

Bergen Community College
Division of Business, Arts, and Social Sciences
Department of the Performing Arts

Course Syllabus

MUS-106 World Music

Basic Information about Course and Instructor

Semester and year:
Course and Section Number:
Meeting Times and Locations:

Instructor:
Office Location:
Phone:
Departmental Secretary: [optional]
Office Hours:
Email Address:

Course Description

MUS-106 World Music is an introductory study of the world's musical cultures. Global musical styles from will be examined from both socio-cultural and musicological perspectives.

3 lectures, 3 credits

General Education and Diversity Course – Humanities Elective

Student Learning Objectives: As a result of meeting the requirements in this course, students will be able to:

1. employ the basic vocabulary used to describe the physics of musical sound, the psychology of musical perception, and the description of musical elements, such as timbre, rhythm, harmony, melody, and structure, in written and oral communication;
2. describe and identify the musical characteristics that differentiate folk, popular and classical music around the world;
3. articulate a critical perspective on the historical, socio-cultural, political and economic forces that influence the composition, performance, production, and consumption of music in global societies;
4. discuss the ethical implications of race, ethnicity, gender, and class on the production and consumption of music in local communities and global societies;
5. utilize library and online resources and research tools to retrieve primary and secondary sources, in order to present an individual perspective on the role of music in contemporary society;

In pursuit of the foregoing goals, the course is based on the reading and discussion of historical, ethnomusicological and sociological writings on music, as well as on attentive listening techniques for musical selections; students are given the opportunity and are encouraged to participate actively in class discussions; and students are required to do a substantial amount of expository and critical writing in response to the material presented in the course.

Learning Assessment

The Student Learning Objectives (SLOs) in this course are intended to be aligned with as many of the college's General Education Goals as possible. They are also correlated with the overall Learning Goals of the Music Program. In addition, student progress in reaching the course's SLOs is to be assessed through various means of assessment, such as the "Suggested Means of Assessment" listed below.

Student Learning Objective	Suggested Means of Assessment
1. Employ the basic vocabulary used to describe the physics of musical sound, the psychology of musical perception, and the description of musical elements, such as timbre, rhythm, harmony, melody, and structure, in written and oral communication;	<ul style="list-style-type: none"> • Essay examinations • Quizzes and objective tests • Writing assignments
2. Describe and identify the musical characteristics that differentiate folk, popular and classical music around the world;	<ul style="list-style-type: none"> • Essay examinations • Quizzes and objective tests • Writing assignments
3. Articulate a critical perspective on the historical, socio-cultural, political and economic forces that influence the composition, performance, production, and consumption of music in global societies;	<ul style="list-style-type: none"> • Essay examinations • Quizzes and objective tests • Writing assignments
4. Discuss the ethical implications of race, ethnicity, gender, and class on the production and consumption of music in local communities and global societies;	<ul style="list-style-type: none"> • Essay examinations • Quizzes and objective tests • Writing assignments
5. Utilize library and online resources and research tools to retrieve primary and secondary sources, in order to present a global perspective on one or more musical cultures;	<ul style="list-style-type: none"> • Essay examinations • Quizzes and objective tests • Writing assignments

Course Content

The course is intended to introduce students to the academic study of world music, including musicological analysis and various approaches to the historical and socio-cultural issues regarding global musical traditions. Therefore, the course includes the following (mandatory) components:

1. A review of the musicological analysis of music, studying the musical elements of timbre, rhythm, melody, harmony, texture, and form.
2. The variety of ways music can be studied: e.g., the science of acoustic and musical sound, the psychology and neuroscience of human musical experience, and the historical and sociocultural context of musical expression.

Special Features of the Course (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, web enhancement via a parallel course website, etc.); the inclusion of technological literacy learning in the course; etc.

Course Texts and/or Other Study Materials

Instructors are able to select one or more of the following textbooks for use in this course:

Music of the People's of the World. William Alves. Belmont, CA: Cengage Learning, 3rd ed., 2013.

World Music: Traditions and Transformations. Michael Bakan. McGraw-Hill, 2nd ed., 2012

Worlds of Music: An Introduction to the Music of the World's People. Jeff Todd Titon, ed. Belmont, CA: Schirmer Cengage, Shorter version. 3rd ed., 2010.

Thinking Musically: Experiencing Music, Expressing Culture. Bonnie Wade. New York: Oxford University Press, 2012.

World Music: A Global Journey. Terry E. Miller and Andrew Shahriahi. 3rd ed., 2012.

