

## **Syllabus for World Music – MUH334**

### **Course Description**

The catalog description for this course states that it is “an introduction to listening and study of indigenous music from multiple geographic areas and cultures, including Africa, Asia, and North and South America.” World Music is one of the courses in the music history sequence that is required of music majors and minors and as such is geared to the needs of this group. We do have a handful of non-majors taking this course, and I will try my best to make the course as accessible as possible for these students.

### **Text and Accompanying Materials**

We have only a single text for this semester:

Alves, William. *Music of the Peoples of the World*. Boston: Schirmer Cengage. 3d ed. 2013.

I would encourage you to consider the electronic edition of this text packaged with the online course materials or CourseMate. It is less expensive than the paper text and you will find the online materials to be extremely useful as all of the listening materials are packaged with an electronic version of the text.

### **Class Times**

Our class this semester meets Tuesdays and Thursdays, 1000-1050a. Please be punctual as we have a great deal to cover and only 29 classes in which to cover it.

### **Final Exam**

The Final Exam is scheduled for Thursday of the final exam week, at 1030a. If there is some reason that you cannot take the exam at this time you must inform me in the first four weeks of the semester. If you ask for a different exam time at the end of November I will not be obligated to assist. Please make your travel arrangements now. To aid your planning I have included a copy of the final exam schedule at the end of the

syllabus. I have also sent you a meeting request for the Final Exam through the email system. You should respond and accept the meeting request.

### **Course Objectives (What I hope to accomplish)**

- Introduce you to many (but not all) of the world's music, both the art music of the various peoples and how these traditions have informed their current popular music.
- Involve us in discussing how these various traditions have intersected with our own music through several activities including in-class discussions, listening, group work and postings on the eclass discussion boards.
- Group work and in-class presentations of composers and performers who are exploring the world's musical traditions.

### **Course Learning Outcomes (What I hope that you accomplish)**

- Demonstrate a familiarity with the basic terminology we use to describe non-western music by posting on our discussion boards, performing well on unit tests and participating in classroom group work.
- Demonstrate the ability to recognize and distinguish the world's musical styles by classroom discussion, participation in classroom group projects and the aural tests.
- Demonstrate the ability to accomplish basic research in world music through group work, preparation for a meeting with a professional musician and an in-class presentation based on that field work.
- Demonstrate that you can engage the music of non-western cultures by learning to play a non-western instrument, play/sing in a non-western style and coach with an expert in that style.

### **Units and Unit Tests**

We have sixteen chapters in our text that I will group so that three or four chapters will be tested as a unit every five or six classes. All unit tests are scantron-style and include both short-answer questions and listening. The questions for the short answer section will mostly come from the online quizzes and the postings created on our class discussion board. The listening section is a mixture of the selections on the CD that accompany the chapters as well as the listening selections that we cover in class.

### **Projects, Group Work and Being Considerate**

Our class will be structured in such a way that we will spend one class discussing the contents of a chapter, usually a people group or a geographical area, followed by a class devoted to in-class, group work, researching music and musicians in this area or people

group. We then follow up our class sessions by posting our work on the eClass discussion boards or with an online quiz. You should plan on one posting and one online quiz per week.

Since at least one of our classes each week is devoted to doing in-class research, I am asking that you regularly bring a web-enabled device to each class. That is, if you own a laptop, iPhone, iPad or similar device, please bring these items to class along with a set of headphones.

However, I am also asking that you refrain from distracting our class by answering email, cruising Facebook, or engaging in activities that are not directly beneficial to our class, our subject and to the other students in the class. Having direct access to the web can be a tremendous help in a class such as ours, but it also presents a potential distraction that can impede our class discussions and activities. Please be respectful of the time and investment of the students around you and avoid engaging in activities on the web during class time that present a distraction.

### **Class Presentation**

A major component in this course is engaging a non-Western musical style by learning a non-Western instrument. We currently have Chinese, Japanese and Arabic instruments available and I will try to match you with an instrument that is in the same family as your Western instrument. You will also be assigned to a chamber group and will learn to play your non-Western instrument in an ensemble. This presentation is the signature assignment for this course and is one of the portfolio items for music majors.

