

MUSC 8 Course Outline as of Fall 2009**CATALOG INFORMATION**

Dept and Nbr: MUSC 8 Title: INTRO TO WORLD MUSIC

Full Title: Introduction to World Music

Last Reviewed: 9/22/2014

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: MUS 7.4

Catalog Description:

An introduction to the musics of Africa, Asia, the Americas, Europe, Oceania, the Caribbean, and the Middle East, focusing on the interconnectedness and cross-fertilization among cultures.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

Limits on Enrollment:**Schedule of Classes Information:**

Description: An introduction to the musics of Africa, Asia, the Americas, Europe, Oceania, the Caribbean, and the Middle East, focusing on the interconnectedness and cross-fertilization among cultures. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:
	E	Humanities		Fall 2006	
	H	Global Perspective and Environmental Literacy			
CSU GE:	Transfer Area			Effective:	Inactive:
	C1	Arts		Fall 2006	
IGETC:	Transfer Area			Effective:	Inactive:
	3A	Arts		Fall 2006	
CSU Transfer:	Transferable	Effective:	Fall 2006	Inactive:	
UC Transfer:	Transferable	Effective:	Fall 2006	Inactive:	

CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course, students will be able to:

1. Aurally discriminate among musical traditions according to geographic region and specific culture.
2. Describe musical sound employing appropriate music terminology.
3. Use Sachs-Hornbostel organology to categorize musical instruments and name the common practice instruments of various cultures.
4. Distinguish among classical, folk, and popular musical genres.
5. Recognize the influence of religion, ethnicity, mores, regionalism, and nationalism on musical expression.
6. Discuss transculturation, cultural exchange, colonialism, culture contact, commodification, and technology as they impact indigenous musical traditions and cultures.
7. Define ethnocentrism and examine its effect on one's global perspective.

Topics and Scope:

- I. Fundamental issues
 - A. Defining music
 - B. Musical expression as culturally specific activity
 - C. Classical, popular, and folk music
 - D. Ethnomusicology as a field of study
 - E. Issues of representation
 - F. Resources for studying world music
- II. Elements of music
 - A. Timbre and medium
 - B. Pitch
 - C. Rhythm

D. Phonic structure

E. Dynamics

F. Form

III Cultural context

A. Cultural knowledge

B. Value system and hierarchies

C. Music and identity

D. Use versus Function

E. Music and ritual

F. Music technologies and media

G. Music and the arts

H. Transmission and pedagogy

I. Notation systems

J. Cultural contact, exchange and adaptation

IV. Conducting ethnomusicological research

A. Participant- and nonparticipant-observation

B. Audiovisual recording

C. Interviewing

D. Archives and collections

E. Disseminating findings

V. Survey of musical cultures

A. Oceania

1. Australia

2. Papua New Guinea

3. Hawaii

4. Kiribati

B. South Asia

1. North India

2. South India

3. Bangladesh

C. Southeast Asia

1. Vietnam

2. Thailand

3. Laos

4. Indonesia

D. East Asia

1. China

2. Mongolia

3. Korea

4. Japan

5. Tibet

E. The Middle East

1. Turkey

2. Iran

3. Egypt

4. Sufism

5. Judaism

F. Sub-Saharan Africa

1. Ghana

2. Central Africa

3. Zimbabwe

4. Uganda

5. Senegal-Gambia
 6. The Republic of South Africa
- G. Europe
1. Greece
 2. Spain
 3. Russia
 4. Scotland
 5. Ireland
 6. Hungary
 7. Bulgaria
- H. The Caribbean
1. Haiti
 2. Jamaica
 3. Trinidad and Tobago
 4. The Bahamas
 5. Cuba
 6. The Dominican Republic
- I. Central and South America
1. The Amazon
 2. Peru
 3. Argentina
 4. Brazil
- J. North America
1. Mexico
 2. Canada
 3. The United States of America
 4. Native American Reservations

Assignment:

1. Weekly reading (20-45 pages) and listening to CDs that accompany the textbook.
2. 3-5 music identification quizzes.
3. Multiple choice midterm and final exams.
4. Construct an organology of the musical instruments of four geographic regions.
5. Research a living music culture using ethnographic methods.
 - a. Fieldwork: observation, interview, concert attendance and/or participation
 - b. Present findings in a 7-12 page term paper with references
 - c. In-class oral report
6. Create an essay, audiovisual recording, or PowerPoint describing the student's personal relationship with music.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Term paper, My Music essay

Writing 20 - 45%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Classification of instruments

Problem solving
5 - 10%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, listening quizzes

Exams
30 - 45%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation in class discussions, fieldwork, oral report

Other Category
15 - 30%

Representative Textbooks and Materials:

World Music: A Global Journey. Miller, Terry E. & Andrew Shahriari. New York: Routledge, 2006.