**NEW COURSE PROPOSAL**

**UNIVERSITY OF HAWAII COMMUNITY COLLEGES**

**CCM #0106**

(July 26, 1979)

**PROPOSAL TO INITIATE, MODIFY OR DELETE A COURSE**

**DEPARTMENT/PROGRAM:**

**DEPARTMENT/PROGRAM:**

**PROPOSED OFFERING:**

- **NEW COURSE**
  - **Alpha:** Music 107: Music in World Cultures
  - **Credit:** 03

**NEW DESCRIPTION:**

Music as organized sound and as a cultural object. Role of music in various societies—ancient & modern, sophisticated & non-sophisticated, child & adult, Western & non-Western. Representative styles & regional characteristics viewed to terms of musical characteristics and related cultural factors; a conceptual introduction to music & culture. (Student must enroll in Music 101 concurrently.)

**PREREQUISITES OR RECOMMENDED PREPARATION:**

- None

**STUDENT CONTACT HOURS PER WEEK:**

- Lecture: 3
- Lab: Other (specify): 03

**PROPOSED DATE OF FIRST OFFERING:**

- NA

**CREDITS REQUIRED FOR THIS COURSE:**

- 03

**REASON FOR INITIATING, MODIFYING OR DELETING COURSE OR OTHER PERTINENT COMMENT:**

Rhythmic background is basic for understanding music in any culture. Enriches class experience.

**EXEQUENT BY**

- **Department/Division:**
  - Chairperson: Abria R. Moore
  - Date: 3/18/80

**APPROVED BY**

- **Chairperson:**
  - Date: 3/18/80

- **Curriculum Committee:**
  - Date: 3/18/80

- **Dean of Instruction:**
  - Date: 5/17/80
WCC CURR. FORM 3

COURSE MODIFICATIONS

Course  Music 170
Transfer  X  Nontransfer
Submitted by  Gloria Moore  Date  March 4, 1980

1. CHANGES PROPOSED WITH THEIR RATIONALE:

1. Change number to Music 107 to conform to unilateral renumbering by UHM Music Department.

2. CHANGES IN ADDITIONAL SUPPORT REQUIREMENTS:

Same as Music 101

3. ANY COURSE IDENTIFICATION CHANGE?

Music 170 to Music 107

4. IMPACT IF ARTICULATED WITH 4 YEAR PROGRAM:

N/A

5. HOUR CHANGE FOR CERTIFICATE OR DEGREE:

N/A

6. GENERAL OUTLINE (CCCM#100 FORM ATTACHMENT 3) REQUIRED IF CONTENT OF COURSE IS CHANGED BY MODIFICATIONS.

N/A
COURSE NAME: Music in World Cultures
COURSE NUMBER: Music 107
CREDIT HOURS: 3
CATALOG DESCRIPTION: Music as organized sound and as a cultural object. Role of music in various societies--ancient and modern, sophisticated and non-sophisticated, child and adult, Western and non-Western. Representative styles and regional characteristics viewed to terms of musical characteristics and related cultural factors; a conceptual introduction to music and culture.

REQUIREMENTS COURSE SATISFIES:
   AT WCC: AA Degree Humanities requirements.
   AT UH, MANOA: May meet UHM Humanities requirements.

PREREQUISITES: None

RECOMMENDED SPECIAL PREPARATION:
   Reading Level of text(s): 12th grade
   Other:

ACTIVITIES REQUIRED AT SCHEDULED TIMES OTHER THAN CLASS TIMES:

INSTRUCTOR: Gloria A. Moore
OFFICE: Haloa 108
TELEPHONE: 235-0077 ext. 129
EFFECTIVE DATE: Fall 1979
A. Goals of the Course

At the end of the course in Music 170 you should...

1. have gained introductory knowledge of the cultural aspects of the music of selected cultures outside the sphere of western art music;

2. be able to analyze and identify musical examples in terms of their musical qualities and social context;

3. be able to apply the musical concepts learned in the course to new musical experiences.

B. Objectives of the Course

1. EXAMINATIONS. - There will be three (3) in-class, closed book exams during the semester. The student will correctly identify, describe, and/or apply the basic concepts and terms of each music culture studied in that unit. (See supplement for description of exam content.) Minimum level of achievement: 60%

2. The student will apply his knowledge of terms and concepts to a specific music culture in a performance situation.
   TASK: The student will demonstrate awareness of a music culture by attending one instructor-approved performance of music culture studied during the course. No later than three (3) school days (i.e., Monday, Tuesday, Wednesday) after the performance, submit a written evaluation of 2 - 4 typewritten pages, using the criteria given in the Supplement, P2. Or establish your own criteria, which must be clearly stated at the beginning of the evaluation. Attach the program from the event to the paper.
   Minimum level of achievement: 60%
   Reports receiving less than 60% will be returned for revision.

