

**CORE CURRICULUM COMPONENT APPLICATION**  
**Sam Houston State University**

Revised August, 2012

**PART I – Course Information**

**Course Type**

☐ Existing/Restructured

☒ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☒ Yes ☐ No

**Course Prefix & Number:** MUSI 1379

**Texas Common Course Number** ([TCCN Matrix](#)):

**Course Title:** Survey of World Music Cultures

**Course Catalog Description** (Copy and paste from [online catalog](#) for existing courses):

This course is a survey of world music focusing on non-Western cultures within the 20th and 21st centuries. It examines elements of representative music cultures, features of those societies that influence music, and the unique musical and artistic aesthetics of those cultural groups. The content of this course explores the creation and function of music within a community's system of values and beliefs, fostering an appreciation for the human experience across diverse societies.

**Course Prerequisites:** none

**Available Online?**

☐ Yes, currently developed in online delivery mode

☐ Anticipated development in online delivery mode (Semester, Year: )

☒ No

**Number of Sections to be Offered per Academic Year:** 2-4

**Estimated Enrollment per Section:** 30

**Course Level** (freshman, sophomore): freshman

**Designated Contact Person** (for follow-up communication purposes): Sheryl Murphy-Manley

**E-Mail Address:** mus\_skm@shsu.edu

**Phone:** 294-4990

**Approvals**

Department Chair:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Academic Dean:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**PART II – THECB Foundational Component Areas**

See [Appendix](#) for full description of each component area.

**Select Component Area: IV. Language, Philosophy Culture**

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area:

This course will focus on an exploration and study of how representative global music cultures are shaped through value and belief systems within a society. A variety of world-music cultures will be studied, focusing on how each culture uses music as a language, (communicative and/or expressive) and as a means to affect their unique human experience. The course includes a comparative analysis between traditional Western aesthetics of music and global cultural models that foster intellectual and aesthetic creation within the context of music and society.

**PART III – Course Objectives & Student Learning Outcomes (SLO)**

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

**Objective/SLO 1:** Students who successfully complete this course will develop knowledge and understanding of the role that music plays in a culture and in all human life, both in Western societies and global communities.

How will the objective be addressed (including strategies and techniques)?

Students will develop their knowledge through class discussion, readings, films, activities, assignments, and lectures. By examining selected music cultures from North and South America, Africa, Indonesia, East Asia, India, and the Arab World, students will explore the role that music plays in cultures across global communities.

Describe how the objective will be assessed: The student will demonstrate this objective through exams and written evaluations of a musical culture which will be graded with a rubric. An example of a question that will provide direct assessment for the exam might include: "Describe the four components of a music culture, giving examples of each from the music cultures discussed in class." (Students will answer with a discussion that includes 1) Ideas about music; religion/belief systems, aesthetics of music, contexts for music, history of music within cultures, 2) Activities involving music 3) Repertoires of music; style, genres, texts, composition, transmission, movement, and 4) Materials of music. Successful answers will address all of the above components giving relevant detail.)

**Objective/SLO 2:** Students who successfully complete this course will be able to provide oral and written descriptions of the role of music in selected cultures, demonstrating understanding of selected world-music systems, performing contexts, functional applications of music and art, and characteristic traits of instrumentation, genre, and harmonic systems from the specific music cultures addressed in the class.

How will the objective be addressed (including strategies and techniques)?

**CORE CURRICULUM COMPONENT APPLICATION**  
**Sam Houston State University**

Revised August, 2012

Through textbook readings, research, class lectures, films, and class discussions, students will understand the diversity of cultural and musical systems by exploring case studies presented in the textbook and lectures. Additionally, students will prepare projects that build a music-culture model for a chosen cultural group demonstrating their understanding of its religious beliefs, political system, and the details of its musical system including the function that music fulfills within the given culture.

Describe how the objective will be assessed: Students will demonstrate this objective through written exams, a research project that is presented orally for the class, and a research paper that is graded according to a rubric by the instructor of record. An example of a question that will directly assess this objective on an exam might include: "Describe the concept of 'raga' in Indian music. What is the relationship between 'ragas', 'rasas', and the Melakarta system?"

**Objective/SLO 3:** Students who successfully complete this course will be able to demonstrate understanding of how ideas, values, and beliefs of a culture affect the unique aesthetic and intellectual creations within specific societies. Students will more fully understand the human condition across many cultures through an understanding of the role that music plays within diverse societies. Students will also gain an appreciation for diversity and an understanding of the global community, and specifically, music as a product of the human experience.

How will the objective be addressed (including strategies and techniques)?

As cultures across the globe are studied, students will be guided in thinking critically about their own cultures, and sub-cultures, and how their ideas, values, and beliefs have helped shape their own aesthetic viewpoints towards global communities. Through textbook readings, research, films, and lectures, students will understand the broad variety of ideas concerning the functions and uses of music and art, and learn about alternative viewpoints across human experiences.

