

Humanities Department

MUS1212 Introduction to World Music
Pathways, World Cultures & Global Issues

3 class hours, 3 credits, class cap 35

Pre/Corequisite: ENG 1101 or ENG1101COM or ENG 1101ML

Description: ***Introduction to World Music*** studies music from the Middle East, China, Africa, Eastern Europe, India, Indonesia, and Japan, including traditional, classical, folk and popular styles. Basic musical terms and concepts such as rhythm, melody, harmony, pitch, and meter will be taught, and these terms will form the basis for the exploration and comparison of different international styles. We will be studying music in terms of its cultural, historical, geographical and social context.

Objectives:

Students will:

Achieve a thorough understanding of basic music terms and their application to music in general.

Compare and contrast the music of different countries and style periods studied.

Gain an in-depth understanding of the cultural forces and traditions that influenced the works studied.

Be able to differentiate between purely instrumental music, song, opera, musical, oratorio, ballet, and film music.

Demonstrate knowledge of the skills of composers and performers involved in the creative process.

Textbook: There is no text for the course. There are readings for each section of the class posted on Blackboard.

Grading:

Participation during class time: asking/answering questions. 20%

One project report after attending a live-streamed concert. 15%

Quizzes and exams. 15%

Participation in the graded discussion forum. Post and respond to a classmate's post. 20%

On-time completion of Homework Assignments. (Late assignments receive 50% grade) 30%

Learning Outcomes

1. Achieve a thorough understanding of basic music concepts and their terms, and their application to music in general.
2. Differentiate between the various families of musical instruments and voice types.
3. Apply these concepts to compare and contrast music from different cultures.
4. Gain a substantial knowledge of the geographical, social, cultural, historical and religious contexts that produce and shape music.

Humanities Department Attendance Policy

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

School of Arts & Sciences Attendance Statement

When students miss class, they do not receive the full benefit of their education. Missing class includes absence, lateness, early departure and stepping out for prolonged periods during the session. Students must attend class consistently and on time: Failure to do so will negatively affect the final grade and could lead to an 'F' in the course.

Plagiarism and NYCCT Academic Integrity Policy:

"Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion." (See pp. 73-76 in the student handbook).

Accessibility Statement

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, you can leave a voicemail at 718 260 5143, send an email to Accessibility@citytech.cuny.edu or visit the Center's website: <http://www.citytech.cuny.edu/accessibility/> for more information.

N.B., Students who miss a scheduled presentation or exam due to illness or medically-related emergencies will be referred to the Center for Student Accessibility. The CSA will review any documentation requested and give the student a letter to share with the relevant instructor if accommodations need to be made.

Humanities Department Commitment to Student Diversity

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us hum

Course Intended Learning Outcomes and Assessment Details

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| <p>Students will learn and apply fundamental concepts, here called musical elements, in exploring, discussing, and analyzing selected music compositions.</p> | <p>This will be accomplished through listening sessions and subsequent discussion. The mastery of these concepts will be demonstrated through their use in discussion and in a concert report. In addition they will be the subject of quizzes and an exam.</p> |
| <p>Students will analyze music from different countries and learn the particular significance of each work in its own time and place. Cultural norms, historical events, and politics will all be addressed.</p> | <p>Students will demonstrate their knowledge of these through class discussion and exams.</p> |
| <p>Students will articulate how meaning is created in music and how a work of music is understood by them</p> | <p>This will be accomplished through class discussion and through exams.</p> |
| <p>Students will demonstrate their knowledge of the skills of composers and performers involved in the creative process.</p> | <p>This will be accomplished through class discussion and through exams.</p> |
| <p>Gain an in-depth understanding of the cultural/historical forces and traditions that influenced the development of various styles.</p> | <p>This will be accomplished through class discussion and exams.</p> |

General Education Intended Learning Outcomes and Assessment Methods

| Learning Outcomes World Cultures and Global Issues | Assessment Methods |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Knowledge: Students will develop a musical vocabulary and be able to communicate in a coherent manner to both professional and non-professional audience as good musical critics | Class discussion concert report, and exams. |
| Skills: Students should be able to develop good writing skills | Exams |
| Values: Have an appreciation of aesthetic values | Class discussion and exams |

Updated March 2021

Porter

Introduction to World Music – MUS1212

Course Schedule

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| Week 1&2 | Elements of Music Pitch, Octave, Melody, Scale, Structure, Dynamics, Rhythm Beat, Meter, Tempo, Texture Mono- Homo- Poly- Heterophonic Timbre Instrument classification |
| Week 2&3 | Music of Sub-Saharan Africa Percussion instruments, Idiophones, membranophones, Characteristics Polyrhythm, Ostinato, “Shimmer” sound, Call and Response Artist Profile: Babatunde Olatunji Yoruba religion of Nigeria |
| Week 4 | Mbira – Shona people of Zimbabwe Jaliya tradition - Mandeng society and the empire of Mali, Kora, Balafon Isicathamiya – Music of South Africa, Ladysmith Black Mambazo Artist Profile: Fela Kuti Afropop Music as a force for political change UNESCO What is it and what does it do? |
| Week 5&6 | Music of Middle Eastern and North Africa How does the Muslim religion impact the music of this region? Melody Based on Maqam (scales) Use of Quarter-tones Rhythm based in Iqa’ patterns Ornamentation Taqsim - Improvisation Artist Profile: Umm Khulthum Tarab Whirling Dervishes – Oriental (Belly) Dance Arab Spring |
| Week 7&8 | Music of India Musical Instruments How does the sound of Vedic chants and Mantras influence the music of India. Improvisation Raga – melodic system Tala – rhythmic system, Drone |
| Week 9 | Music of Pakistan and Bangladesh Qawwali – Nusrat Fatah Ali Khan Baul |

Week 10&11

Music of Indonesia

Musical Instruments, Characteristics of Gamelan;
Pentatonic Scales – Slendro
Balungan
Instruments of Bronze
Polyphonic
Kotekan Javanese vs. Balinese
Wayang Kulit - Shadow Puppets

Week 12&13

Music of Tibet, Mongolia, China and Japan

Tibetan Buddhist chant and Mongolian
Throat-Singing
Guqin as a tool for self-improvement
Instruments
Sizhu – (Silk and Bamboo Ensemble)
Jungju (Peking opera)
Gagaku, Sankyoku, Noh, Kabuki

Week 24&15

Music of Bulgaria, Hungary, Spain, Ireland

How did the Ottoman Empire influence the music of Eastern Europe? Western Europe?
Ottoman Mehter Band
Roma/Romani people (Gypsies) and their impact on music.
Reel, Jig, Hornpipe Sean Ó Raida, The Chieftans,
Turlough O'Carolan, Harp, Uilleann Pipes
Cante Jondo, Palmas, Guitar Castanets

Grading:

Final grades in this course will be based on the following percentage breakdown:

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| Bi-weekly quizzes | 25% |
| Listening Exams | 15% |
| Concert Report | 10% |
| Bi-Weekly Assignments | 35% |
| Participation | 15% |
| TOTAL | 100% |