

MUSC 0181-301 2022C
MUSC 0181 : On Belonging: Music, Displacement, and Well-Being
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ZOOM <https://upenn.zoom.us/j/94528548523> (Links to an external site.)

COURSE DESCRIPTION:

The 2020s has begun as a time of global existential angst: we are all living with so much uncertainty and change. Think of the impact of the COVID pandemic and the questioning of science in the form of vaccine resistance; climate change challenges; a technological and educational revolution; growing income inequality; the urgency of BLM protests in the USA, moves against dictatorships, the need to decolonize universities, and the pressure to address human rights and refugee challenges. But it is also a moment of real excitement, with increased technological access and presence in our lives. In fact, the capacity to connect to others almost anywhere in the world, immediately, is truly revolutionary. As is the capacity to plug into the sound of the world's music in an instant. Through personal music listening, for example, we can use music to soothe, to excite, to travel imaginatively, to focus, for meditation, as a soundtrack to our everyday lives, and as emotional regulation. But the work of music for personal wellbeing and collective healing is much larger than just an individualized listening experience. This seminar opens up the issue of emotional regulation and collective healing by examining the relationship between sound and musical practice, performance, and engagement, both locally and around the world.

You might think about this seminar as a kind of reflexive moment as you arrive on campus: as undergraduates and members of communities you will think about the relationship between your own recent move/displacement and the work of music/sound as a strategy of individual and collective belonging. There will be an ABCS component to the class.

WE START OR END EACH CLASS WITH MEDITATION MOMENT

VERY IMPORTANT YOU CHECK EMAIL EVERYDAY, RESPOND TO EMAILS SENT, AND LOOK OUT FOR CANVAS NOTIFICATIONS. We will also create a class GROUP ME

We will use the semester to think

- about the work/presence of music/sound in our own places, in a kind of autoethnographic process
- reflect on the fact that often we find “others” don’t articulate theories of their own music making, when we ourselves are pretty amateur about articulating such processes in our own worlds—music is so much more than the score in front of us
- the distinctions between individual and collective uses of, and responses to the musical
- about the place of scientific knowledge in ethnomusicology, scientific knowledge as culturally situated discourse about our own beliefs and understandings of the work, efficacy, and place of music in our own lives
- in new ways about the place of value of music in the contemporary world

This semester you will read widely, watch/listen closely, reflect personally, engage through project-based learning to come to a deeper understanding of the relationship between music and well-being in our own society with some comparative perspectives interwoven.

THIS CLASS: Expectations and Grade Allocation

PODCAST PROJECT 20%

ATTENDANCE 10%

READING/VIEWING You will present on readings once every 3 weeks.

JOURNALS including reading notes, thinking notes, small creative projects, and final reflection (5-8 pages) expectation this will be between 50-100 pages double spaced by end of semester.

All must be posted into Discussion Forums after you are done with each class. So your reading notes in preparation for seminar two are posted after seminar two.

Setting the Tone

Seminar One: September 2, 2020

INTRODUCTION: The Broad Sweep of Ideas

Welcome to our seminar this strange and crazy fall 2020. While I have taught an Arts and WellBeing freshman seminar before, and even run a conference at Penn on Arts and Trauma in 2019, I am working hard to modify the content of the seminar to speak to the current moment, to address the fierce urgency of now. And this is what I want us to think through in our first zoom gathering on Tuesday.

The historical moment of our learning: we are in a moment of global existential angst: the COVID 19 pandemic, and all the uncertainty; climate change challenges; a technological and educational revolution; growing income inequality; the urgency of BLM protests in the USA, moves against dictatorships, the urgency of decolonizing universities, and the Fees Must Fall and Rhodes Must Fall protests elsewhere in the world. The question before us: is how are we to respond to these pressures, as university students? Where will we be in a post-Covid world, what will be the same, what will be quite transformed? Even my field of ethnomusicology is deeply rooted in colonial purpose—historically white/Europeans traveling elsewhere to study the music and cultures of those they called “other.” So we

ask should the field of ethnomusicology in fact be dismantled and reinvented completely? So many questions, so much that is uncertain.

So in preparing for Wednesday's first gathering, here is a range of materials that I would ask you to engage as much as you are able. They include youtube clips and several shorter, hopefully easy to read, chapters/articles. They cover a wide range of subject matter, largely to help us open up a textured, multilayered sense of the moment in which we are learning about the subject of music/arts and wellbeing/trauma. I would like you to think about this seminar as a kind of reflexive moment: where you as undergraduates and members of communities reflect on the work of music in what we might call cosmopolitan cultures, and communities. And for this, we are going against the grain of my field of ethnomusicology which has been skeptical of the scientific and of the individual artist—ethnomusicologists have mostly privileged the culturally specific, humanly organized processes of music-making of "others" "elsewhere" in the world.

Here we will learn about scientific and individual artistic discourses and knowledge systems that seek to explain the work of music and arts generally in our own lives and bodies. The focus is generally upon the individual versus the community; and it is very much about using new technologies for measuring brain and nervous system activity on one hand, and hearing from individual musicians/artists and change makers on the other hand.