3. PROJECTS. - Each student will be expected to choose one project for completion during the semester. Read both the description of the project below and the criteria for grading in the Supplement.


   Construct a musical instrument after research and/or consultation with an experienced builder of the instrument. The instrument must be based upon a pre-existing one (more than five in use in the world) and playable. The instrument must be accompanied by either an oral report (5 - 10 minutes), using drawings and samples of materials used OR a 3 - 5 page typewritten report. If possible, be completed and the report given during the unit of study to which it is related. Criteria: content, quality of research and workmanship. Minimum credit: 60%.
b. Group Oral Report

In a small group in-class 30 - 45 minute oral presentation, the student will describe a feature of a music and/or its culture by using appropriate props and visual aids. The instructor must approve the topic. In addition, the student will describe the interaction of the group in a 1 - 2 page report following the presentation. Criteria: based on content, method, and interaction paper. Due one week before the end of the term. Minimum credit: 60%.

For additional credit, submit 3 or more typewritten pages elaborating on the group topic, demonstrating knowledge beyond that which was given orally. Cite correctly at least 3 sources. Minimum credit: 70% based on content. Due one week before the last day of instruction.


In an oral report of 15 - 20 minutes, the student will describe a feature (or features) of one music culture studied (topic must be approved by the instructor) and convey the theme through the use of props and/or visual aids. Criteria for grading: 75% content and development of theme; 25% method of presentation. Minimum credit: 60%


The student will describe, summarize, compare and contrast, and/or analyze one or more aspects of a music culture in a 7 - 10 page research paper. Minimum credit: 60% based on content, use of terms. Deadline: one week before the last day of instruction.

e. Paper of Comparison and Contrast.

The student will compare and contrast five (5) music cultures studied in a 5 - 10 page typewritten paper, due one week before the last day of instruction. The student will demonstrate his knowledge of the music cultures chosen for discussion by the use of proper terms and concepts related to melody, texture, time, social context, and material culture. Cite three sources correctly. Minimum credit: 60% based on content and use of terms. Deadline: One week before the last day of instruction.


The student may choose a book, approved by the instructor, by or about a person (preferably a composer or performer) who is related to one of the music cultures being studied. Write a 5 - 7 page report on the book OR give an oral report of 10 - 15 minutes on the book. The report should cover the purpose of the book, the importance of the person written about to the music he represents and the social context in which he operated. Minimum credit: 60% based on content, insights into the life of the person written about, and use of terms. Deadlines: one week before the last day of instruction.
4. Individualized Instructional Units.

The Individualized Instructional units are designed to either supplement assigned reading material (much as articles in *Music in World Cultures*) or to provide written material where none exists or is difficult to find. IIU's are available for most of the cultures covered during the course. The instructor is working on units for the remaining cultures.

These units will be available to all students who wish to use them. They are not required; however, the student will find that some material from them may be used on examinations.

Minimum level of achievement: none.

5. Course Evaluations.

The student is expected to complete an evaluation form at the end of the end of the semester. Written comments about procedures, techniques, activities, materials, etc., that worked well or poorly are extremely helpful to the instructor in planning the course the next time it is offered.

C. Mode of Instruction

Lecture, field trips, films, textbooks, library readings, tape recordings of music from each area, and student presentations.

D. Method of Grading

1. Letter grades will be assigned in the following way:

   A  Composite score of 90% or more on Objectives 1 - 3
   B  Composite score of 80 - 89% on Objectives 1 - 3
   C  Composite score of 70 - 79% on Objectives 1 - 3
   D  Composite score of 60 - 69% on Objectives 1 - 3
   F  Composite score of less than 60% on Objectives 1 - 3.
   W  Formal withdrawal from the course, achieving at the level of D or higher.
   WF Formal withdrawal from course, achieving at less than D level.
   *CR Successfully complete Required Objectives 1 - 3
   *NC Unsatisfactory performance on Objectives 1 - 3

* The Credit/No Credit option must be requested in writing no later than the end of the second week of instruction.
E. Texts and Other Required Materials

The required reading will be assigned from three sources:

1. Music in World Cultures, ed. Barbara Smith
2. The Ballad Mongers -- paperback to be read in connection with Unit II; and
3. Your choice of LeRoi Jones' Blues People or Ravi Shanker's My Music, My Life -- to be read in conjunction with Unit IV.

Optional
4. Individualized Instructional Units

F. Other Information

1. Office hours will be announced during the first class period. Every effort will be made to set these hours at a time convenient for the majority of the class members. The instructor is also available for consultation by appointment during hours other than official office hours.

