****

**Master Syllabus**

**Course: MUS 103, Introduction to World Music**

**Cluster Requirement: Cluster 3 B, Visual and Performing Arts**

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching an approved in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

**Course Overview:**

Introduction to World Music explores the musical traditions of various cultures with respect to their historical, social, and cultural backgrounds. This course also explores different approaches to musical organization, musical practice, and significant aspects of style within a world music setting. The course will seek to develop a higher sensibility towards music through the study of musical cultures from four continents by oral, aural, and written expression.

**Course-Specific Learning Outcomes:**

This course includes various reading, listening, and written assignments designed to reinforce in class lectures and listening. The students will:

1. Analyze written, aural, and visual texts in the visual and performing arts with sensitivity to their

cultural contexts

1. Describe various aesthetic value systems and how they are communicated across time and cultures.
2. Identify issues in the arts that have personal and global relevance.
3. Know the elements of music and how they apply to various musical cultures.
4. Know the textures of music and how they apply to various musical cultures.
5. Gain an appreciation for the diversity of musical expressions and cultural values in the world.
6. Enjoy all cultures and music with greater appreciation.

**University Studies Learning Outcomes:**

After completing this course, students will be able to:

1. Articulate the cultural context, history and formal and conceptual aspects of the art form studied.

2. Interpret and create informed responses (via writing, presentation, performance or artifact) to the art form studied through the analysis of the form, content, context and methods of production using appropriate disciplinary terminology.

3. Explain the ways in which the art form expresses the values that humans attach to their experiences.

**Examples of Texts and/or Assigned Readings:**

Miller, Terry E. and Shahriari, Andrew. *World Music: A Global Journey*. 2008, Routledge.

Students are required to listen to several CD’s of musical recordings associated with the written material.

Listening Guides (provided by the publisher) are available to each student.

**Example Assignments:**

**Three Five-Page Research papers:**

Students will complete one six page paper for this course. Students will research the cultural context and values of a chosen musical culture through books, journals, recordings, and the internet, using these secondary sources to become acquainted with the culture and its musical styles and genres. Students will discuss the musical styles and genres and how they are representative in that culture. Within the paper, you must demonstrate the following:

* An understanding of the cultural context, history and conceptual aspects of the music being performed;
* An understanding of musical form, content, content and methods of musical production, while understanding musical terminology appropriate to specific musical styles and historical eras;
* An understanding of the cultural expression of values through music.

Students are required to use a variety of sources available via the UMD (or other) libraries. Many sources can be found on the Internet. Research assistance will be provided upon request.

Research papers must be typed and double-spaced. A minimum of five pages is required. All writing and citation must be presented in MLS style.

You must document and properly cite your sources. If the words/ideas/thoughts are not original to you, cite them by using quotation marks, footnotes, endnotes and/or other citation methods. In addition, a list of sources must appear at the end of your paper. Failure to do so will be considered plagiarism. For more details, see the citation and documentation information on following site: <http://www.umassd.edu/wrc/>

**Assessment Rubric for the Research Papers:**

A/A-: In depth research and analysis of the material, paper well written in terms of grammar/syntax/structure.

B/B+: Good degree of research and analysis (though missing some important elements), relatively well written paper in terms of grammar/syntax/structure.

B-/C+: Moderate amount of research/analysis but not sufficiently in depth, paper includes grammatical and syntactical/structural errors.

C/C-: Relatively little in depth research and analysis, paper has poor grammar/syntax/structure.

D+/D/D-: Very little research and analysis and significant gaps in material presented, significant grammar/syntactical/structural issues.

F: Sparse research/analysis, significant grammatical/syntactical/structural issues, plagiarized segment(s) found in paper.

**Alignment with University Studies:** The above written paper assignments align with University Studies outcomes 1, 2 and 3.

* The written papers require an understanding of the cultural context, history and conceptual aspects of the music being performed (#1);
* The written papers require the students to demonstrate their understanding of musical form, content, content and methods of musical production, while understanding musical terminology appropriate to specific musical styles and historical eras (#2);
* The written papers require the development of an understanding of the expression of values through music. (#3).

**Concert Review Paper:**

This course involves the application of your knowledge through listening to music. Each student will be responsible for attending one performance that is non-western in nature and completing a written review of the performance. The paper is to be one page minimum, typed and double-spaced. The UMass Dartmouth Department of Music, located in the CVPA building, is an excellent source for performances. You will complete a review on the performance, discussing the salient features as related to the course content. This will be an ethnographic account of a live concert. Students are encouraged to interview and meet performers, other listeners, and people who make up the local community of that culture and write an account of that interaction. (For this review, choosing a culture that does not reflect your own immediate background might help you to keep your writing fresh and objective.)

**Assessment Rubric for the Concert Paper:**

A/A-: In depth research and analysis of the performance, paper well written in terms of grammar/syntax/structure.

B/B+: Good degree of research and analysis of the performance (though missing some important elements), relatively well written paper in terms of grammar/syntax/structure.