Readings and video links

Richard Davidson is a psychologist and psychiatrist at University of Wisconsin whose work is focused on the Emotional Life of the Brain (see short Intro reading) [MusicWB2020 EmotionalLifeofBrainIntro.pdf](#) and the efficacy of meditation on wellbeing. There are many youtube entries with Richard Davidson. Please watch these two for now:

Cultivating Well Being and Resilience with Compassion vs Cognitive Therapy Training (8:42)

<https://www.youtube.com/watch?v=TOQqOSnJtgw> (Links to an external site.)



How Mindfulness Changes the Emotional Life of Our Brains TED TALK 17:52

<https://www.youtube.com/watch?v=7CBfCW67xT8> (Links to an external site.)



Globally renowned, but South African rooted visual artist/opera creator and collaborator William Kentridge has a powerful piece title

Art Music Defend the Uncertain <https://www.youtube.com/watch?v=Dnweo-LQZLU> (Links to an external



[site.](#))

[William Kentridge on the Pandemic and Post-Pandemic Theatre](#) (Links to an external site.)



Blue Note South African jazz musician and traditional healer Nduduzo Makhathini has a range of pieces on the work of music in this moment of COVID and uncertainty. Listen to this clip.

<https://www.facebook.com/watch/?v=206316077329406> (Links to an external site.)

Brief youtube post from South African artist and music scholar Stacey Van Schalkwyk to the COVID and BLM moment (there are three 5 minute clips, watch at least one). See PoH comments [Point of](#)

[Humanness Stacy.pdf](#)

[Download Point of Humanness Stacy.pdf](#)

https://www.youtube.com/watch?v=2g18kQpda6Q&feature=youtu.be&fbclid=IwAR0Az_TYpHFb4lhMzTO



[Kyc2t7JAaFkWtAsiqdyXZH19aJ1Tpfl4J3p7Bpak](#) (Links to an external site.)

Then we move to the context of higher ed in the COVID and BLM moment, as we consider what our responses as “community engagement” might be as university freshmen.

Read Harkavy and Hodges. Past, Present, Future: Rethinking the Social Responsibility of US Higher Ed Institutions in light of COVID 19 and BLM. [COVID HE response Harkavy and Hodges final 18 August 20-1.pdf](#)

Seminar Two: September 9, 2020 On Music and On Well-Being

NOTES: [Four Components of Well Being.docx](#) [Download Four Components of Well Being.docx](#)

Well Being

Richard Davidson with Sharon Begley. *The Emotional Life of Your Brain: How Its Unique Patterns Affect the Way you Think, Feel, and Live--and How You Can Change Them.* (Hudson Street Press, 2012).

Read as much as you are able, you must have read Assessing your emotional style, The Mind-Body-Brain Connection, and the Monk in the Machine. The other two chapters are extra credit.

Assessing your Emotional Style [MusicWB2020 EmotionalLifeofBrainT of C.pdf](#) [Download](#)
[MusicWB2020 EmotionalLifeofBrainT of C.pdf](#)

The Brain Basis of Emotional Style [MusicWB2020 EmotionalLifeofBrainch3.pdf](#) [Download](#)
[MusicWB2020 EmotionalLifeofBrainch3.pdf](#)

How Emotional Style Develops [MusicWB2020 EmotionalLifeofBrainch4-5.pdf](#) [Download](#)
[MusicWB2020 EmotionalLifeofBrainch4-5.pdf](#)

The Mind-Body-Brain Connection, or How Emotional Style Influences Health

[MusicWB2020 EmotionalLifeofBrainch6.pdf](#) [Download MusicWB2020 EmotionalLifeofBrainch6.pdf](#)

The Monk in the Machine [MusicWB2020 EmotionalLifeofBrainch10.pdf](#) [Download MusicWB2020 EmotionalLifeofBrainch10.pdf](#)

Train your Brain, from 6:50 into the video, lasts about 1hr 15 mins [Train Your Brain \(Links to an external](#)



[site.\)](#)

This next video is 25 mins long [Well being is a Skill: Richard Davidson \(Links to an external site.\)](#)



And this is 13:37 mins long. [Richard Davidson: The Four Constituents of Well-Being \(Links to an external](#)



[site.](#))

<https://tryhealthyminds.org/#program> (Links to an external site.) this is an app that enables you to train your mind towards personal well being. and has self evaluation at the end.

Music and Well Being

Oliver Sachs: Musicophilia: Tales of Music and the Brain (57 mins)

<https://www.youtube.com/watch?v=gJxVD9kQdgo> (Links to an external site.)



Music and the Mind: Sound Health, the Concert

Kennedy Center, combination of live performance with live presentation from scientists on music and the brain. <https://www.youtube.com/watch?v=rXUPKZ6J4Gc> (Links to an external site.)



(2hrs 35mins)

Film: Alive Inside: A Story of Music and Memory (90 mins)

We will watch during class, after discussion of above materials. On amazon prime.

