



Hankuk University of Foreign Studies
2024 Summer Session
MUS 120 Introduction to Ecomusicology
Course Outline

Course Code: MUS 120

Instructor: James Heazlewood-Dale

Home Institution: Brandeis University

Office Hours: Fridays from 12 to 2 pm

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Credit: 4

Class Hours:

This course will have 52 class hours, including 32 lecture hours, professor 8 office hours, 8-hour T A discussion sessions, 4-hour review sessions.

Course Description:

The relationship between nature and culture has been expressed in many artistic forms, especially music. Ecomusicology is a burgeoning discipline focusing on how sound relates to natural and cultural environments. By listening to the sounds of nature and culture, we can feel more connected to other living beings. This course will cover some topics in ecomusicology, such as how composers use landscape as inspiration, how soundscapes shape our perception of place, how music can teach us about sustainability, how we can communicate with other species through sound, how environmental and social justice are linked, and how music can be a tool for activism. In this course, you will have the opportunity to create your own musical responses to different aspects of ecomusicology, learn more about ecology, and practice expressing ecological ideas through art.

Required Course Materials:

All class readings (articles, chapters, and recordings) are available digitally and will be provided by the instructor. See “Bibliography” for a complete list of texts used for the course.

Course Grades:



- 1) Landscape composition 10%
- 2) Song and video of Resistance (midterm) 20%
- 3) Sonic journalism soundscape or Deep Listening practice 20%
- 4) Final Project 20%
- 5) Final Exam (short essay) 20%

Grading System (1 ~ 100)

A+ : 96 - 100	A : 91 - 95
B+ : 86 - 90	B : 81 - 85
C+ : 76 - 80	C : 71 - 75
D+ : 66 - 70	D : 60 - 65
F : 0 - 59	
Pa : Pass	Fa : Fail

Course Schedule:

Week 1 (Unit I): Introducing Ecomusicology and Ethnomusicology

Class I: Introduction

Read:

- 1) The course syllabus
- 2) [Allen, A. Titon, J. Von Glahn, D. \(2014\) "Sustainability and Sound: Ecomusicology Inside and Outside the Academy"](#)
- 3) "The Nature of Ecomusicology" by Jeff Todd Titon

Class II: Ecomusicology and Ethnomusicology

Read:

- 1) "Ethnomusicology as the Study of People Making Music" by Jeff Todd Titon
- 2) "Applied Ethnomusicology: A Descriptive and Historical Account" by Jeff Todd Titon

Listen to the following recordings on YouTube:

- 1) John Adams – "The Dharma at Big Sur"
- 2) Stephan Hakenberg/Elizabeth Reian Bennett – "Song of a Giant Tortoise"
- 3) Darian Donovan Thomas – "Fluid"
- 4) Amy Beach – "A Hermit Thrush at Eve"
- 5) John Luther Adams – "Become Ocean or Become Desert"
- 6) Judith Shatin – "Ice Becomes Water"
- 7) Paul Horn – "Haida"

Homework:

- 1) Find, research, and listen to more "Landscape Music"
 - a. Write and compare your piece to those on the listening list.

Class III: Fieldwork; Ethnomusicology in Action

Read:



- 1) “Knowing Fieldwork” by Jeff Todd Titon
- 2) “Waterfalls of Song: An Acoustemology of Place Resounding in Basavi, Papua New Guinea” by Steven Feld

Watch:

- 1) Before the Flood (Amazon, Google Play, iTunes, Netflix, Vudu, YouTube)

Homework:

- 1) Listen to the pieces that we didn’t get to in class. Choose two for repeated listening and use for inspiration, a model for composition to inform your creative process. Be prepared to explain how sound communicates. Use these observations to influence the creation of an original responsive composition and/or improvisation expressing being in nature, and/or describing a place or species and/or exploring interspecies communication. Collaboration encouraged.
- 2) Create your landscape compositions (collaboration encouraged).

