

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

Course Outline

Course Title: World Music
Semester Course Prefix and Number: MUSC 1525
Old Quarter Course Prefix and Number:

Submitted By: Josh Aerie
Approval Date:
Revision Date:

Number of Credits: 3
Semester(s) Offered: Fall
Class Size:
(Must be approved by AASC
or SGC)

Number of Lecture Credits: 3
Number of Lab Credits: 0
Number of Lab Hours: 0
Number of Studio/Demonstration/Internship Credits: 0

Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of general education (MNTC) (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:

This course is an introduction and overview of music from around the world. Students will explore musical cultures, performance traditions, instruments and instructional methods from different ethnicities and cultural groups including Africa, North American/Native Americans, Central and Southeastern Europe, Latin America, and Indonesia. An understanding and appreciation for both our own “Western” musical roots, and the rich traditions other peoples from around the globe is the ultimate goal of this course.

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s): none
Reading Prerequisite: none
Composition Prerequisite: none
Mathematics Prerequisite: none

Career Programs and Transfer Majors Accessing this Course:

Music, Anthropology, Global Studies, Culture/Socio Studies

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer’s approval are required.)

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|--|---|
| 0. <input type="checkbox"/> None | 6. <input checked="" type="checkbox"/> The Humanities and Fine Arts |
| 1. <input type="checkbox"/> Communications | 7. <input type="checkbox"/> Human Diversity |
| 2. <input type="checkbox"/> Critical Thinking | 8. <input checked="" type="checkbox"/> Global Perspectives |
| 3. <input type="checkbox"/> Natural Sciences | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning | 10. <input type="checkbox"/> People and the Environment |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences | |

Learning Outcomes: (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

1. Demonstrate awareness of the scope and variety of music and musical traditions that occur globally through listening/audio identification and description, ethnographies, and cross-cultural comparison.
2. Demonstrate an understanding of music as an expression of human values within a social context through performance traditions, roles of music in a particular society, and evolution of socio-cultural musical structure.
3. Describe socio-cultural differences in various ethnic groups as it pertains to their musical expression, including in Africa, Europe, North America, Latin America, and parts of Asia.
4. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions through the lens of musical traditions and music's ability to transcend cultural, social, ethnic and caste boundaries.
5. Analyze specific international problems, illustrating the cultural, economic, and demonstrate knowledge of cultural, social, religious and linguistic differences and political differences that affect their solution. These differences can be both highlighted and homogenized through music; its surface differences from social group to social group, but also its underlying universal structure, rhythm, and aural appeal.

Student Assessment Methods:

1. Participation in discussion
2. Periodic quizzes to assess listening and reading comprehension
3. A final research project and presentation on a musical culture and its structure, scope, and global importance

Use of Instructional Technology: (includes software, interactive video and other instructional technologies):

1. Online course
2. Audio recordings
3. Electronic journals and other texts
4. Video

Outline or Statement of Major Course Content:

Course Sections:

Introduction to World Music

- what is “Ethnomusicology?”
- how do we define “Music?”
- legitimacy of non-Western music
- how would you describe your own musical tastes?
- how would an ethnographer describe the music you listen to?
- music in culture/music as culture: the importance of performance

African Music

- musical culture in Africa – a model for social structure
- Agbekor – music of the Ewe people
- Lambango – Mali and the Mande ethnic tradition
- Dagamba – Western African peoples and drumming
- student input and experiences?

North American/Native American Music

- Sioux Grass Dance
- Zuni Lullaby
- Iroquois Quiver Dance
- Navajo Yeibichai songs and ceremonial chants
- student input and experiences?

- Bosnian and Central/Southeastern European Music
- changing society, evolving musical styles
 - Paparuda and the rise of Communism
 - the Highland and Lowland folk song traditions
 - political upheaval and transformation
 - aesthetics and commercialism
 - immigration and musical integration
 - student input and experiences?

Other possible areas (as time permits):

Indonesian Gamelan Music

Latin American Music - Ecuador

Additional Special Information: (special fees, directives on hazardous materials, etc.)
none

Transfer Information: (Please list colleges/majors that accept this course in transfer.)
Many – could be called “Ethnomusicology” at other institutions.

- UMD, U of M, MS Mankato, MS Moorhead, College of St. Scholastica, St. Cloud State, Bemidji State, UW-Superior, UW-Madison

Approvals:

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

Distribution: Original – Administrative Office

Copies: Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records, Student Services, Learning Center, Library

Revised: October 2006