification (3 pgs); 2) a proposed budget (1 pg); 3) a timeline for completion (1 pg); and 4) a relevant bibliography (1 pg).

III. Two Presentations (each 10% of final grade)
Before turning in the longer essay assignments, students will present a partial version of their report and project to the class. For this assignment, students will choose one slide to show the class (an image, text, or short clip) relevant to the essay topic on which the student has written. Students will then give a five-minute presentation (no more, no less) based on that slide, covering an aspect of the student’s report and final project thus far. Following the presentation, we will take another five minutes (but no longer) to comment on and ask questions about the presentation.

IV. Attendance and participation (20% of final grade)
Class attendance is obligatory. Further, getting to class in a timely manner is a good virtue. All absences or late-arrivals must be cleared with the instructor in advance or, in the case of a medical emergency, be accounted for in writing after the fact. Unexcused absences and late-arrivals demonstrate a lack of respect to your professor and peers and will significantly lower your grade. Two unexcused absences will lower your grade by a half step (for example, from a B+ to a B). A third unexcused absence will lower your grade by a full step (for example, from a B to a C). Four unexcused absence will result in an automatic Fail.
READINGS, LISTENING, AND VIEWING ASSIGNMENTS
Most readings for this class are accessible via online databases through the OSU library system. Links to the relevant databases will be provided on the “Library” page on the Canvas course site. Additionally, links to digital copies of book chapters, encyclopedia entries, and articles available through the OSU library databases will be posted to the “Content” section of the Canvas course page. As available, hard copies of book chapters and articles will be made available through the Thompson library reserves. All listening examples are available online, via sites such as Soundcloud and YouTube. Links to listening examples will be posted to the Content section of the Canvas course page. Documentary films will be screened in class and placed on reserve at Thompson library.

GRADING SCALE
100-90% = A, Excellent
89-80% = B, Good
79-70% = C, Fair
69-60% = D, Poor
59% and below = E, Failing

Minuses and pluses will reflect incremental adjustments:
94-100 % = A
77-79% = C+
60-63% = D-
90-93% = A-
74-76% = C
59% and below = E
87-89% = B+
70-73% = C-
84-86% = B
67-69% = D+
80-83% = B-
64-66% = D

ACADEMIC MISCONDUCT
"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 at http://studentconduct.osu.edu"

DISABILITY SERVICES
"Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 292-3307, TDD 292-0901, VRS 429-1334; http://www.ods.ohio-state.edu/"
COURSE SCHEDULE

Week I: Introduction

A. Reading:


Week II: America

A. Websites and Organizations
Music Diplomacy Database
http://musicdiplomacy.org

U.S. Bureau of Educational and Cultural Affairs – Cultural Diplomacy
https://eca.state.gov/programs-initiatives/cultural-diplomacy

B. Audiovisual Material:

A Change Is Gonna Come – Sam Cooke
https://www.youtube.com/watch?v=zHuNh9dIzIY

C. Reading:


Week III: Europe

A. Listening:
Tristão da Silva – “Lisboa é Sempre Lisboa”
https://www.youtube.com/watch?v=6AWK7bD40Oo

Deolinda - “Parva Que Sou”
https://www.youtube.com/watch?v=kGS7vAliIlj
B. Reading:


Week IV: Afro-Europe

A. Websites and Organizations
Swedish Arts Council
http://www.kulturradet.se/en/in-english/

Swedish Ministry of Culture
http://www.government.se/government-of-sweden/ministry-of-culture/

Selam
http://selam.se/eng/

B. Audiovisual Material:
Don Cherry, “The Creator Has a Master Plan” from *Organic Music Society*
https://www.youtube.com/watch?v=UMtVna2YMVc

Ethiocolar 360
https://www.youtube.com/watch?v=_Y3SHsxKbhk

C. Reading:


Week V: North Africa

A. Websites and Organizations
Cairokee Official Website
http://www.cairokee.com
Ramy Essam Official Website
http://ramyessam.net/about_en.html

B. Audiovisual Material:
Cairokee (featuring Ayda alAyubi) - Ya al-midan (O Square)
https://www.youtube.com/watch?v=ljVTj9yu-ns

Ramy Essam – Irhal
https://www.youtube.com/watch?v=gPhj5XnPjaU

C. Reading:


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Week VI: East and West Africa

A. Websites and Organizations
http://www.bamakosounds.com

National Arts Council (Tanzania)
http://www.basata.go.tz/english/aboutus.php

AfroPop HipDeep with Alex Perullo
http://www.afropop.org/11066/scholar-alex-perullo/

B. Audiovisual Material:
Money trouble in an African art world listening
http://www.bamakosounds.com/chapter-5-media.html

MultiMedia for Perullo’s Live from Dar Es Salaam

C. Reading:

Week VII: Midterms

Student Midterm Presentations

Week VIII:

Student Midterm Presentations

Week IX: Japan

A. Websites and Organizations
Agency for Cultural Affairs
http://www.bunka.go.jp/english/

Shiroto no Ran

No Nukes More Hearts Official Blog

B. Audiovisual Materials:
Jinta-La-Mvta – Amazing Grace
https://www.youtube.com/watch?v=3jPMGvW48Y

Rankin Taxi – You Can’t See It, You Can’t Smell It Either
https://www.youtube.com/watch?v=uNiOr3odYpw

Podcast – The Sounds of Japan’s Antinuclear Movement (Dave Novak)
http://post.at.moma.org/content_items/251-podcast-the-sounds-of-japan-s-antinuclear-movement

C. Reading:

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**Week X: South America – The Andes**

**A. Websites and Organization**
Sisay Official Website  
http://www.natives.jp/sisay/jp/index.htm

Indigenous Artisan’s Union of Otavalo (UNAIMCO)  
https://www.facebook.com/unaimcootavalo/

**B. Audiovisual Material:**  
Sisay – Un Hasta Pronto  
https://www.youtube.com/watch?v=h-oSoHPiFiA

Inti Raymi in Otavalo (short clip)  
https://www.youtube.com/watch?v=q3_1c1qT0Is

**C. Reading:**  


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**Week XI: South America - Argentina and Brazil**

**A. Websites and Organizations**  
TangoVia Buenos Aires  
http://www.tangovia.org/ingles/index.htm

Buenos Aires International Music Fair  
http://bafim.mdebuenosaires.gob.ar/system/proximamente.php

City of Buenos Aires Ministry of Culture  
http://www.buenosaires.gob.ar/cultura

National Antipiracy and Illegality Forum (FNCP)  
B. Audiovisual Material:
Orquesta Escuela de Tango
https://www.youtube.com/watch?v=Mx-NSylqFA4&index=1&list=PLCGlFZmIG2q8Tc-xRPTIV5ob09NJcOY3K

Orquesta Escuela de Tango - La Bordona
https://www.youtube.com/watch?v=-Fca7j7qU7s

C. Reading:


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**Week XII: Columbus**

**A. Organizations**
See Appendix B. Arrange for guest presentation(s) from local culture brokers and field trip(s) to local arts organizations.

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**Week XIII:**

**Student Presentations**

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**Week XIV:**

**Student Presentations**