Week 2 (Unit II): Cultural and Musical Sustainability

Class I: Folk Music and Nature

Read:

- 1) “The Musical Nation: Popular Music and the American Soundscape” by Mark Pedelty
- 2) “Sustaining Indigenous Sounds: Music Broadcasting and Cultural Vitalization in Highland Peru”
- 3) “Alaska Native Ways of Knowing and the Sustenance of Musical Communities in an Ailing Petrostate.”

Listening:

- 1) Pamela Z – “Syrinx”
- 2) Florence Price – “On a Quiet Lake”
- 3) John Luther Adams – “Songbirdsong”
- 4) Toru Takemitsu – “Toward the Sea”
- 5) Emily Doolittle – “Bowheads”
- 6) Mary Youngblood – “Beneath the Raven Moon”

Homework:

- 1) Come up with three themes/concepts/ideas and /or questions from the reading that are important/interesting/thought-provoking to you.

Class II: Sustainability

Read:

- 1) “Music and Sustainability: An Ecological Viewpoint” by Jeff Todd Titon
- 2) “Sustainability, Resilience, and Adaptive Management for Applied Ethnomusicology” by Jeff Todd Titon
- 3) “Sounding Sustainable; or, The Challenge of Sustainability” by Aaron S. Allen



Watch:

- 1) Fierce Green Fire

Homework:

- 1) For many populations, especially those of privilege, “environment” and “ecology” invoke images of undisturbed open spaces, but all environments, urban, rural and wilderness areas are being polluted and commodified. How can artists participate in educating and mobilizing people to make a difference?

Class III: Sound and Place

Read:

- 1) “Regional Geography in Song: Music Makes Place” by Mark Pedelty
- 2) “Space and Place” by Tim Cresswell
- 3) “Place and Landscape” by Tim Cresswell
- 4) “Place as a Way of Understanding” by Tim Cresswell

Watch:

- 1) The Human Element (Amazon, Google Play, Vudu, YouTube)

Homework (Hearing place):

- 1) Wear a blindfold and notice the sounds of your familiar surroundings.
- 2) Visit a place where you haven’t been lately. Notice which sounds have changed or not.
- 3) Earplugs. Wear earplugs for a day or part of a day. Observe your other senses of “hearing.”
- 4) Don’t wear earbuds or headphones while walking around.
- 5) Go on a sound walk. Make a sound map

Prepare midterm projects: Create a Song of Resistance to create an informative and inspiring video. (Collaboration encouraged.)

Week 3 (Unit III): Toward a Sound Ecology

Class I: Sound, Music, and Animals

Read:

- 1) “A Sound Commons for All Living Creatures” by Jeff Todd Titon
- 2) “Songbird Studies” by Hollis Taylor

Listening:

- 1) “Under the Flightpath” -
<https://www.hildegardwesterkamp.ca/sound/docs/flightpath/>
- 2) “At the edge of wilderness” -
<https://www.hildegardwesterkamp.ca/sound/installations/edge/>



Homework:

- 1) Research environmentally activist songs. Research recorded an example of environmentally activist music.

Class II: Thoreau's Walden Pond

Play:

- 1) Walden, a game (2017)

Read:

- 1) "Recoding the Field" by Mark Peter Wright
- 2) "Thoreau's Ear" by Jeff Todd Titon

Homework:

- 1) Listen and write about a recording of a song intended to mobilize people into action about an environmental issue.

Class III: Climate Change

Read:

- 1) "Pop Goes the Planet: Global Music and the Environmental Crisis" by Mark Pedelty
- 2) "Climate Change, Mobile Pastoralism, and Cultural Heritage in Western Mongolia" by Jennifer C. Post

Watch:

- 1) Landfill Harmonic

Homework:

- 1) Write a song intended to mobilize people into action about an environmental issue. Choose a specific issue that you care about.

Week 4 (Unit IV): Ecomusicology and Media

Class I (Environmental Film Making)

Reading:

- 1) "Distant Ecologies: Sci-Fi Film Scores and the Music of the Final Frontier" by Minnick, Jonathan

Watch:

- 1) Tomorrow (Amazon, iTunes, Google Play, Vudu, YouTube)

Homework:

- 1) Compose a short cue to underscore a hypothetical fictional ecology in a film.



