

School of Arts & Sciences

Course Number/Title/Credits: MUSU 222: Musical Cultures of the World, 3 Credits

Catalog Course Description: A survey of nonwestern musical traditions with focus on Africa, Asia and Latin America. 3 credits.

LEARNING OUTCOMES and ASSESSMENT:

Learning Outcomes are statements that specify what learners will know, understand, or be able to demonstrate at the end of a learning experience.

Types of Learning Outcomes include:

- ✓ Course Learning Outcome – Result of finishing a course.
- ✓ Program Learning Outcome – Result of finishing a program.
- ✓ Institutional Learning Outcome – Result of finishing a degree at an institution, reflecting the core learning values and experiences of all graduates.

A Signature Assignment is an assignment used to measure a student's mastery of a program or institutional learning outcome. If a course you are taking includes a Signature Assignment, it will be clearly marked (**SIGNATURE ASSIGNMENT**).

Access the following link(s) for information on the Program Learning Outcomes (PLOs) and Curriculum Map related to this course:

[Click Here for Learning Outcomes](#)

Access the following link(s) for information on the Institutional Learning Outcomes (ILOs) and Curriculum Map related to this course:

[Click Here for Learning Outcomes](#)

Prerequisites: None

Restrictions: None

Essential Equipment and Facilities: By the end of the first week of class, students must have the ability to access MyBrandman, the Blackboard portal to their class site, and other key locations necessary to meet course requirements. Individual browser preferences vary, and, at times, some work with Blackboard better than others. Therefore, if you try one browser, such as Firefox, and you have difficulty, try another browser, such as Internet Explorer. Since versions of Microsoft Office vary, students who do not use the most recent version may need the free conversion software available via the Microsoft.com website. Java is also required for courses. Students who do not have Java may download it for free at java.com.

Students will need access to a sound system, headset, or earbuds to play music audio Mp3 files.

Academic Integrity: As a learning community of scholars, Brandman University emphasizes the ethical responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work. Academic dishonesty of any kind will not be tolerated. Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented. Further information may be found in the *Brandman University Catalog* available under Academic Resources in MyBrandman.

Americans with Disabilities Act Statement: According to the Americans with Disabilities Act (ADA) of 1990, an individual with disability is defined as having functional limitations resulting from a diagnosed disability and applies to an individual who has a physical or mental impairment that substantially limits one or more of the individual's major life activities; has a record of such an impairment; or is regarded as having such an impairment. In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that may impair or impact their ability to successfully complete assignments, tasks or satisfy course criteria are requested to notify their Advisor or Campus Director in order to understand how to apply for Student Disability Services. If and when the student is granted formal approval by the Director of ADA Services, both the student and professor will be notified. It is highly suggested that the student contact their professor to discuss the accommodations during the first week of the session. The granting of accommodations will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

University Policies: Students are responsible for complying with university policies including, but not limited to: incompletes, course drops, and student conduct. Information may be found in the *Brandman University Catalog* available under Academic Resources in MyBrandman.

Required Text: Choose the digital version of text/Mind Tap music files or the Loose-leaf Version of text with the online MindTap access to MindTap music files.

Titon, Jeff Todd, Ed. (2018). *Worlds of Music: An Introduction to the Music of the World's Peoples. Shorter Version 4th Edition*. Cengage Learning, Inc. Belmont, CA. Digital Version, ISBN: 9781337101516. (Bundle of 4th digital version + MindTap access to course content including Mp3 music files for 6 months)

Titon, Jeff Todd, Ed. (2018). *Worlds of Music: An Introduction to the Music of the World's Peoples. Shorter Version 4th Edition*. Cengage Learning, Inc. Belmont, CA. Digital Version + Loose-Leaf Text Print. ISBN: 9781337548212. ((Bundle of 4th digital version + MindTap access to course content including Mp3 music files for 6 months)

Cengage Digital Resources Login (MindTap Account Access): <https://www.cengage.com/dashboard/#/login>

Texts are available at the Brandman Online Bookstore: See "Bookstore" under Academic Resources in MyBrandman.

Online Brandman Library Resources: Click on red "Library" button in Blackboard.

Course Learning Objectives:

By the end of the course, students should be able to:

1. Use vocabulary to critically and analytically describe music of the various geographical regions.
2. Describe the relationships between music and other aspects of culture: family, generation, gender, leisure time, religion, ethnicity, regionalism, nationalism, and commercialism

3. Aurally discriminate and identify musical elements and timbres from different world cultures
4. Identify ethno-historical features of musical style.
5. Define the components of a music culture: ideas about music, activities using music, repertoires of music, and the material culture of music.
6. Analyze the influence of world music on American culture.
7. Evaluate the impact of the Internet and new audio/video media on cultural globalization.
8. Prepare an in-depth music ethnography project on one world musical culture.