Alternative textbooks or resources can be used by individual faculty with permission of the music discipline textbook committee. The Faculty Senate "Policy on the Selection of Texts and Other Instructional Materials," states that "individual faculty members and/or departments should strive to select texts, whenever possible, that are most affordable for students."

Writing and Critical Thinking Requirement(s)

Because MUS-106 is a General Education course, it requires students to complete a variety of critical thinking and writing assignments. These assignments may include class discussions and debates requiring the application of critical thinking skills, short in-class essays, out-of-class writing projects (journals, research papers, argument-analysis papers, book reviews, etc.), tests and examinations containing essay components, and so forth. Instructors will respond to and comment on students' writing in detail.

Grading Policy

A student's final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student's class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student's final grade for the course; but a class participation grade will count for no more than twenty percent (20%) of the final grade. A student's research and writing work will count at least fifty percent (50%) of the final grade.

Attendance Policy

BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Attendance Policy in this Course:

[To be designated by the instructor]

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

Examples:
 Statement on plagiarism and/or academic dishonesty.
 ADA statement.
 Sexual Harassment statement.
 Statement on acceptable use of BCC technology.
 Statement on the purpose and value of faculty office hours.

Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

Student and Faculty Support Services

The Distance Learning Office – for any problems you may have accessing your online courses	Room C-334	201-612-5581 psimms@bergen.edu
English Language Resource Center	C-212	http://www.bergen.edu/elrc
The Tutoring Center	Room L-125	201-447-7908 http://www.bergen.edu/tutoring
The Writing Center	Room L-125	201-447-7908 http://www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room L-116	201-612-5270 http://www.bergen.edu/oss
BCC Library – Reference Desk	Room L-226	201-447-7436

Special Note on the Tutoring Center

The Henry and Edith Cerullo Learning Assistance Center encompasses the Tutoring Center, the English Language Resource Center, and the Writing Center. The website of the Learning Assistance Center is located at www.bergen.edu/tutoring. Tutoring services are available for this course in the Tutoring Center. As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908.

Include a Course Outline and Calendar [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
- Any required special events must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- Designation of Student Learning Objectives – by number – for each topic (see sample below).
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

Note to Students: The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Date(s)	Topics & Assignments	Learning Objectives
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

See the Sample Course Outline and Calendar below.

SAMPLE COURSE OUTLINE AND CALENDAR

[with designation of Student Learning Objectives – by number – for each topic]

Note to Students: The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Date(s)	Topic/Activity/Assignments	Student Learning Objectives
1	Sep 6, 8,	Introducing the World of Music Musical cultures and musical structure.	1-6
2-3	Sep 13, 15, 20, 22	The Nature of Music: Vocabulary for Listening and Understanding Listening to world music: pitch, melody, rhythm, timbre; Sachs-Hornbostel classifications.	1-6
4	Sep 27, 29	Music of North America: Native American Music Indigenous and contemporary music of the First Nations peoples of Canada and the Native American tribes of the U.S.	1-6
5	Oct 4, 6	Music of Central America and the Caribbean Folk and popular musical traditions, including mariachi, reggae, calypso, and Afro-Cuban musical styles.	1-6
6	Oct 11, 13	Music of South America Folk and popular musical traditions, including samba, vallenato, and Nueva Cancion.	1-6
7-8	Oct 18, 20, 25, 27	Music of Africa: North and East Africa Folk and popular musical traditions of the Sahara and the Nile, including rai and Ugandan folk music.	1-6
9	Nov 1, 3,	Music of Africa: West and South Africa Folk and popular musical traditions, including highlife, Juju, mbira and South African popular music.	1-6
10	Nov 8, 10	Music of Asia: South and Southeast Asia Classical, folk, and popular musical traditions, including Hindustani and Carnatic traditions, Bollywood film music, and gamelan music of Indonesia.	1-6
11	Nov 15, 17	Music of Asia: East Asia and Oceania Classical, folk, and popular musical traditions of East Asia and Oceania, including Peking opera, P'ansori, Kabuki, and Aboriginal music of Australia and New Zealand.	1-6
12	Nov 22, 24	Music of the Middle East Classical, folk, and popular musical traditions, including traditional Islamic and Jewish religious music, Persian dastgah and Arabic maqam.	1-6
13	Nov 29, Dec 1,	Music of Europe: Eastern Europe Classical, folk, and popular musical traditions, including Bulgarian choral singing, Greek dance music, and Russian folk music.	1-6
14	Dec 6,8	Music of Europe: Western Europe Classical, folk, and popular musical traditions of Western Europe, including flamenco, fado, and popular music.	1-6
15	Dec 13, 15	Final Review and Final Exam	1-6