B-/C+: Moderate amount of research/analysis of the performance but not sufficiently in depth, paper includes grammatical and syntactical/structural errors.

C/C-: Relatively little in depth research and analysis, paper has poor grammar/syntax/structure.

D+/D/D-: Very little research and analysis and significant gaps in material presented, significant grammar/syntactical/structural issues.

F: Sparse research/analysis, significant grammatical/syntactical/structural issues, plagiarized segment(s) found in paper.

**Alignment with University Studies:** The above written Concert Paper assignment aligns with University Studies outcomes 1, 2 and 3.

* The Concert Review paper requires an understanding of the cultural context, history and conceptual aspects of the music being performed (#1);
* The Concert Review paper requires the students to demonstrate their understanding of musical form, content, content and methods of musical production, while understanding musical terminology appropriate to specific musical styles and historical eras (#2);
* The Concert Review paper requires the development of an understanding of the expression of values through music. (#3).

**Video Searches**:

Students are required to complete video searches for each region in order to compile additional information about the music of non-western cultures. Discussion will be held in class regarding your completed video searches. Students must find relevant examples of the types of music studied in the book. Assessment: Grades A-F, based on a standard 100-point scale. These assignments essentially ask the student the following:

1. What is going on?
2. Where is it going on?
3. Why is it going on?
4. When is it going on?

**Alignment with University Studies:** The above Video Search assignment aligns with University Studies outcomes 1, 2 and 3.

* The Video Searches require an understanding of the cultural context, history and conceptual aspects of the music being performed (#1);
* The Video Searches require the students to demonstrate their understanding of musical form, content, content and methods of musical production, while understanding musical terminology appropriate to specific musical styles and historical eras (#2);
* The Video Searches require the development of an understanding of the expression of values through music. (#3).

**Final Presentation:**

Each student will give a short (5 min.) oral presentation on a subject relating to a topic within non-western music. Students will pick a musical culture and discuss its musical styles and genres in its cultural context. Elements presented should include:

1. Origins and musical development
2. Distinctive musical and cultural features
3. Importance and role of the music in its cultural setting
4. Analysis of music through recordings for demonstration

**Assessment and Corresponding Content/Evaluation:**

A/A-: In depth research and analysis of the material as displayed in an excellent oral presentation.

B/B+: Good degree of research and analysis of the material as displayed in good oral presentation.

 (though missing some important elements).

B-/C+: Moderate amount of research/analysis but not sufficiently in depth, leading to a somewhat adequate but not detailed oral presentation.

C/C-: Relatively little in depth research and analysis, leading to a oral presentation lacking depth of material.

D+/D/D-: Very little research and analysis and significant gaps in material presented, poor oral presentation.

F: Oral presentation lacking any substance/depth or student did not present.

**Alignment with University Studies:** The Final Presentation assignment aligns with University Studies outcomes 1, 2 and 3.

* The Final Presentation requires an understanding of the cultural context, history and conceptual aspects of the music being performed (#1);
* The Final Presentation requires the students to demonstrate their understanding of musical form, content, content and methods of musical production, while understanding musical terminology appropriate to specific musical styles and historical eras (#2);
* The Final Presentation requires the development of an understanding of the expression of values through music. (#3).

**Sample Course Outline (**NOTE: The outline will be adjusted to accommodate the revised University Academic Calendar.)

**MUSIC OF AFRICA**

Week 1

Musical traditions of Africa

Music in community life

Week 2

Performing groups and their music

Musical instruments

Week 3

Music and related arts

**MUSIC OF EAST AND SOUTHEAST ASIA**

Week 4: JAPAN

Musical traditions

Music in community life

Court music (Gagaku)

Music drama (Noh Drama)

Musical instruments

Week 5: CHINA

Musical traditions

Music in community life

Chinese court music-Chinese music drama

Musical instruments

Week 6: INDONESIA

Musical traditions

Gamelan ensembles

Music and theater

Shadow puppet theater (Wayang Kulit)

**MUSIC OF SOUTHEAST ASIA AND THE MIDDLE EAST**

Week 7: INDIA

North Indian music (Hindustani)

South Indian music (Karnatak)

**MUSIC OF SOUTHEAST ASIA AND THE MIDDLE EAST**

(continued)

Week 8

South Indian musical ensembles

Instruments of India

Classical Indian music

Week 9: MIDDLE EAST

Musical traditions

Musical instruments

Musical forms

The spread of Middle Eastern music and religions

**MUSIC OF LATIN AMERICA AND THE CARIBBEAN**

Week 10: LATIN AMERICA

Musical traditions

Folk music of Central America

Music of South America

Week 11

Dance forms…

Samba and bossa nova

Musical instruments

Week 12: CARRIBEAN

Musical traditions and diversity

Cuba-Salsa forms

Puerto Rico

Week 13

Jamaica: reggae and ska

Trinidad and Tobago: calypso and soca

Carnival in Trinidad: steel drums

Weeks 14 and 15

Class projects and presentations

North Indian musical ensembles