Class II (Environmental Game Design)

Reading:

- 1) “Decolonizing Game Audio and Approaching Sound in Digital Storytelling” by Kate Galloway
- 2) “Soundwalking and the Aurality of Stardew Valley: An Ethnography of Listening to and Interacting with Environmental Game Audio” by Kate Galloway

Play:

- 1) Abzu (Steam)
- 2) Score to Abzu

Homework:

- 1) Compose a short cue to underscore a hypothetical fictional ecology in a video game.

Class III (Coda)

Read:

- 1) Final assignment

Homework:

- 1) Prepare Research/Arts Based Final Projects. Choose an issue you’ve learned about this semester and create an artistic, musical and educational piece. Music + video + photos + performance art+ poetry + story + visual art + sonic journalism + Deep Listening. Choose multiple methods to express and educate.

Assignments for extra-credit

- 1) Prepare Research/Arts Based Final Projects (collaboration with one classmate ok)
- 2) Choose an issue you’ve learned about this semester and create an artistic, musical and educational piece.
- 3) Music + video + photos + performance art+ poetry + story + visual art + sonic journalism + Deep Listening.
- 4) Choose multiple methods to express and educate.

Bibliography

Cooley, Timothy J., ed. *Cultural Sustainabilities : Music, Media, Language, Advocacy*. Champaign: University of Illinois Press, 2019.

Cresswell, Tim. *Place : An Introduction*. Hoboken: John Wiley & Sons, Incorporated, 2014.



Feld, Steven, and Keith H. Basso. *Senses of Place*. Santa Fe, New Mexico: School of American Research Press, 1996.

Pedalty, Mark. *Ecomusicology Rock, Folk, and the Environment*. Philadelphia, Pa: Temple University Press, 2012.

Taylor, Hollis, Philip Kitcher, and Philip Kitcher. *Is Birdsong Music? : Outback Encounters with an Australian Songbird*. Bloomington, Indianapolis, Indiana: Indiana University Press, 2017.

Titon, Jeff Todd. *Toward a Sound Ecology: New and Selected Essays*. Bloomington: Indiana University Press, 2020.

Wright, Mark Peter. *Listening after Nature : Field Recording, Ecology, Critical Practice*. New York: Bloomsbury Academic & Professional, 2022.

Additional Resources for Research

American Women and the Nature of Identity JSTOR

https://catalog.berklee.edu:2109/stable/10.1525/jams.2011.64.2.399?seq=1#metadata_info_tab_contents

Arcticvoices.org

Carlsafina.org (articles and video: What are animals thinking?)

Subhankarbanerjee.org

Aldo Leopold.org

A Conceptual Framework for Ecological Economics

<http://www.fritjofcapra.net/aconceptualframework-for-ecological-economics-based-on-systemic-principles-of-life/> Winona La Duke

<https://www.youtube.com/watch?v=osyPR25SCjo> Joanna Macy

<https://www.youtube.com/watch?v=vzmjF1jE2K0> Bill McKibben

<https://www.youtube.com/watch?v=q18nAqYmbtU> Midway Island

<https://www.youtube.com/watch?v=lsJqMmuFWO4> Jane Goodall

<https://www.youtube.com/watch?v=48mxaQtbUdU> Helen Caldecott

<https://www.youtube.com/watch?v=8hTuqy6RpFQ> Oxfam

<https://www.oxfam.org/en/pressroom/pressreleases/2018-01-22/richest-1-percent-bagged?82-percent-wealth-created-last-year>

Center for Ecoliteracy <https://www.ecoliteracy.org/>

Ecomusicology Newsletter <https://ecomusicology.info/ecomusicology-review/ecomusicology?newsletter-archive/> Sustainable Music

<https://sustainablemusic.blogspot.com/>

Current Directions in Ecomusicology: Music, Culture, Nature edited by Alen, Dawe and

Ecomusicology, Rock, Folk and the Environment by Mark Pedalty (library reserve) A Song to Save the Salish Sea, by M. Pedalty (googlebooks)



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https://books.google.com/books?id=LnQwDQAAQBAJ&pg=PA25&source=gbs_toc_r&cad=3#v=onepage&q&f=false