Describe how the objective will be assessed: Students will demonstrate their learning through exams and assignments that focus their knowledge on the course objectives. Students will also be graded and directly assessed, according to a rubric, on their oral presentation of research and appropriate construction of a music-culture model for the country serving as the topic of their research project. An example of a question for the exam might include: "At the beginning of the semester, we listened to an excerpt of postal workers singing and canceling stamps at the post office of the University of Ghana. Explain why these postal workers do not consider their activity to be a musical performance. What aspects of our Western culture lead most Americans to consider the Ghanaian activity to be music?"

**Objective/SLO 4:**

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:

**Objective/SLO 5:**

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:

#### **PART IV – THECB Skill Objectives**

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s), and how each skill will be assessed. *Address ALL skill objectives associated with the selected Component Area. ([See Appendix](#))*

**1. Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including strategies and techniques)?

- Through exams, writing, research projects, discussions, and assignments, students will be taught to think critically and analytically, and to ask appropriate questions about cultures, integrating and synthesizing knowledge they gain in the course, forming conclusions, and building an informed belief system from the complex of information presented in the course content.
- Students will research, organize, outline, draft, and write a research paper that puts into practice the analytical skills, (critical thinking and aural analysis) they acquire during the class. They will examine a non-Western musical culture (and musical examples from that culture) as they evaluate and synthesize information concerning their music-culture case study, analyze their findings, and compare world cultures to European music traditions explored in the course content.
- Students will develop skills necessary to aurally identify selected musical styles from different countries, and be able to articulate conclusions about stylistic analysis.

Describe how the skill will be assessed: This skill will be directly assessed through exams, through the grading of their research project, which will include multiple learning tasks that guide the student towards the final product, and through embedded questions on exams. An example of a test question that measures critical thinking might include: "How does the Agbekor performance reflect the history and culture of the Ewe people? Why would the omission of Agbekor be devastating to a person from the Ewe cultural group?"

**2. Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including strategies and techniques)?

Students will communicate effectively in written, oral, and visual means as they present their research on a given music culture through a written research paper, an oral presentation for the class, and a visual product used in that presentation. They will be required to outline, draft, and revise writing assignments with instructor feedback, (and according to a rubric), as they learn to present their research in an effective and logical manner.

Describe how the skill will be assessed: Students will be directly assessed and graded on their projects and papers according to a rubric. This skill will also be directly assessed through embedded questions on exams, such as "In presenting the belief and value system of a music culture to an audience of non-ethnomusicologists, describe the most effective manner to develop your format logically, and the most convincing way to present your interpretation to the audience." [The rubric for the oral, written, and visual presentation is included below as, "Survey of World Music Cultures-Oral Presentation Assessment Rubric"]

**3. Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including strategies and techniques)?



**CORE CURRICULUM COMPONENT APPLICATION**  
**Sam Houston State University**

Revised August, 2012

Describe how the skill will be assessed:

**4. Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including strategies and techniques)?

Describe how the skill will be assessed:

**5. Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including strategies and techniques)?

Students will articulate in writing, and orally, how they make sound ethical judgments based on the development of their personal value system. Students will approach the study of diverse cultures with an understanding of the cultural heritage that humans share, and do not share. As cultures across the globe are studied, students will be guided in thinking critically about their own cultures, and sub-cultures, and how their ideas, values, and beliefs have helped shape their own aesthetic viewpoints towards global communities. Students will consider their personal role in the global community understanding past successes, failures, and consequences of personal choices and ethical decision-making.

Describe how the skill will be assessed: Students will be directly assessed through their research paper and presentation of their oral project, both graded with a rubric by the instructor of record. The students' projects will demonstrate personal judgment of diverse communities and their personal roles within the global society. Students also will be directly assessed with rubric-graded embedded questions on the exam, such as, "We actively make our own choices which lead to consequences. Describe two ways in which making personal choices in your life could affect, positively or negatively, the music cultures we have studied in class." or, "When Ravi Shankar realized that the American public at Woodstock was involved in the drug culture, how did he modify his musical activities? Describe an instance within, or near to, your own music culture during which you might be required to change your musical activities in order to stay true to your personal values or belief system."

**6. Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including strategies and techniques)?

Students will learn intercultural competence as they explore music cultures from North and South America, Africa, Indonesia, East Asia, India, the Arab World, and the selected culture for their research project. Students will come to understand the nature of their personal role in their own communities and their social responsibility in preservation of the global community of music and other social cultures.

Describe how the skill will be assessed: Students' intercultural competence will be directly assessed through their research paper and presentation of their oral project, both graded with a rubric by the instructor of record. Embedded examination questions, graded with a rubric, will also be used. Examples of test questions might include: "What are some of the social layers of genres of Indian music? Do American and European music also have musical styles of higher or lower status? How do they reflect various subcultures?" Or, "Why and/or why not is it appropriate to characterize the music-culture of the BaAka People in Central Africa as "primitive"? Compare your own music-culture's value of music as an adaptive resource for the Forest People. What is a socially responsible approach to studying the BaAka People and their culture?"