Seminar Three: September 16, 2020

On Belonging, Generally and Musically/Artistically

[Daily Calm | 10 Minute Mindfulness Meditation | Impermanence \(Links to an external site.\)](#)



Reading

bell hooks. Belonging: A Culture of Place [hooks belonging pt 1-1.pdf](#) Download hooks belonging pt 1-1.pdf

[hooks belonging pt 2 \(2\).pdf](#) Download hooks belonging pt 2 (2).pdf

Muller Notes: [Music and Well Being Fall 2020 hooks on belonging.docx](#) Download Music and Well Being Fall 2020 hooks on belonging.docx

Viewing

[Kentridge How we make sense of the world.docx](#) Download Kentridge How we make sense of the world.docx

Kentridge: How We Make Sense of the World (30 mins) <https://www.youtube.com/watch?v=G11wOmxoJ6U> (Links to an external site.)



“Mama Goema” (55 mins)

Penn Library: <https://search-proquest-com.proxy.library.upenn.edu/docview/1822798422?https://hdl.library.upenn.edu/1017/106179&pq-origsite=summon> [Links to an external site.](#)

Seminar Four: September 23, 2020

On UnBelonging: Music and Racial/Ethnic Trauma/Civil War

Reading

Judy Atkinson. 2002. *Trauma Trails: Recreating Song Lines*. Spinifex Press, ebook on Penn library site.

Here is how to access:

go to library.upenn.edu,

type "trauma trails" into the search window,

click on the search.

Then you should see "catalog" on the left, with a link to the ebook of Trauma Trails,

click on the link and the full citation in the library will come up.

scroll down to the bottom of the page you will see two live links to the ebook, Ebook Central Academic Complete.

Click on that link and the book page should pop up. <https://ebookcentral-proquest-com.proxy.library.upenn.edu/lib/upenn-ebooks/detail.action?pg-origsite=primo&docID=410460>Links to an external site. is where you land

You can download the book free for a week, or just read it online. Read as much as you can.

Viewing

ACES assessment and impact.

[How Childhood Trauma Affects Health Across a Lifetime | Nadine Burke Harris, Soren Gordhamer \(Links](#)



[to an external site.](#))

We will watch the *Resilience* documentary as a great starting point for the neuropsychology of trauma, especially for a non-science audience. We have it streaming through EVOD at the following link: <http://hdl.library.upenn.edu/1017/125250>

You need to use the username and password they provide for it to work.

Panel discussion of film Resilience

RESILIENCE: The Biology of Stress and the Science of Hope - Film Screening and Discussion

NOT LIVE

Case Study

Emanuel Jal: War Child, amazon prime, 90 mins. https://www.amazon.com/War-Child-EmmanuelJal/dp/B07C271P57/ref=sr_1_2?dchild=1&keywords=emmanuel+jal+war+child&qid=1598956461&sr=8-2 (Links to an external site.) My uncertainty with this documentary is Jal was a child soldier and killed people, and there are images of that brutality in the film. Of course, the point is that is the trauma he was exposed to as a child—the whole reason why we want to protect children—but it is hard on viewers. You can skim past.

Pathways to Healing and Well-Being

Seminar Five: September 30, 2020

Hearing the [Deep] Past in the Present

Nduduzo Makhathini: <http://www.bluenote.com/artist/nduduzo-makhathini/> (Links to an external site.)

Listening to the Ground (13:51)<https://www.youtube.com/watch?v=BMKTCACJG-U> (Links to an external



[site.](#))

Stay Home Sessions (21:28)<https://www.youtube.com/watch?v=RBv5Kkqia6Y> (Links to an external site.)



Kentridge: A Poem that is Not Our Own. (28:03)<https://www.youtube.com/watch?v=fJhM3SgVyc8> (Links



[to an external site.](#))

Katz, *Boiling Energy: Community Healing among the Kalahari Kung*. Readings to come.

These readings are extensive. Be sure to read ch.3 and 7. The rest is up to you.

[BoilingnEnergy INTRO.pdf](#)

[Download BoilingnEnergy INTRO.pdf](#)

[BoilingnEnergy ch3.pdf](#) Download BoilingnEnergy ch3.pdf

[BoilingnEnergy ch7.pdf](#) Download BoilingnEnergy ch7.pdf

[BoilingnEnergy ch15.pdf](#) Download BoilingnEnergy ch15.pdf

NOTES: [Boiling Energy notes.pdf](#) Download Boiling Energy notes.pdf

Case Study

You don't have prepare this before class, we will go through in class, unless you wish to.

We will watch documentary in class.

Philadelphia Jazz Guitarist Pat Martino

See Documentary: Unstrung (IHR 22 MINS) <https://www.youtube.com/watch?v=EQ2FyXZwg9E> (Links to



[an external site.\)](#)

Master Class (Ihr 27 mins) <https://www.youtube.com/watch?v=PY74aRTMmbA> (Links to an external site.)



PM Here and Now (46:50): <https://www.youtube.com/watch?v=Zip5SPAhY38> (Links to an external site.)



