

MUS255-1\_S Music Beyond Borders (CLA-HUM)(GC-HCC)

Sumire HIROTSURU

Academic year: 2022  
Semester: Spring  
Faculty: International Liberal Arts  
Department: Department of International Liberal Arts  
Field: Advanced Liberal Arts Courses  
Credit: 3.00  
Class time/day: Mon : 10:30 - 11:45 D204  
Wed : 10:30 - 11:45 D204  
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Office:  
Office hours:  
Notes:

Course description:

How does music impact your life? Is it really necessary for human beings? Does music purely exist for listening? With the value of all things constantly shifting in this unstable world, we have to look at music from new perspectives on a macro level. This course aims to explore interdisciplinary approaches to music to find out how music has been used to further develop diverse fields. Students will look at music from the perspectives of different fields including education, science, and technology, finding answers to the question of how the current ever-changing world will transform traditional concepts of music—beyond borders.

Objectives:

On completing this course, students are expected to be able to:

AILA Elements:

Music is not only for listening. Music has played important roles beyond pure entertainment and it has traditionally been studied as one of the seven liberal studies to better understand the world we live in. Through this course, students will be able to 1) identify the use of music in many different fields such as education, sports, literature, and psychology and 2) apply the interdisciplinary approach to expand their perspectives toward the arts.

Textbook(s):

Author: -  
Title: -  
Publisher: -  
ISBN: -

Reference/Other study materials / Author:, Title:, Publisher:, ISBN:

Handouts or links to digital versions of required readings and videos will be provided.

Assessment:

- Active class participation (15%)
- Five Mini Assignments: (30%; 6% each)
- A group paper & presentation: 1-2 pages, double space, Times New Roman with 11 pt. + in-class 10-minute presentation (25%)
- A midterm paper: 7-8 pages, double space, Times New Roman with 11 pt. (30%)

Expected academic background:

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URL of other information:

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Policies & remarks:

-

Notes:

Prerequisites

Interest in music, technology, education, or science (or all of the above).

Class schedule:

Week 1:

Course Overview

1-1. Introduction to “ what is music? ” and course objectives

1-2. Musicians of different styles all over the world; “ Music as a tool ”

Week 2:

Music x Education

2-1. STEM to STEAM: the past and the future of liberal arts

2-2. Education with musical instruments: how playing music instruments affects humans in early ages

Assignment 1: Design a 1-page curriculum for music class at elementary schools.

Week 3:

Music x Graphics

3-1. Five Senses: modern music scores around the world and explore synesthesia

3-2. Interactive technology on graphics and music

Guest speaker: Jasper Degens (Interactive Engineer at teamLab)

Week 4:

Music x Traditional Performing Arts

4-1. Use and structure of music on Japanese traditional performing arts

4-2. J-pop on Kabuki, rock on calligraphy: how collaborations revitalize traditions

Assignment 2: Find your favorite fusions of “ old ” and “ new ” , and explain why. Not limited to music.

Week 5:

Music x Folk Culture

5-1. Béla Bartók and his passion

5-2. Notation systems and succession: how cultures around the world succeed their tradition to next generations

Week 6:

Music x Leadership

6-1: The secret of orchestra: can orchestras play without a conductor?

6-2: Servant leadership vs. Power leadership: sneak peek on music rehearsals

Midterm Paper assigned

Week 7:

Music x Sports

7-1: What makes athletes listen to very particular songs? What are the common factors in the songs they choose?

7-2: Music as motivation: mental effects on trainings; choosing music for figure skating

Assignment 3: Create and share a “ motivation ” playlist and a “ relax ” playlist with your colleagues. Find the common factors in each playlist – be as specific as you can.

Week 8:

Music x Brain

8-1: How brain reacts to music: close look at each part of the brain with different functions

8-2: What is your personality?: Answer to your left vs. right brain mystery

Week 9:

Music x Fashion (pop culture)

9-1: Trends on pop culture: history of Japanese music and fashion

9-2: How different culture influence each other: comparison of music timelines in different countries

### Week 10:

#### Music x Literature

10-1: Masterpieces inside masterpieces: roles of music in literature / Final Project Introduction

10-2: The look into Opera: the relationships between operatic story and music

Assignment 4: Read one of the books introduced in 10-1 session and write how music is effectively used in the story.

### Week 11:

#### Music x SDGs (Sustainable Development Goals)

11-1: Poverty, Education, and Gender: Encourage Equality through music

11-2: Communities, Peace and Climate Change: Inclusive Societies through the arts

Guest Speaker: Saad Amer (Environmentalism; activist; Co-Founder, Plus1Vote)

Assignment 5: Pick one or two SDG goal(s) and research how arts (including music, visual arts, performing arts, etc.) have been involved to raise awareness on them.

### Week 12:

#### Music x Psychology

12-1: Nervousness: How do musicians train themselves to be immune to big stages?

12-2: Music for Relaxation: Does music really cure mental stress?

### Week 13:

#### Music in the era of pandemic

13-1: From physical to digital: consumer behavior vs. artists dream

13-2: Discussion: How could music industry survive without physical contacts?

### Week 14:

#### Student Final Presentations (Group Project) & Feedback

14-1: Final Presentation I

14-2: Final Presentation II

### Week 15:

#### Wrap Up

15-1: Lecture Concert: Violin performance (live-streamed or recorded performance)

15-2: Student discussion & wrap-up

#### AIU Academic Dishonesty Policy:

##### AIU Academic Dishonesty Policy ( Undergraduate )

In accordance with AIU policies and good practices in higher education, acts of academic dishonesty such as plagiarism, cheating, forgery (on a paper, examination, test, or other assignment) may result in the failure of the course.

An act of academic dishonesty during the final examination, or assignment in lieu of the final examination, may result in failure of all courses registered in the relevant academic term.

Cases of academic dishonesty will be reported to the Office of Student Records for relevant action.

##### AIU Academic Dishonesty Policy ( Graduate )

Acts of Academic Dishonesty: In accordance with AIU policies and good practices in higher education, acts of academic dishonesty such as plagiarism, cheating, forgery (on a paper, examination, test, or other assignment) will result in the failure of the course at a minimum.

An act of academic dishonesty during the final examination or assignment in lieu of the final examination will result in failure of all courses registered in the relevant academic term.

Cases of academic dishonesty will be reported to the Dean of Academic Affairs for relevant action.