**CORE CURRICULUM COMPONENT APPLICATION**  
**Sam Houston State University**

Revised August, 2012

**PART V – SHSU Core Curriculum Committee Requirements**

**1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.**

Week 1	<ul style="list-style-type: none"> <li>-Discuss course objectives and new core skill objectives</li> <li>-Topics include: Approaches to studying global communities through music; The music-culture as a global component; Ethnomusicology vs. Musicology; The music-culture performance model in diverse societies vs. Western-European traditions; The four components of a music-culture: ideas about music, activities involving music, repertoires of music, and material culture of music; The musical elements: melody, harmony, texture, rhythm, and genre as applied globally; Ecological and sustainable worlds of music</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>-Specific case studies of world music including music from: Native American communities of Sioux, Zuni, Iroquois, and Navajo; Functions of music within religious and social venues as applicable to these selected Native American groups</li> <li>-Research projects explained and assigned</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Selected musical examples from African communities including: Ghanaian work songs; Agbekor of the Ewe people; Drumming of Dagbon, and the life of Abubakari Lunna</li> <li>-First steps of research project due: country and music-culture choice, outline proposed, teams selected, research steps discussed</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>-Selected case studies from African cultures continued including: Mbira music of the Shona people and cultural contexts; Polyphonic genres of the Baaka people; Social response to the Forest People; Music-culture as an adaptive resource</li> <li>-Sequential steps for research project monitored and completed including the teams building of the music-culture model for selected country</li> <li>-Exam</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>-Specific examples from North America including: Music of worship; Music of work; Music of play; Blues; Cultural contexts; and Social context and meaning</li> <li>-Research project continues individually and within teams</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>-Comparing European aesthetics and approaches to artistic meaning with the non-Western music-culture model; Artistic and social responsibility within, and towards, global communities</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>-The music of India, including: History, culture, and music; Commercial vs. religious music and social meaning; Classical music of India, Soundscapes, Raga, Rasa, the Melakarta system, Tala and the time cycle</li> <li>-Research project continues individually and within teams</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>-Carnatic Indian music including discussion of Alapana, Tanam and genres</li> <li>-Research project continues individually and within teams</li> <li>-Exam</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>-Specific examples from Indonesia including: The gamelan of central Java; Gamelan performance contexts; Social use of gamelans in Shadow Puppetry</li> <li>-Research project continues individually and within teams</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>-Specific examples from Indonesia including: Balinese gamelans; Popular music; The multiplicity of music-cultures in Indonesia</li> <li>-East Asian Music including topics: A cross-section of Chinese music; Folk song; Instrumental ensemble traditions; Operatic traditions; Solo instrumental traditions; Religious traditions; Popular music</li> <li>-Research project continues individually and within teams</li> </ul>

**CORE CURRICULUM COMPONENT APPLICATION**  
**Sam Houston State University**

Revised August, 2012

Week 11	-Music in Latin American societies including case studies: Chilean Nueva Cancion; Bolivian K'antu; Music of the Quichua in the Northern Andes of Ecuador; Afro-Peruvian Music; Western Influences vs. Folk Traditions -Research project continues individually and within teams
Week 12	-The Arab World including: Defining "Arab World"; The Takht ensemble; Religion and music in the Arab World; Music in History vs. Music as History; The Maghrib; Communal Music Making in Morocco; Homeland and Diaspora, case study of an Iraq musician
Week 13	-Exam -Research project continues individually and within teams
Week 14	-Music in diverse societies re-envisioned -Oral Presentations begin
Week 15	-Oral Presentations conclude -Teams assessed and graded (-Final exam during finals week)

**2. Attachments (Syllabus Required)**

Syllabus Attached? ☒ Yes ☐ No

Other Attached? ☒ Yes ☐ No If yes, specify: 4 sample rubrics for the 4 skill objectives

**CORE CURRICULUM COMPONENT APPLICATION**  
**Sam Houston State University**

Revised August, 2012

**Appendix: THECB Component Area Descriptions and Skill Requirements**

**I. Communication** (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

**II. Mathematics** (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

**III. Life and Physical Sciences** (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

**IV. Language, Philosophy, and Culture** (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

**V. Creative Arts** (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

**VI. American History** (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

**VII. Government/ Political Science** (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

**VIII. Social and Behavioral Sciences** (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

**Required Skill Objectives**

Foundational Component Areas	Skill Objectives					
	Critical Thinking	Communication	Empirical & Quantitative	Team Work	Social Responsibility	Personal Responsibility
Communication	✓	✓		✓		✓
Mathematics	✓	✓	✓			
Life and Physical Sciences	✓	✓	✓	✓		
Language, Philosophy & Culture	✓	✓			✓	✓
Creative Arts	✓	✓		✓	✓	
American History	✓	✓			✓	✓
Government/Political Science	✓	✓			✓	✓
Social and Behavioral Sciences	✓	✓	✓		✓	