

Common Course Outline
MUSC 109
Survey of World Music
3 Credits
Community College of Baltimore County

Description:

MUSC 109 – 3 credits - Survey of World Music explores traditional musics from many regions and cultures of the world. Topics include: ideas about music, the social organization of music, the variety of musical sound, performance practices, and musical acculturation. Students must attend at least one performance outside of class.

3 Credits

Co-requisites: ACLT 052; and MATH 081

Overall Course Objectives:

Upon successful completion of this course, students will be able to:

1. discuss the role of music in “Western” as well as “traditional,” or non-Western societies;
2. identify musical instruments of the world and their classifications (according to the Sachs/Hornbostel system);
3. discuss the elements of music as they are perceived in guided listening exercises;
4. identify stylistic characteristics, traditions, and communities of music;
5. analyze the use of musical elements in traditional music of various communities;
6. discuss the concept of acculturation, enculturation, and cultural imperialism, as they the impact various music-cultures;
7. compare and contrast the traditional musics of various cultures with regard to cultural context;
8. discuss the roles of musicians from various world music communities;
9. identify the geographic locations of various music-cultures on the map;
10. use contemporary technology to find, listen to, and research music of selected world cultures;
11. determine reasons for music style based on geography, traditions, and social influence;
12. find, evaluate, use, and cite appropriate academic sources for researching the music;
13. perform, at a rudimentary level, examples of music of various global traditions, and
14. discuss the ethics of performing, recording, and transmitting music that is copyrighted or may be considered by its makers to be sacrosanct.

Major Topics:

These topics will be covered in the following general order:

- I. The definition of Music
 - a) What is it?

- b) What is its purpose?
 - c) How is it used?
- II. The levels of active music-listening:
 - a) Sensory
 - b) Emotional
 - c) Contextual
 - d) Analytical
- III. Creating a music-cultural context for listening:
 - a. What is this music called?
 - b. What does this music mean?
 - c. Who performs the music?
 - d. Why is it performed?
 - e. When is it performed?
 - f. Where is it performed?
 - g. How is a performance of this music organized
- IV. The elements of music:
 - a. Melody – the characteristics of melody, the materials of melodic construction (known as scales, modes, *ragas*, *maqam*, among other names), contour, range, tessitura, ornamentation
 - b. Rhythm – meter, tempo, pattern
 - c. Harmony – functional harmony, drone, parallel homophony
 - d. Texture – monophonic, song textures (melody with drone, melody with chordal accompaniment), heterophonic, polyphonic, colotomic
 - e. Timbre – the variety of vocal and instrumental tone color; timbre as an identifying feature of musical genre
 - f. Form – from simple to complex
- V. Sachs/Hornbostel classification system:
 - a) Aerophones
 - b) Membranophones
 - c) Idiophones
 - d) Chordophones
- VI. Exploration of the music-culture of a wide cross-section of the following regions:
 - a. East Asia – traditional instrumental and vocal music of China and Japan
 - b. Southeast Asia – the Indonesia *Gamelan* and *Kecak*
 - c. South Asia – vocal and Instrumental Music of India, the “Bollywood”
 - d. musical film
 - e. Middle East/ North Africa –Arabic and Hebrew instrumental and vocal music
 - f. Sub-Saharan Africa –West African drumming and singing; the *Mbira* and
 - g. *Balafon* music of East Africa; the *kora*; South African choral singing
 - h. Europe – the Bulgarian Radio Women’s Choir; Instrumental and vocal music of Ireland;
 - i. Latin America: Brazilian *samba*; Andean panpipe music; Cuban *mambo*; Mexican *Jarocho*
 - j. North America – Native American tribal music, Appalachian vocal and instrumental music, African-American traditional gospel, spirituals, and blues
- VII. Criticisms, Ethics, and Diversity

- a) Critical analysis and reasoning
- b) Assimilation of music and style
- c) Women in music
- d) Sub-cultures and unrepresented music groups

Course Requirements:

Multiple assignments must infuse CCBC General Education Program Objectives, and at least one assignment worth at least 10% of the total course grade must allow students to demonstrate at least 5 of the 7 following General Education Program Outcomes:

1. Critical Analysis and Reasoning;
2. Technological Competence;
3. Information Literacy
4. Scientific and Quantitative or Logical Reasoning
5. Local and Global Diversity; and
6. Personal and Professional Ethics.

Grading procedures will be determined by the individual faculty member but will include the following:

Grading/exams

Student achievement will be measured in a variety of ways, including, but not limited to:

- A minimum of three written evaluations;
- Successful completion of weekly listening assignments - assessed through classroom discussions and at least two evaluations which will contain a listening component;
- Level of acquisition of critical listening skills- assessed through classroom discussions and at least two evaluations which will contain a listening component;
- Evidence of effective use of study and research time – assessed through written evaluations for which students have found, evaluated, used, and correctly cited appropriate academic sources;
- Attendance at a minimum of one concert/recital performance, and the submission of a written review of the concert/recital;
- At least one individual and one collaborative learning assignment/project;
- Regular and punctual attendance at all class sessions – per music program attendance policy;
- Full and active participation in class discussions and activities (including classroom musical performances) – assessed through a weekly participation grade

Written Assignments: Students will submit at least one written evaluation of a live musical performance. Students are required to utilize appropriate academic resources.

Other Course Information:

This course is an approved General Education course in the Arts and Humanities category. Please refer to the current CCBC Catalog for General Education course criteria and outcomes. This course is also satisfies the General Education Diversity requirement.

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