Major Study Units:

First Study Unit: Discovering a World of Music

- What is Music?
- Patterns in Music: rhythm and meter, melody, harmony, and form
- A Music Culture Performance Model
- The Components of a Music-Culture: ideas, activities, repertoires, materials
- Music in your own Backyards
- Doing a Musical Ethnography

Second Study Unit: The Music of the North American Native

- Music for Ceremony and Dance
- Call and Response Singing
- Popular and Religious Music
- Instruments: drums, rattles, and flute
- Native American Popular Music

Third Study Unit: The Music of Africa

- The Diversity of African Culture
- Music-Making Events
- Influence of Spiritual Philosophy on Musical Expression
- The Drum Ensemble Rhythms and Polyrythms
- Structure of Songs, Vocal Technique, and Verbal Art

Fourth Study Unit: The Music of Black America

- African Influence on American music
- African American Music of Worship, Work, and Play
- The Blues
- American Roots and Soul Music

Fifth Study Unit: The Music of India

Last Revision Date: 1/11/19

- Culture, History, and Politics
- Pop, Religious, and Classical Music
- Musical Texture: melodic layer, sruti drone, percussion
- Raga: the melodic system
- Tala: the time cycle
- Indian Music and the West

Sixth Study Unit: The Music of Indonesia, China, Taiwan, and Singapore

- Gamelan: ensemble of instruments
- Javanese Gendhing Performance and Shadow Puppetry
- Balinese Music
- Chinese Music
- Popular Music: fusion with Western influence
- Instrumental Ensembles and Solo Instruments
- Opera Traditions: Beijing

Seventh Study Unit: The Music of South America

- Chilean Nueva Canción
- Bolivian K'antu
- The Quichua of the Northern Andes of Ecuador
- The musical tradition of the Sanjuán
- African-Ecuadorian and Afro-Peruvian Music
- The Andean Ensemble

Eighth Study Unit: The Music of the Arab World

- The Takht Ensemble
- Religion and Music in the Arab World
- Historic Traditions of Mesopotamia
- The Maghrib and Morocco
- Poetry and the Bedouin Culture
- From Diaspora to Globalization

Instructional Strategies: This class includes readings, textual and video instruction, exercises, discussions, and projects. Instructional Strategies may be further explained in the course Blackboard site. Online instruction strategies, via Blackboard, include discussions, posting to journal blogs, readings, watching video clips and visiting websites related to this course.

Attendance Policy:

Requirements for students' attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week is considered the first day of class for online and blended instruction. This includes instruction for fully online classes and online instruction supporting blended classes.

Last Revision Date: 1/11/19

- Regular onsite attendance is expected for student success. If a student misses more than one onsite class or one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course. Students are expected to attend all classes, particularly the first night of class.
- Students should consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation. Students enrolled in blended courses must attend at least one class during the first two weeks of classes.
- If a student misses a portion (e.g., arriving late or leaving early) of an onsite course, the student's grade may be adversely affected. Students who are not in attendance for at least 75 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.
- Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

Letter Grade/Percentage Equivalents:

Grade Point System
(Rounded up at .5 and up)

A = 93%-100%	B = 83%-86%	C = 73%-76%	D = 63%-66%
A- = 90%-92%	B- = 80%-82%	C- = 70%-72%	D- = 60%-62%
B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	F=59% and below

Methods of Evaluation for Determining Grades:

Assignment Detail for Blended course:

Assignment Details - refer to rubric (s) in Course Information	Possible Points
Weekly Discussion (10 points each)	80 points
Journal: Online World Music Resources (10 points each - Weeks 1-3)	30 points
Weekly Quizzes on Textbook Readings and Listening (10 points each)	80 points
Music Ethnography Topic Reflection Paper	10 points
Music Ethnography Bibliography (APA or MLA)	10 points
Music Ethnography Discography (Use Template)	10 points
Music Ethnography Fieldwork - Interview or Observation (Use Template)	10 points
Final Music Ethnography Research Paper (See Final Ethnography Grading Rubric)	40 points
Final Music Ethnography Presentation and Class Sharing	30 points
	Total: 300 points

Class by Class Outline for Blended course:

Week	Topics	Assignments
Week 1	Discovering a World of Music	<p>Reading: Textbook Chapters 1 (Titon) & 11 (Titon & Beck)</p> <p>MindTap Listening:</p> <ul style="list-style-type: none"> • "Postal workers canceling stamps at the University of Ghana post office" • "Songs of hermit thrushes" • "Sister, Hold Your Chastity" • "Yundao ge" ("Weeding Song") • "Sarasiruha" ("To the Goddess Saraswati") • "Yeibichai" • "Yangguan san die" ("Three Variations on Yang Pass") • "Amazing Grace" • "Ilumán tiyu" • "Muyu Muyari Warmigu" <p>Quiz: Music Terminology (Glossary)</p> <p>Journal: Elements of Music in World Music</p> <p>Discussion: Music in your Life</p>