Reading

This article strives to explain the truly amazing story of Guitarist Pat Martino, who had half his brain removed from epilepsy but recovered all speech and musical ability over a period of time.

[Pat martino neurosurgery article.pdf](#) (Links to an external site.)

Seminar Six: October 7, 2020

A Room of One's Own/Studio Space to Create

I JUST FOUND THIS, it is a wonderful discussion of how rhythm registers in the brain, in conversation with jazz pianist and neuroscientist in NYC

Please take a watch and listen, and then do the self observation and reflection signaled about 32 mins in. Maybe write something on it in your journals.

<https://www.facebook.com/nationaljazzmuseum/videos/884970615340740> (Links to an external site.)
Wangechi Mutu: Inside my Studio (9:50)<https://www.youtube.com/watch?v=F5u4GGniG2I> (Links to an



[external site.](#)

Wangechi Mutu Interview: Cultural Cutouts

(10:22)https://www.youtube.com/watch?v=KWd64sQK_vU (Links to an external site.)



https://www.youtube.com/watch?v=ux0C_c08dto (Links to an external site.)



Sathima Bea Benjamin, In My Solitude: Jazz Song as “Sound Writing” with musical examples provided to listen to.

[muller jazz song as sound writing.pdf](#) Download muller jazz song as sound writing.pdf

[Studios, Sathima's Music.pdf](#) Download Studios, Sathima's Music.pdf

Watch: "Sathima's Windsong" in class (1hr 20 mins)

<https://upenn.hosted.panopto.com/Panopto/Pages/Auth/Login.aspx?Auth=Viewer&ReturnUrl=%2fPanopto%2fPages%2fViewer.aspx%3fid%3d0c363b14-740b-4286-ad1b-aa0301324bc6> (Links to an external site.)

Kentridge Lecture at Penn Sept 30, 2020

https://upenn.zoom.us/rec/play/z1d2ErUAK8r0zl3Fmn06crP5Av-Lqv8vHl6hP_aDCLRQmNaWzWPGb2T4v-DenloGmtOER9OrK3PeaVbi.e8wvA-1W_4adrXsq?continueMode=true&xzm_rtaid=4nPdaieaStq34c4UPxIBNA.1601930137490.713585bf7c67835e913072e794114de0&xzm_rhtaid=367 (Links to an external site.)

Kentridge talks about life on the streets, reflection in the studio, and then we have places like townships in South Africa as sources of understanding the world around us.

Hip hop in South Africa

<https://www.youtube.com/watch?v=npdpOTWhXjc> (Links to an external site.)



Kentridge: Studio Visit (4:12) <https://www.youtube.com/watch?v=6wb71HWGrBA> (Links to an external



site.)

Kentridge: A Natural History of the Studio

(53:22) <https://www.youtube.com/watch?v=Vm1juXlaCsg> (Links to an external site.)



If you look on Youtube under "studio visits" there are many videos on individual artist studios

Seminar Seven: October 14, 2020

Class audio recording [https://upenn.zoom.us/rec/share/xJrVXeoanM1hiGDzyfgrOP4LuF5V5iAcX-j362P- \(Links to an external site.\) \(Links to an external site.\)nbSxxuaBUiaMW9dYJZkLHd6n.Qh1DsqMe5E-GZ5YM.__\(Links to an external site.\)\(Links to an external site.\)](https://upenn.zoom.us/rec/share/xJrVXeoanM1hiGDzyfgrOP4LuF5V5iAcX-j362P-(Links%20to%20an%20external%20site.)nbSxxuaBUiaMW9dYJZkLHd6n.Qh1DsqMe5E-GZ5YM.__(Links%20to%20an%20external%20site.)(Links%20to%20an%20external%20site.))passcode =0.6zdnN

Listening is an Act of Love: Hearing Stories

<https://storycorps.org/stories/> (Links to an external site.)

PODCAST about 55 mins: <https://onbeing.org/programs/david-isay-listening-as-an-act-of-love/> (Links to an external site.)

Listening is an ACT OF LOVE animation (22:36)https://www.youtube.com/watch?v=8rgJRzz_zHo (Links to



[an external site.](#)

<https://brooklynrail.org/2018/12/1by1/The-Listeners-Ernesto-Pujol-2018> (Links to an external site.)

Natalie Koch 2020. Deep Listening: Practicing Intellectual Humility in Geographic Fieldwork. Geographical

Review. [Deep Listening Practicing Intellectual Humility in Geographic Fieldwork.pdf](#) Download Deep Listening Practicing Intellectual Humility in Geographic Fieldwork.pdf

Ruth Henderson, The Forgiveness Classroom: Bringing Together Students from Both Sides of the Walls

through Deep Listening. JAEPL 16, 2010-11, 48-66. Prison narratives. [Forgiveness Classroom.pdf](#)

[Download Forgiveness Classroom.pdf](#)

Pavlicevic and Impey, 2013. Deep Listening: Towards an Imaginative Reframing of Health and Well-Being Practices [Link \(Links to an external site.\)](#)in International Development. Arts and Health 5/3, 238-52[Impey](#)

[etc Deep Listening Well Being.pdf](#)

[Download Impey etc Deep Listening Well Being.pdf](#)

Seminar Eight: October 21, 2020

We will do two things: Watch Sharon Katz and the Peace Train

And finish a little early. Provost Lecture on Diversity, sign up if you wish to participate

<https://provost.upenn.edu/diversity-lecture>[Links to an external site.](#)[Links to an external site.](#)

[When Voices Meet - Award Winning Documentary \(2015\) \(Links to an external site.\)](#)



Discuss how we engage communities through Music

Then we will discuss materials on Philadelphia, Poverty, Gun Violence

Plan in Groups for Podcasting with Kevin and Jarrett

Email Kevin and Jarrett and get this podcasting documentary project on the move!