Since we have about 25 students in our class this means that each group will have about 6 students in the group. I expect all members of the group to participate, attend the session and contribute to the presentation. You will receive more information at a later date.

### **Grading and Evaluation**

I maintain the grades for the class through our Canvas system. Hopefully, you are familiar with this system and are able to log into it. Both attendance and grades will be listed there.

|                                |     |
|--------------------------------|-----|
| Class Discussions and postings | 10% |
| Group Presentation             | 15% |
| Unit Tests (4)                 | 25% |
| Online quizzes (10)            | 25% |

**Grading Scale**

The grading scale for this class is liberal and as follows:

|        |    |
|--------|----|
| 100–93 | A  |
| 92–90  | A- |
| 89–87  | B+ |
| 86–83  | B  |
| 82–80  | B- |
| 79–77  | C+ |
| 76–73  | C  |
| 72–70  | C- |
| 69–67  | D+ |
| 66–63  | D  |
| 62–60  | D- |
| 59–0   | F  |

**Attendance Policy**

I maintain a strict and inflexible attendance policy for this class. I take roll religiously and will keep a cumulative attendance list on the Canvas website. If you arrive late you will be listed as tardy. More than fifteen minutes late for a class is counted as an absence. Two tardies will count as an absence.

The College maintains a fairly tough stance concerning attendance: “any student whose number of absences in a class, for any reason, exceeds the equivalent of one and one half weeks of class may be de-enrolled from the class with a failing grade.” This means four classes, eight tardies or any combination. Be forewarned! You will receive a warning at three absences, six tardies or any combination. I will receive a de-enrollment notice at four absences, no exceptions.

These absences may be used as you see fit. If you get a great opportunity to go skiing in Vail and are caught up and doing well, then use your cuts to take advantage of the opportunity. However, if you know that you have trouble getting up in the morning, tend to stay up to 2 AM playing Halo on your dorm’s intranet, or are chronically sick, make arrangements now and plan accordingly. A rule of thumb for any class is that your total absences for the semester should never be greater than the total class meetings per week and should never be concurrent. I do not make up quizzes and there will not be any late postings to Canvas. Tests missed for a valid reason can be made up if you contact me to make arrangements.

### **Listening List**

Since this class involves a great deal of music that will be unfamiliar to most of us there is, therefore, a great deal of listening involved. Most of this listening will come from the optional CD's that accompany our text. However, we will supplement our listening with popular music from other cultures in our world. These listening assignments are aggregated on our listening pages that are accessed from Canvas.

### **Academic Accommodations**

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center during the first two weeks of class. The ASC will contact professors with suggested classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

### **Office Hours**

Office hours are posted on the bulletin board outside my office. Generally, MWF from 1100a-300p are my best times, although once per month Fridays will wind up being Bonathon times. If my office door is open you are always free to walk in and chat.

### **Academic Honesty**

The Point Loma Nazarene University community holds the highest standards of honesty and integrity in all aspects of university life. Any violation of the university's commitment is a serious affront to the very nature of Point Loma's mission and purpose. Violations of academic honesty include cheating, plagiarism, falsification, aiding academic dishonesty, and malicious interference. Any breach of this policy will result in the failure of this course. For a full statement on the University's policy please consult the University Catalog: <http://catalog.pointloma.edu/>

### **FERPA – Who may see your records**

The university may disclose education records to college officials with legitimate educational interests. A college official is a person employed by the university; a member of the Board of Trustees; or an individual serving on a committee, such as disciplinary or grievance committees. PLNU also includes among college officials a student appointed to an official committee or assisting another official in performing tasks. A college official has a legitimate educational interest if the information aids the official in fulfilling professional functions.

Essentially, this means that if a parent or family member calls me and asks about how you are doing in class, I am legally not allowed to discuss your work with them. The best ways of including your parents in the general progress of your academic life is to grant them access to the portal and to talk to them regularly. For a full presentation of the University's policy on FERPA consult the catalog: <http://catalog.pointloma.edu/>