Section I. CAS GE to LE Core Application Cover Sheet

Department/Program: Music and Theatre Arts

Effective year and term for implementation of action: [2015]Fall

Section II. Application for Inclusion in the Liberal Education Core

A. This course addresses the following Liberal Education Core Learning Outcome(s) (check all that apply):

Knowledge
- K1
- K2
- K3
- K4

Skills
- S1
- S2
- S3

Responsibility
- R1
- R2
- R3

Integration
- I1

B. Provide the requested information for each identified learning outcome.

Knowledge 4 (K4): Use knowledge, historical perspectives, theories, or methods appropriate to the arts to describe their context, function and impact.

1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.

This course provides an introduction to the sound and concepts of diverse musical cultures from around the world, with an emphasis on the role of music within cultures and music as a reflection of these cultures. This course aims to offer an understanding of human experience and culture through the study of diverse musical traditions and by emphasizing the inter-connectedness of musical style to cultural values and the diverse roles that music serves in cultures. By the end of this course, students should be able: 1) to compare diverse musical cultures, especially the diverse roles that music serves within cultures. 2) to analyze and compare formal elements of diverse styles of music from around the world. 3) to interpret musical style as a reflection of cultural values and social structures. The entire course addresses this outcome.

2. Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, broad discussion of the learning environment for the experience, etc.

Multiple lectures, discussions, and assignments (involving reading, listening, and writing) will address K4. For the unit on Tuvan music, for example, students receive a lecture on the traditional way of life in Tuvan society, watch video excerpts reflecting traditional life and music performances, listen to multiple excerpts of traditional overtone singing, and read a chapter of a book on traditional Tuvan music as a timbral art form (Where Rivers and Mountains Sing). After extensive discussion of these materials and ideas, students write an essay on the style of traditional Tuvan music and how it connects people to their social and physical environment. (Assignment #3 on the attachment.) For music in the Civil Rights Movement, as another example, students receive a lecture on the history of the Civil Rights Movement, watch excerpts of "Eyes on the Prize" that involve music, read a chapter in a book on the function of music in the civil rights movement (The Role of Freedom Songs in the Civil Rights Movement), and listen to multiple civil rights songs and then discuss their style and meaning. Students are then asked to write an essay on the meaning of "Lord, hold my hand while I run this race," addressing issues of power, function, source, style, and performance context of the song. (Assignment #10 on the attachment.)

3. Identify and provide a rationale for the presence of all prerequisites.

There are no prerequisites.

4. Describe the student work for the identified outcome that will be collected, assessed and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.

Be sure to refer to the outcome rubric elements in relation to the student work that will be assessed. If there are aspects of your course that align with a selected learning outcome but are not well-reflected in its rubric, provide relevant commentary.

For Rubric Element A, Assignment #3 (described above for Question #2) will be assessed. The central purpose of the assignment is for students to understand the close relationship between the social and physical environment of traditional Tuvan culture with the sound and function of traditional overtone singing. For Rubric Element B, two essay exam questions will be assessed. These questions speak directly to musical style. One asks for a comparison of the style features of a Mbuti Molimo song with a song by a jeli from the Mande culture. The other asks for a stylistic comparison between two powwow songs. For Rubric Element C, Assignment #10 (described above for Question #2) will be assessed. The central purpose of the assignment is for students to interpret the power/meaning of a specific Civil Rights song by demonstrating the interconnectedness of its style, function, sources, and performance context.

5. Provide additional information on the learning experience such as:

- Sample readings
- Topical outline and timetable
- Learning outcomes
This course provides an introduction to the sound and concepts of diverse musical cultures from around the world, with an emphasis on the role of music within cultures and music as a reflection of these cultures. This course aims to offer an understanding of human experience and culture through the study of diverse musical traditions and by emphasizing the inter-connectedness of musical style to cultural values and the diverse roles that music serves in cultures. Throughout the course, the effects of power relationships on music and musical culture will be confronted, such as the impact of assimilation policies on Native American musical cultures in the beginning of the twentieth century or the impact of appropriation by Western artists seeking “sources of inspiration” around the world. The ultimate goals in this course are for students to gain an understanding of diverse musical cultures and styles, the connection of music to broader social structures, and the ways in which individual choices have global implications. By the end of this course, students should be able: 1) to compare diverse musical cultures, especially the diverse roles that music serves within cultures. 2) to identify the effects of power relationships on music and musical culture. 3) to explain how choices by individual artists have global implications. The entire course directly addresses this outcome.

### 3. Identify and provide a rationale for the presence of all prerequisites.

There are no prerequisites.

### 4. Describe the student work for the identified outcome that will be collected, assessed and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.

Be sure to refer to the outcome rubric elements in relation to the student work that will be assessed. If there are aspects of your course that align with a selected learning outcome but are not well-reflected in its rubric, provide relevant commentary.

For Rubric Element A, an essay exam question will be assessed. This essay asks for a comparison of the traditional social structures of Mbuti and Mande cultures, and then a comparison of related musical styles. This essay assesses the students’ knowledge of two distinct musical cultures and their ability to connect musical style with social structures. For Rubric Elements B and C, a 5-page essay which addresses the political implications and power relationships in Paul Simon’s Graceland album will be assessed. In relationship to Element B, students are asked to analyze the power relationships between Paul Simon and his “sources of inspiration” who were musicians from South Africa during the apartheid struggles, and they are asked to address the difference between collaboration, appropriation, and exploitation. In relationship to Element C, students are asked to analyze the global implications of Paul Simon’s choices to create the Graceland album and go on tour during a period of UN sanctions. (See attachment for full description of assignment.)

### 5. Provide additional information on the learning experience such as:

- Sample readings
- Topical outline and timetable
- Learning outcomes
- A brief description of the experience (300 words maximum)

For more information, see attached syllabus.

Sample readings:

6. Considering existing department/program resources, please provide answers to the following:

   How many sections of the experience will be offered in the fall semester? 2
   How many sections of the experience will be offered in the spring semester? 1
   What will be the average size for each section of the experience? 35

Attachments

General Notes and Comments:
The new rubrics approved at the end of the summer of 2014 are very workable for me.

Date of Department/Program Approval (Include all department/program names and approval dates as appropriate):
11/3/14

College Curriculum Committee or Equivalent Action:
11/6/2014© Approved © Denied

University Liberal Education Committee Action:
© Approved © Denied