GROUPS

Exchange contact info, maybe set up social media group (whatsapp, group me, FB messenger)

Group One

Sean, Gabby, Isabel

Group Two

Tiffany, Dimitri, Amelia

Group Three

Leslie, Giovanni, Kaylin

Mechanics

Set up interview time with all participants

Create questions, but also listen carefully and prepare to improvise in interview contexts

Interview, recorded on zoom

Transcription of Interview through zoom

Highlight important moments, themes, great quotes

Storyboard your story, indicating where clips are, how long

Compile all clips and edit

Style and Story

That is what we need help with from library folks, see Seminar 10.

<https://guides.library.upenn.edu/Fall20mediasupport/podcasts>[Links to an external site.](#)

PHILADELPHIA GUN VIOLENCE TRAUMA

I did a public health project (two actually on Philadelphia and Gun Violence, attached here)

[Muller_public health final presentation April 2020.pdf](#) Download Muller_public health final presentation April 2020.pdf

[MullerGunViolenceapril2020 Final Paper.pdf](#) Download MullerGunViolenceapril2020 Final Paper.pdf

Infograph Muller ACES Philly School District [Muller acs PSD aug2020.png](#) Download Muller acs PSD aug2020.png

<http://www.loadedconvos.com/> (Links to an external site.)

<https://www.thetrace.org/rounds/daily-bulletin-is-good-data-the-first-step-to-a-solution-for-gun-violence/> (Links to an external site.)

Philly as a city of poverty, terrible gun violence, the data, the sites, the stories, and the solutions?

<https://why.org/episodes/want-answers-to-philly-gun-violence-ask-someone-whos-lived-it/> (Links to an external site.) (Links to an external site.)

listen to the WHYY 17 minute radio program on the link.

<https://www.phila.gov/2020-10-05-10-things-the-city-is-doing-right-now-to-combat-gun-violence/> (Links to an external site.) (Links to an external site.)

<https://trends.google.com/trends/explore?geo=US&q=philadelphia%20gun%20violence> (Links to an external site.)

<https://mailchi.mp/cd0294a4f78d/we-have-a-gun-violence-crisis-in-philly?e=ed849c09e3> (Links to an external site.)

<https://controller.phila.gov/philadelphia-audits/mapping-gun-violence/#/> (Links to an external site.)

<https://www.usnews.com/news/best-states/pennsylvania/articles/2020-09-12/phillys-gun-violence-a-real-pandemic-in-itself> (Links to an external site.) (Links to an external site.)

<https://www.facebook.com/endangeredkind/> (Links to an external site.) (Links to an external site.)

Kevin was shot in North Philadelphia

https://en.wikipedia.org/wiki/North_Philadelphia (Links to an external site.)

Other podcasts on gun violence

<https://www.propublica.org/podcast/podcast-gun-violence-in-america> (Links to an external site.)

<https://www.thetrace.org/2018/05/aftermath-podcast-gun-violence-survivors/> (Links to an external site.) (Links to an external site.)

<http://www.loadedconvos.com/index.php/advocacy/> (Links to an external site.)

PODCAST CONTACT INFORMATION

Jarrett and Kevin

EMAIL:

Jarrett Stein. steinjm@upenn.edu

Agaston Nutrition Initiative. <https://www.nettercenter.upenn.edu/what-we-do/programs/university-assisted-community-schools/agaston-urban-nutrition-initiative> *Links to an external site.*

Located in: [University of Pennsylvania](#) *Links to an external site.*

[Address](#) *Links to an external site.*: 3819 Chestnut St, Philadelphia, PA 19104

[Phone](#) *Links to an external site.*: (215) 898-1600 *Links to an external site.*

Rebel Ventures in Philly

<https://www.nettercenter.upenn.edu/what-we-do/programs/university-assisted-community-schools/rebel-ventures> *Links to an external site.*

<https://www.rvcrew.com/> *Links to an external site.*

Kevin Dixon 15dixonk@gmail.com

- FOUR PIECES TO PODCAST
Kevin and Family (response to his injury) life before and after shooting, and what he remembers from the shooting,
- Kevin and Jarrett, Friendship, Working Relationship
- Rebel Ventures, response to Shooting, how they found out, how they responded, and how they have supported Kevin's recovery
- Kevin's Recovery, into the recording studio as a piece of that recovery, also the gym, support from work and home community

