



UNIVERSITY OF CALGARY

SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

EVDS 697.97 Music, Space, and Place

Term: Winter 2020

Course Instructor: Assoc. Prof. David Monteyne

Credit Weight: Quarter-course 1.50 units

Timeslot: Winter term SAPL block week March 9-13

Enrolment Capacity: 15

Introduction

The course provides an opportunity to step back from planning and design work in the studios and listen to music. We won't just listen to music: we will explore and analyze a wide range of music as it relates to space and place. Goethe famously wrote that "architecture is frozen music." He probably was referring to the visual and spatial rhythms and motifs of Baroque architecture. Can we make similar analogies today? What about at different scales, such as neighbourhoods or cities? Starting from this premise, the course will go well beyond it to consider things like spaces made for music (e.g., concert halls), and especially music that evokes a sense of place (country and western, hip-hop, etc.). A music background is not necessary for this course; the instructor cannot even play the kazoo.

Course Topics

Themes to be explored in this course include, but are not limited to:

- the development of expertise in sound design and acoustics
- space and sound in musical theatre, opera, etc.
- the relation among memory, space, and sound/music
- songs about designers, specific buildings, cities, spaces, or places
- songs or musical genres that are associated with certain places or situations (elevator music, Seattle grunge, Colombian salsa, Indian bhangra...)
- musical instruments for specific spaces or from specific places (church pipe organs, the Hawaiian ukulele)
- national anthems, city theme songs, drinking songs, stadium rock, and team songs (Liverpool FC's "You'll Never Walk Alone")
- music videos and other visual representations of music in space or place
- the spaces of music festivals; busking; and other forms of outdoor music
- installation art, soundscapes, etc.

Teaching Approach

The course will be taught in a seminar style, with significant student participation, and students directing the themes explored via their presentations of music and research about music. The morning sessions will be used to introduce themes, discuss assigned readings, and listen to and discuss examples of music that relates to those themes. The afternoon sessions will be characterized by student presentations of songs or other examples of research on music, space, and place.

Note: Presenting a song does not mean playing an instrument and singing (although it could); rather, students may play a recorded song from their collection, from spotify, youtube, and so on, and then present an analysis of that song in relation to the themes of the course.

Objectives

1. To develop qualitative knowledge of the connections between music and sound, space and place, through primary research and documentation.
2. To analyze and interpret the role of music and other cultural products in representing, understanding, and designing space and place.
3. To undertake and understand the possibilities of design knowledge formation from cultural productions outside the design professions.
4. To explore methods for presenting information about space, place, and design that include music, sounds, or other modes of audio performance.

Student Audience

Open to all SAPL students

Assessment Components			
<i>Assessment Method</i>	<i>Description</i>	<i>Weight</i>	<i>Aligned Course Learning Outcome</i>
Presentation 1	Song about space	20%	1,2,4
Presentation 2 (group)	Sounds of spaces	30%	1,2,3,4
Presentation 3	Music, space, and place	30%	1,2,3,4
Participation	Listening, reading, engaging, discussing, providing peer feedback	20%	1,2,3,4

Assessment and Evaluation Information

Attendance and Participation Expectations: This is a short course based on continued small-group interaction. Attendance is necessary to be successful in this course.

Guidelines for Submitting Assignments: All assignments will be in the form of presentations, which will be collected in PDF at the end of class.

Final Examinations: None

Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>): None

Late Assignments: Are not possible in the format of this course.

Criteria that must be met to pass: Students must complete all three presentations in order to pass this course.

Detailed Class Schedule

<i>Day One Morning</i>	<i>Day Two Morning</i>	<i>Day Three Morning</i>	<i>Day Four Morning</i>	<i>Day Five Morning</i>
Intro lecture & discussion	Discussion of readings	Lecture & disc.; work time	Discussion of readings	Work time
<i>Day One Afternoon</i>	<i>Day Two Afternoon</i>	<i>Day Three Afternoon</i>	<i>Day Four Afternoon</i>	<i>Day Five Aft.</i>
Presentation 1	Guest lecturer	Presentation 2	Guest lecture or field trip	Presentation 3

GRADING SCALE

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward FGS course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

ACADEMIC ACCOMMODATION: Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

ACADEMIC MISCONDUCT: Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when: (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work, (b) parts of the work are taken from another source without reference to the original author, (c) the whole work (e.g., an essay) is copied from another source, and/or, (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY: Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty. <https://ucalgary.ca/student-appeals/>

More student support and resources (e.g. safety and wellness) can be found here:
<https://www.ucalgary.ca/registrar/registration/course-outlines>