Week 2	The Music of the North American Native	<p>Reading: Textbook Chapter 2 (Scales)</p> <p>MindTap Listening:</p> <ul style="list-style-type: none"> • "Ho Way Hey Yo", • "Stomp Dance" • "Yeibichai" • "Straight Up" • "Reservation of Education" • "Devil Come Down Sunday" <p>Quiz: Music of the Native American</p> <p>Journal: Online Brandman Library World Music Resources</p> <p>Discussion: Native American Musical Traditions</p>
Week 3	The Music of Africa	<p>Reading: Textbook Chapter 3 (Locke)</p> <p>MindTap Listening:</p> <ul style="list-style-type: none"> • "Postal workers canceling stamps at the University of Ghana post office" • "Agbekor" • "Nag Biegu" ("Ferocious Wild Bull") • "Nhemamusasa" ("Cutting Branches for Shelter") • "Makala" <p>Quiz: Music of Africa</p> <p>Journal: Exploring Online World Music Resources</p> <p>Discussion: African Musical Styles from Different Regions</p> <p>Assignment: Music Ethnography Topic and Reflection Paper</p>
Week 4	The Music of Black America	<p>Reading: Textbook Chapter 4 (Titon)</p> <p>MindTap Listening:</p> <ul style="list-style-type: none"> • "Amazing Grace" • "Field Holler" • "Rosie" • "Poor Boy Blues" • "Hustlin' Blues" <p>Quiz: Music of Black America</p> <p>Discussion: History of the Blues and African-American Music</p> <p>Assignment: Music Ethnography Bibliography (APA or MLA)</p>
Week 5	The Music of India	<p>Reading: Textbook Chapter 6 (Reck)</p> <p>MindTap Listening:</p> <ul style="list-style-type: none"> • "Devi Niye Tunai" ("O Devi! With Fish-Shaped Eyes") • "Sarasiruha" ("To the Goddess Saraswati") • "Engal Kalyanam" ("Our Wedding") <p>Quiz: Music of India</p> <p>Discussion: Indian Musical Traditions and the Music of Indian Pop Culture</p> <p>Assignment: Music Ethnography Discography</p>

Week 6	The Music of Asia: Indonesia, China, Taiwan, Singapore	<p>Reading: Textbook Chapters 7 (Sutton) & 8 (Stock)</p> <p>MindTap Listening:</p> <ul style="list-style-type: none"> • Demonstration: Bubaran "Kembang Pacar" • Ladrang "Wilujeng" • Playon "Lasem," Rendition 1 • "Kosalia Arini" • "Gendang Keteng-Keteng" • "Begadang II" • "Shufflendang-Shufflending""Dan Sekarang" • "Yundao ge" ("Weeding Song") • "Fang ma shan'ge" ("Releasing the Horse into Pasture") • "Jiangnan Sizhu" • "Qi Cun Lian" ("Seven-Inch Lotus"), Vocal Version and Ensemble Version • "Yangguan san die" ("Three Variations on Yang Pass") • "Li Chun: Xinnian Jiajie" ("The Joyous Festival of Lunar New Year's Day") <p>Quiz: Music of Asia: Indonesia, China, Taiwan, and Singapore</p> <p>Discussion: Contrasting Indonesian, Chinese, and Western Musical Traditions</p> <p>Assignment: Music Ethnography Fieldwork (Interview or Observation)</p>
Week 7	The Music of South America	<p>Reading: Textbook Chapter 9 (Schechter)</p> <p>MindTap Listening:</p> <ul style="list-style-type: none"> • "Kutirimunapaq""Muyu Muyari Warmigu" • "Ilumán tiyu" • "Me Gusta La Leche" ("I Like Milk") • "Amor Imposible" ("Impossible Love") <p>Quiz: The Music of South America</p> <p>Discussion: The Revival of Traditional South American Music</p> <p>Assignment: Final Music Ethnography Paper (APA or MLA)</p>
Week 8	The Music of the Arab World	<p>Reading: Textbook Chapter 10 (Rasmussen)</p> <p>Mind Tap Listening:</p> <ul style="list-style-type: none"> • "Al-Shaghal" • Call to Prayer ("Azan") • "Horses" • Zaffah procession at a Casablanca wedding • "Initiation of Ecstasy" • "Batal al Bab" • "Lamma Ya Albi" ("When, O Heart of Mine") • "Im Nin'alu" <p>Quiz: Music of the Arab World</p> <p>Discussion: Multiethnic, Multilingualistic, and Multireligious Diversity in Arab and Middle Eastern Music</p> <p>Assignment/Class Sharing: Final Music Ethnography Presentation (Google Slides, Prezi, or PowerPoint)</p>

Methods of Evaluation for Determining Grades:

Assignment Detail for Fully Online course:

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Weekly Discussion (10 points each)	80 points
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Music Ethnography Fieldwork - Interview or Observation (Use Template)	10 points
Final Music Ethnography Research Paper (See Final Ethnography Grading Rubric)	40 points
Final Music Ethnography Presentation and Wiki Sharing	30 points
	Total: 300 points

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