The assessment of Rebel Ventures on how they managed Kevin's experience with gunviolence, brought him back to help run Rebel Ventures

[Narrative summary-RV experience with Organizational trauma \(3\).pdf](#)
summary-RV experience with Organizational trauma (3).pdf

[Download Narrative](#)

NOTE: CWIP Bongani Ndodana Breen

https://upenn.zoom.us/rec/share/Vbr6rgfKYrRuBoK42RK59TzVxSO2XMs-GK4C8VQL00OfmCU3QUGH_2k3Z2rfdtfM.kF7qT5H1eq4rCoQO *Links to an external site.*

pass code: N.M@@c=1

6pm October 26, 2020 Bongani Ndodana Breen on ZOOM

The pianist Yael Weiss gave the world premiere of my piece "Isiko" which was commissioned through her 32 Bright Clouds Project - 32 composers from around the world responding to a Beethoven Sonata and weaving the "Don nobis pacem" theme from the Missa

Solemnis. <https://www.32brightclouds.com/> *Links to an external site.*

I have enclosed my score and programme notes for Isiko. A link to Yael Weiss' performance of Isiko is 33 mins 40 secs into this video <https://www.youtube.com/watch?v=gCSGjnQkECg&feature=youtu.be> (Links



[to an external site.](#))

[Isiko_10_25_2019.pdf](#) Download Isiko_10_25_2019.pdf

[Isiko_ProgNotes.pdf](#) Download Isiko_ProgNotes.pdf

[Just Say the Words An Operatic Rendering of Winnie.pdf](#) Download Just Say the Words An Operatic Rendering of Winnie.pdf

[Winnie Opera and South African Artistic Nationhood.pdf](#) Download Winnie Opera and South African Artistic Nationhood.pdf

http://www.ndodanabreen.com/wp-content/uploads/2017/03/Sun_Indy_Winnie_Review_pdf.pdf (Links to an external site.)

<https://www.bbc.com/news/av/entertainment-arts-13205534> (Links to an external site.)

Seminar Nine: October 28, 2020

Personal Music Listening/Emotional Regulation

Reading

Your own accounts of personal music listening and affect

William Randall et al. Emotional Outcomes of Regulation Strategies Used During Personal Music Listening: A Mobile Experience Sampling Study

[Emotionaloutcomes of regulation strategies used during personal music listening-.pdf](#) Download Emotionaloutcomes of regulation strategies used during personal music listening-.pdf

[TunedIn Emotion Regulation Program Using Music Listening.pdf](#) Download TunedIn Emotion Regulation Program Using Music Listening.pdf

[reasonsforpersonalmusic listening.pdf](#) Download reasonsforpersonalmusic listening.pdf
Randall and Rickard, 2013. Development and Trial of a Mobile Experience Sampling Method for Personal Music Listening. Music Perception 31/2, 157-170. [Development and Psychometric Evaluation of](#)

[Adaptive Functions of Music Listening Scale-1.PDF](#) Download
Development_and_Psychometric_Evaluation of Adaptive Functions of Music Listening Scale-1.PDF

Denora, Music as a Technology of the Self, Poetics 27/1, 31-

56. [musicastechnologyofself_denora.pdf](#) Download musicastechnologyofself_denora.pdf

Cirelli, et al. Rhythm and Melody as Social Signals for Infants [Cirelli et al-2018-](#)

[Annals_of_the_New_York_Academy_of_Sciences.pdf](#) Download Cirelli_et_al-2018-

[Annals_of_the_New_York_Academy_of_Sciences.pdf](#)

Van Goethem and Sloboda, 2011. The Functions of Music for Affect Regulation. Musicae Scientiae 15/2,

208-228. [functions_of_music_for_affect_regulation.pdf](#) Download functions_of_music_for_affect_regulation.pdf

Bernardi et al. Dancing to “groovy” music enhances the experience of flow [Bernardi et al-2018-](#)

[Annals_of_the_New_York_Academy_of_Sciences.pdf](#) Download Bernardi_et_al-2018-

[Annals_of_the_New_York_Academy_of_Sciences.pdf](#)

Lesiuk, The Effect of Music Listening on Work Performance [Effect of music on work](#)

[performance.pdf](#) Download Effect of music on work performance.pdf

You are to keep a journal for two weeks to measure and evaluate the work of personal music listening. EVERYTIME you listen to music, before you listen evaluate your emotional sense of well being: feeling bad to feeling great, 1-5; time of day; place of listening; note music you choose to listen to; and emotional wellbeing at the end 1-5. Does the self selected music help to regulate mood/emotion/sense of wellbeing. What are the determinants of things staying the same or changing from personal music listening?

There are additional questions posed by the readings; does PML enhance your productivity? Creativity? Capacity to find calm/fall asleep? And of course, making/performing music is different from PML. This is just the beginning.

MONDAY Nov 2, 2020 Melanie Scholtz: Being Creative in Isolation

She will talk about visual and musical apps for developing your creative side.