2. Student Responsibilities:
   a. Attend class regularly.
   b. Read and prepare assignments for the day on which they are due.
   c. Ask questions based on the reading assignments and/or the previous day's class discussion.
   d. Notify the instructor BEFORE the exam period of any absence necessitated by an EMERGENCY. Make-up exams will NOT be given without prior notice of absence for GOOD reason.
   e. Ensure the successful completion of the course by every other student in the class by maximum participation in class activities.

SUPPLEMENT

S1 EXAMINATIONS. The three (3) in-class, closed book exams will consist of True-False, Matching, Identification/Definition, Listening, and Essay questions--not necessarily all, but a combination of these possibilities. The student will need to identify terms or concepts (i.e., "logogenic," "idiophone," "monophonic," etc.) with the various cultures.

S2 PERFORMANCE REPORT

The student will demonstrate an understanding of the music of a certain culture as it is presented in concert of music (and dance). He will submit a report of his experiences in prose, expository style and covering the following points:

1. Details of performance - nature, location, time etc.
2. Performing media - number of people, number of instruments, kinds of instruments, voices.
3. Brief summary of sequence and items comprising program.
4. Description of performance (or segment of it) in terms of musical characteristics presented in course.
5. Description of social content.
7. Elements which seemed significant or important to the performance.
8. Supplementary background material from written sources, using standard bibliographical format.
9. If you wish, a discussion of what you found significant or interesting. (Content: 90%, Grammar and style: 10%, minimum level of achievement: 60%. Deadline for submission: three school days after the concert).

S3 a. Musical instrument construction and report.

Construct an instrument that is a part of one of the cultures discussed in the course or one outside of the cultures studied that is approved by the instructor. The instrument must be based upon a pre-existing one (there must be at least 5 others in existence). The report should concern the cultural context of the instrument and the construction process. Oral reports should include drawings of the instrument in various stages of construction and samples of the materials used.

Criteria for grading: quality and playability of the instrument: 70%; content of report and use of terms: 25%

b. Small group reports

Purpose:
1. Development of interpersonal relationships through working with at least two other students.
2. To encourage in-depth research into an area of special interest.

Criteria for grading:
1. Appropriate use of visual and props.
2. Relevance of report material to chosen topic.
3. Adequate presentation for information and interest.

Interaction paper should include:
1. An account of the method used to focus on subject.
2. Method of distributing tasks to members of group.
3. Evaluation of the contribution of each member to the group.

c. Individual Oral Report

Purpose:
1. In-depth research of an area of special interest.
2. The development of oral communication skills.
Criteria for grading:
See b, Criteria 1 - 3.
d. Research Paper

Purpose:
1. In-depth research into an area of special interest.
2. The development of writing skills, such as:
   a. The ability of focus on a specific topic.
   b. To develop ideas about it in well-written paragraphs which
      contain a topic sentence and details or supporting materials.
   c. Smooth transitions from paragraph and section to section.

Criteria for grading:
1. More than three sources used.
2. Purpose and scope of paper clearly stated in the opening paragraph
   or section.
3. Relationship established between the topic (or aspects of it)
   and other subjects or themes discussed in class or in assigned
   readings.
4. Standard bibliographical and footnoting format followed. (For
   help in this area, see the instructor, English proof, or librarian).
5. Includes outline, footnotes, and bibliography.

e. Paper of comparison and contrast (5 cultures)

Purpose:
1. The development of the skill of comparative reasoning.

Criteria for grading:
1. Coherent presentation of major concepts related to melody,
   texture, time elements, social context, and material culture
   of each of the five cultures under discussion.
2. Establishment of similarities or differences between the five
   cultures.
3. Proper citation of sources (at least three different ones).
4. Written in acceptable prose, essay format with introductory remarks,
   main body of material, and conclusion.
5. Demonstrates understanding of terms and concepts through
   proper use.
6. Includes an outline, footnotes, and bibliography.

f. Book Report

Purpose:
1. A view of a culture and its music from the perspective of a
   performer.
Criteria for grading:

1. Identification of the main theme(s) or purpose(s) of the book.
2. Establishment of the relationship between the music and the culture in which it exists.
3. Statement of the prospects for continued survival of the music.
4. A description of the music in terms of its most important characteristics—melody, harmony, time elements, structures, etc.
5. Written in acceptable prose, essay format with introductory remarks, main body of material, and conclusion.
6. Musical terms and concepts use with understanding.

GENERAL INSTRUCTION FOR ALL RESEARCH PAPERS, PAPERS OF COMPARISON AND CONTRAST, AND BOOK REPORTS

A. Organization

1. Have definite introduction, main body, and conclusion.
2. Develop ideas logically. Material in paragraph should support topic sentence.
3. Stick to the chosen topic; throw in extraneous material as filler.

B. Format

1. Typed, double-spaced, one side of the page only.
2. Pages numbered from the introduction through the bibliography.
3. Sources (at least three) identified correctly in footnotes and bibliography.