

MUS 114  
World Music Cultures: Sound, Setting, and Significance  
3-3-0

**COURSE DESCRIPTION:** World Music Cultures: Sound, Setting, and Significance is an entry-level course in the study of world music. Music will be used as a framework to understand and challenge conventions related to politics, gender, race, sexuality, class, ethnicity, and identity in select geographic locales. This course is designed to study music's meaning, role, function, and importance in different societies. World musics will be studied for their musical characteristics and for the insights they convey regarding culture. Students will also be introduced to the discipline of Ethnomusicology. As a term project, each student may be required to visit and document a local musical culture selected by the student and approved by the instructor.

**REQUISITES:**

*Previous Course Requirements*

None

*Previous or Concurrent Course Requirements*

None

**COURSE COMMENT(S):**

None

LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION METHODS
Upon successful completion of this course, the student will be able to:		
1. Recognize music is defined and understood differently across cultures.	Assigned Readings; Experiencing and Discussing Videotaped, Filmed, and Live Musical Events; Case Studies; Journaling; Lectures; Classroom Discussions of Shared Musical Experiences; Research Resources	Written Tests; Written Assignments; Essay Assignments; Student Demonstrations
2. Apply the basic elements of music (rhythm, harmony, melody, timbre, form, dynamics, tempo) to analyze music objectively	Assigned Readings; Experiencing and Discussing Videotaped, Filmed, and Live Musical Events;	Written Tests; Written Assignments; Essay Assignments; Student Demonstrations

and subjectively.	Lectures; Discussions	
3. Explain how the multifaceted, flexible nature of identity (including, but not limited to nationality, ethnicity, language group, class, family, age, gender, sexual orientation, occupation, religious, regional, or political affiliation) might vary in importance at different times in different contexts.	Assigned Readings; Experiencing and Discussing Videotaped, Filmed, and Live Musical Events; Case Studies; Journaling; Lectures; Classroom Discussions of Shared Musical Experiences; Research Resources	Written Tests; Written Assignments; Essay Assignments; Student Demonstrations
4. Examine the roots of cultural diversity in widely dispersed geographical locales while reflecting upon the impact that traditions, which were once geographically separate, now have on each other and their new audiences.	Assigned Readings; Experiencing and Discussing Videotaped, Filmed, and Live Musical Events; Case Studies; Journaling; Lectures; Classroom Discussions of Shared Musical Experiences; Research Resources	Written Tests; Written Assignments; Essay Assignments; Student Demonstrations
5. Analyze the influence of global forces on today's musical practices.	Assigned Readings; Experiencing and Discussing Videotaped, Filmed, and Live Musical Events; Case Studies; Journaling; Lectures; Classroom Discussions of Shared Musical Experiences; Research Resources	Written Tests; Written Assignments; Essay Assignments; Student Demonstrations
6. Use basic Ethnographic techniques to research, reflect upon and describe the sound, setting, and significance of a musical	Field Work*	Written report documenting the field experience*

culture.		
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At the conclusion of each semester/session, assessment of the learning outcomes will be completed by course faculty using the listed evaluation method(s). Aggregated results will be submitted to the Director of Educational Effectiveness. The benchmark for each learning outcome is that *70% of students will meet or exceed outcome criteria*.

#### SEQUENCE OF TOPICS:

1. Course Introduction
  - a. Define Ethnomusicology
  - b. Define Soundscape
    - i. Sound, Setting, and Significance
      1. Case Study: Tuvan Throat Singing
2. Sound: The Materials of Music
  - a. Introduction to key concepts and terminology for cross-cultural discussion of the sonic elements of music
    - i. Characteristics of Sound
    - ii. Musical Texture
    - iii. Musical Form
    - iv. Musical Instruments
      1. Classifying Musical Instruments
        - a. Sachs-Hornbostel classification system
3. Setting: The Study of Local Musics
  - a. Compare settings of musicmaking in three major cities on three different continents
    - i. Case Studies: Accra (Ghana), Mumbai (India), Boston (USA)
4. Significance: Music's Meaning in Everyday Life
  - a. Explore the ways musical sound acquires and conveys significance
  - b. Discuss how musical meaning can change over time
  - c. Describe why music can accommodate multiple meanings simultaneously
5. Music and Migration
  - a. Discuss the ways in which communities have moved from place to place either through necessity or by choice
  - b. Examine the role music serves in sustaining various diasporic communities
    - i. Case Studies: Migration to the United States from China, the Middle East, Africa, and Vietnam
6. Music and Memory
  - a. Recognize the crucial role memory plays in ensuring that music is preserved and performed
  - b. Reflect upon what music helps us to remember about the past and what it allows us to forget

- i. Case Studies: The *Corrido*, The Jazz Funeral, The Syrian Jewish *Pizmon*
- 7. Music, Mobility, and the Global Marketplace
  - a. Consider music's mobility as both an art and a commodity in contexts such as tourism, festivals, and recordings
    - i. Case Studies: Transmitting the Hawaiian Sound, New Music for Balinese *Gamelan*, Traveling the Silk Road
- 8. Music and Dance
  - a. Recognize that dance accommodates a wide variety of meanings from recreational to political
  - b. Discern that dance illustrates different views of gender and sexuality in different societies
    - i. Case Studies: Capoeira, Bhangra, Tango
- 9. Music and Ritual
  - a. Determine music is an indispensable part of religious experiences
    - i. Case Studies: Tibetan Buddhist chant, Afro-Cuban *Santería*, Ethiopian Christian chant
- 10. Music and Politics
  - a. Infer music's use in the contexts of political repression and resistance
    - i. Case Studies: The Birth of a National Anthem, Reggae, The Shoshone Powwow
- 11. Music and Identity
  - a. Distinguish the role music plays in the construction of identity, both for groups and individuals
    - i. Case Studies: The Intercultural Music of Composer Lei Liang, The Multiple Meanings of *Karaoke*, Multiple Identities in Cajun and Zydeco Musics

#### LEARNING MATERIALS:

Shelemay, Kay Kaufman. *Soundscapes: Exploring Music in a Changing World*. W. W. Norton & Company, 2015.

Other learning materials may be required and made available directly to the student and/or via the College's Libraries and/or course management system.

#### COURSE APPROVAL:

Prepared by:	Andrew Kosciesza	Date:	12/31/2008
Revised by:	Andrew Kosciesza	Date:	4/08/2013
VPAA/Provost or designee Compliance Verification	Victoria L. Bastecki-Perez, Ed.D.	Date:	4/11/2013
Revised by:	Andrew Kosciesza	Date:	12/28/2017
VPAA/Provost or designee Compliance Verification:	Victoria L. Bastecki-Perez, Ed.D.	Date:	1/10/2018

Revised by: Dr. Jill C. Meehan  
VPAA or designee Compliance Verification:

Date: 2/24/2022  
Date: 4/2022



*This course is consistent with Montgomery County Community College's mission. It was developed, approved and will be delivered in full compliance with the policies and procedures established by the College.*