6-7:30 PM on ZOOM

https://upenn.zoom.us/rec/share/ia5DJ3OLLprRdkT3sj4jKKH8AINnQYc1FLkMAog1Z_WwafBVTmn7cWoOkL9TRnp.7VtIBO_SojTtjYvJ (Links to an external site.)

Passcode: 12B^7?I*

TUESDAY NOV 3, 2020 VOTE IN PERSON if you haven't already voted.

Seminar Ten: November 4, 2020

Chris will come to class next week, once everyone has completed their interviews to talk about processing the interviews for podcasting. Christopher will be with us to talk podcasting and editing in Audacity a free app. cvandegr@upenn.edu

This seminar, after election day, we will

Do CALM, then discuss interview experience [Daily Calm | 10 Minute Mindfulness Meditation | Forgetting](#)



[Time \(Links to an external site.\)](#)

Listen to the other interview(s)

Interview 1: [Zoom Recording 11-1-1.m4a](#) [Download Zoom Recording 11-1-1.m4a](#)

Interview 2: https://upenn.zoom.us/rec/share/0CxLTAAbCrXwehAxzLzFXeto4SeLmf4cZdBaWR1Dd-vt_UCQdTu7nIx0HgpQrDE.Tj2GTW0Q2q1y5-9Y (Links to an external site.)

Passcode: 7VRawC8*

Everybody must know what everybody else has gathered with their interviews.

Breakout groups: listen to your own and the other interview, evaluate what was good, what needs to be edited out, what follow up questions. What questions need to be asked in third interview this Sunday?

How are you as a class going to tell a bigger story on Kevin, gun violence, interracial friendships, workplace support., family support, music as restorative agent. What about move from photography (preincident) to sound in studio (Post incident)

What are the bigger themes.

We can listen together or in smaller groups. Will decide when we meet at 1:30 pm.

Some interesting information on national survey on emotional wellbeing under covid 19.

What still needs to be done? <http://pandemicimpactreport.com/> (Links to an external site.)

Drexel University free webinar on this report as it pertains to Philadelphia

[2 - Slides - OL679.pdf](#) [Download 2 - Slides - OL679.pdf](#)

[3 - Resources - OL679.pdf](#) [Download 3 - Resources - OL679.pdf](#)

Seminar Eleven: November 11, 2020

<https://upenn.app.box.com/s/u32w7bxsqqq6ltsogj2aoitfq9oq5tx> (Links to an external site.) (Links to an external site.)

Where to find Chris' information on audacity and podcasting

Take a look at podcasting advice on Youtube too

In the meantime there is plenty of material already on youtube: https://www.youtube.com/results?search_query=advice+for+first+podcast (Links to an external site.)

Processing Materials into a Podcast Narrative

Contact people in the library: Eric Krewson

Hi again Carol (and Liza),

Students can make a basic podcast with very little. The audio fidelity won't be excellent, but it sounds like that is fine.

If the student's podcast is a monologue or an interview, they can export audio from their phone (for a monologue) or a Zoom or Skype meeting (for a monologue or interview). In either of these cases, a student would need a phone; or a computer with an internal microphone or headset or USB microphone. If the student's podcast is a mix of interviews and/or monologues and/or audio clips, they will need:

1) Something to record the audio (phone; or computer with an internal microphone or headset or USB microphone)

2) Software to record and/or assemble the monologues, interviews and audio clips: Garageband, for Mac users only, is intuitive and free; Audacity is open source, free, and there are versions for Mac/Windows/Linux. There are many training videos on podcasting with Audacity and Garageband in LinkedIn Learning (formerly Lynda.com): [linkedinlearning.upenn.edu](https://www.linkedin.com/learning/audacity)Links to an external site..

Additionally, I'm available if there are any questions from the students, either soon (I will be away 9/7-14) or later in the semester when their podcasts are due.

Please let me know if you have other questions or if I can help in another way. ekrewson@pobox.upenn.edu

All best,

Eric

and David Toccafondi in Vitale Digital Media Lab davidtoc@pobox.upenn.edu

Hi, Carol! It's nice to hear from you. This sounds like a great (and very timely) project. I'm not familiar with that webpage—looks like maybe it was for a workshop someone offered in the past.

Normally, as we've done in the past for your classes, we'd teach them how to use the audio recorders they'd have access to in the media lab and how to edit audio in Audacity. We can't lend equipment this semester, but we're definitely able to teach an online workshop on Podcasting/audio editing, as well as do one-on-one video consultations with students or field questions via email.

There should be no need for students to spend any money for this assignment. They can use the built in microphones in their phones/laptops, combined with free apps—probably Audacity, which works both on Mac and PC.

How long do you expect the final podcasts to be?

Will they just be recording themselves? Or do you expect them to need to record a remote conversation with another person (like a phone call/skype/facetime/zoom session)?

Is each student creating their own podcast? Or are they working in pairs/groups?

Are there any specific audio recording/editing skills or tasks you want them to learn as a part of this process? Any specific types of content they need to include? Or is the content entirely up to the individual students?

Will these just be handed in via Canvas, or will you be posting them somewhere public? If the latter, do you already have a platform in mind to host them? dave

Seminar Twelve: November 18, 2020

We will do peer review of the first cut of your podcast materials, we will listen collectively to each group's first cut.

<https://lmcc.net/river-to-river-festival/river-to-river-festival-2019/ernesto-pujol-the-listening-school-2/> (Links to an external site.)

This is on LISTENING

And you should also start to think about the materials for your short soundwalk recording project to be done over the thanksgiving break, work on for presentation in Week 14.

Here are some materials to get you thinking about listening in to the city or to nature

David Rothenberg in NYC: <https://www.youtube.com/watch?v=yiKznXcNNqM> (Links to an external site.)



(4:11)

Listen by Murray Schaeffer: Soundscape <https://www.youtube.com/watch?v=5q1rpNNnCUc> (Links to an



[external site.](#))

(4:58)

Political Activity on the Streets of Philadelphia in wake of election results

<https://fusion.inquirer.com/politics/election/trump-biden-vote-count-pennsylvania-philadelphia-election-mail-ballot-20201106.html> (Links to an external site.)

<https://www.usatoday.com/story/news/politics/elections/2020/11/06/some-count-every-vote-protests-philadelphia-become-dance-parties/6188087002/> (Links to an external site.)

https://uk.sports.yahoo.com/video/philadelphia-demonstrators-dance-democracy-near-184951691.html?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlMmNvbS8&guce_referrer_si g=AQAAAKJJuF2CocrxCUIiSKbtKSIOFzfEYSSOy8b_zM2OF2NfSuQw9SvYHVVM_EAnoO1k-BOTDBis4F9Vp-AWFzINdpyE_eyG-ib-SSjsz8E2ID--QCGgdCiqJuJISOGHLI72sgJbHS7XtA1MJ5KJPO-ow1ArnoUr3qvIVFNEQ3ZylwNgs

[Pujol Artist Journal Listening.pdf](#) Download Pujol Artist Journal Listening.pdf

PLUS SHORT PIECES about/in conversation with Ernesto Pujol

<https://www.triarchypress.net/walkingart.html> (Links to an external site.)

<https://commonedge.org/ernesto-pujol-on-the-opportunity-presented-to-us-during-a-time-of-collective-confinement/> (Links to an external site.)

Environmental Sound Art, one chapter.

[Environmental Sound Artists In Their Own Words ----](#)

[_ \(Chapter 13 Sonic Landscapes \(finding a sense of place with my ears\) \).pdf](#) Download
Environmental_Sound_Artists_In_Their_Own_Words_----
_ (Chapter 13 Sonic Landscapes (finding a sense of place with my ears)).pdf

THANKSGIVING in strange times, do a soundwalk/soundspace recording, what do we come to know through listening vs reading? How will you archive through sound the COVID thanksgiving 2020?

Andrew Brown: Soundwalking: Deep Listening and Spatio-Temporal Montage. Humanities

2017. [soundwalking deep listening montage.pdf](#) Download soundwalking deep listening montage.pdf

[pujol are you a good listener?.docx](#) Download pujol are you a good listener?.docx

Prepare for Melanie Scholtz. Look at Zoom recording of Melanie Scholtz at Penn Nov 2, 2020, above

[Dec 2 Creativity in Isolation \(the application \) \(1\).docx](#) Download Dec 2 Creativity in Isolation (the application) (1).docx

[Photolab Pinterest and Garageband app icons .PNG](#) Download Photolab Pinterest and Garageband app icons .PNG

[Spark video app icon .PNG](#) Download Spark video app icon .PNG

Seminar Thirteen: December 2, 2020

Sound/Art/Vision: Collage

Kentridge: Listening to the Image (1hr 29 mins) https://www.youtube.com/watch?v=WO5_FZiB950 (Links



[to an external site.](#))

[collage arts based method for analysis representation and social justice.pdf](#)
[based method for analysis representation and social justice.pdf](#)

Download collage arts

[\[Creative License\] 2 A Legal and Cultural History of Sound Collage.pdf](#)
[A Legal and Cultural History of Sound Collage.pdf](#)

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Sound Activism/Collective Voice

Amandla! Revolution in Four Part Harmony, on amazon, I will screen in class or separately on zoom.

We will watch clips in class or the whole film is streamed [Contextualizing SA Freedom Songs Critical](#)

[Appraisal of Amandla Revolution.pdf](#)
[of Amandla Revolution.pdf](#) on amazon.

Download Contextualizing SA Freedom Songs Critical Appraisal

Isabel Peretz: Power of Singing (42 mins)

<https://www.youtube.com/watch?v=QOnXWIH119I> (Links to an external site.)



Melanie Scholtz, visits virtually, creative self-care to fuel you for the end of the semester.

Final Reflections

Seminar Fourteen: December 9, 2020

Your Reflections, Soundwalk recordings, and Podcast Presentations.

Journals, Final Reflections, Other Projects DUE December 20, 2020

Submit all materials on Canvas by 11:59 PM Eastern.