
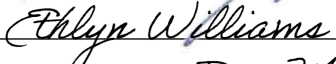

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>3-28-22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title
Credits <i>(Review Provost Memorandum)</i>	Grading <i>(Select One Option)</i> Regular Pass/Fail Sat/UnSat	Course Description This course fulfills the SLO requirements for Foundations in Global Citizenship by utilizing music as a vehicle for a culture-based understanding within and between individual, national, and international identities. To that end, socio-cultural themes including technology, politics, race, and economics will be presented from both internal and external perspectives in the context of select diverse global musical practices. Historical origins and consequences of those musical processes, such as the effects of the African diaspora on musics of the Western Hemisphere, will be examined in terms of historical, cultural, and social interaction.	
Effective Date <i>(TERM & YEAR)</i> _____ 2023			
Prerequisites, with minimum grade*		Corequisites	Registration Controls <i>(Major, College, Level)</i>
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course Yes No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines .	
Minimum qualifications to teach course			
Faculty Contact/Email/Phone James Cunningham, jcunning@fau.edu , 7-2208		List/Attach comments from departments affected by new course	
Approved by Department Chair <u></u> College Curriculum Chair <u></u> College Dean <u></u> UUPC Chair <u></u> Undergraduate Studies Dean <u></u> UFS President _____ Provost _____			Date 3-15-21 3.22.21 3-25-2021 3-28-22 3-28-22 _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

INSTRUCTOR: James E. Cunningham, Ph.D.
MEETING TIME: TBD
CREDIT HOURS: 3 Credits
MEETING PLACE: TBD
FAU E-MAIL: jcunning@fau.edu
OFFICE: AL 249
OFFICE HOURS: TBD

COURSE DESCRIPTION: This course fulfills the SLO (Student Learning Objectives) requirements for Foundations in Global Citizenship by presenting music as a vehicle for a culture-based understanding within and between individual, national, and international identities. To that end, socio-cultural themes including technology, politics, race, and economics will be presented from both internal and external perspectives in the context of select diverse global musical practices. Historical origins and consequences of those musical processes, such as the effects of the African diaspora on musics of the Western Hemisphere, will be examined in terms of historical, cultural, and social interaction.

COURSE LEARNING OUTCOMES

Throughout this course students will:

- 1. Experience and examine the global diversity of world music traditions**
- 2. Survey a wide variety of world music-making processes and approaches**
- 3. Gain and understanding of relationships between world music and culture**

Intellectual Foundation (General Education) Program Outcomes

FAU students live in a region that is increasingly diverse as a consequence of immigration and international connections. They live in a world in which individuals, societies, and governments are becoming more and more interconnected across national boundaries. To succeed in this world, students must have an understanding of diverse national and regional cultures and interests; they must understand the challenges and necessity of being able to communicate across these diverse cultures; they must understand the global forces that shape societies and nations and the relationships between and among them; they must have an awareness of global connectedness and interdependence, understanding how their actions can affect other peoples and places. Students completing the Global Citizenship requirement will be able to describe the:

Outcome #1: origins and consequences of different individual, cultural, and national identities.

Music is a common denominator for the intersection of individual, community, and national/international identities. This course will survey a wide variety of established global musical practices to provide both historical and contemporary perspectives focused on the establishment, continuation, and complex interrelations that both produce and define cultural identity. This is most evident in the phenomenon of the contemporary Native American intertribal powwow, where diverse identities come together with the purpose of a shared experience in celebration of ethnicity and individual musical expression.

Outcome #2: economic, political, environmental, and/or social processes that influence human events across place and time.

Musical practices often define and reflect the environment from which they originate. Likewise, environmental, economic, political, and social forces are important factors in the establishment of traditions that carry and shape beliefs, practices, and cultural knowledge from the past into the present. In Bali, Indonesia the *Subak* system, which has been developed in order manage the complex rice-farming irrigation practices that sustain and define Balinese society, has been practiced for over 1000 years. The *Subak* system is a tradition that simultaneously incorporates spiritual, artistic, communal, and economic practices in a rich cultural environment that revolves around the musical and dance associated with a highly coordinated system of temple ceremonies.

Outcome #3: causes and consequences of interaction between and among cultures, societies, and nations.

Because individual cultures do not exist in a vacuum, perspectives provided by presenting diverse approaches to musical expression on a global level gives students the academic tools for cross-cultural comparison. Basic cultural philosophies about the definition and purposes of music present rich opportunity for increased understanding of societal similarities and differences. This high-level and nuanced learning is of great assistance when critically looking at international and inter-societal interaction. An excellent example of this knowledge is evidenced in the different definitions of music within Western and Islamic religious practice. Whereas, in the West, music can be defined by either its spiritual or secular function, Islam only considers music to lie in the context of the secular, and the sacred “music”, which sounds musical to outsiders, such as the Adhan or "Call to Prayer" is not considered to be music at all.

REQUIREMENTS: All students are required to register with TopHat, which will monitor attendance, in-class participation, and lecture comprehension. Students will also be required to regularly access the course Canvas website for announcements, supplementary information, listening examples, and assigned readings. As an Open Educational Resource (OER) course, reading materials will be made available to students at no cost. All email correspondence from the professor will be sent via the students' FAU address. Students are responsible for regularly checking their email and Canvas announcements. Attendance is not only “expected” (as per FAU policy) but required at all class meetings. **The instructor must be notified in writing (email) of all absences.**

EXAMINATIONS AND ATTENDANCE: Students will be evaluated on the combined scores from three online non-comprehensive exams, weekly online quizzes, and daily attendance. Each of the three major timed online exams will be administered during class hours and will consist of listening identification, multiple choice, matching, and true/false sections. Attendance will be taken via TopHat at the beginning and end of each class for a total of one-point per class. No make-up examinations will be given without prior arrangement.

EVALUATION: Assignment and attendance points are not weighted (i.e., all points are equal). Grades will be calculated based on the highest student score. After the first and second midterm exams, the instructor will present a chart of student totals to inform students of their current grade based on percentages below. At the end of the course, the instructor will chart all student totals to determine the overall performance of the class and individual students. The high total will be adjusted down in favor of students. Midterm and final grade distribution will be calculated by the following percentages.

**A = 93-100%, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%,
C = 73-76%, C- = 70-72%, D+ = 67-69%, D = 63-66%, D- = 60-62%, F= 60% and below.**

COURSE SCHEDULE (may be subject to change)

UNIT I: INTRODUCTION

- Wk. 1: Introduction/What Is World Music?[DATES]
Reading: “What is Music” Cunningham, 2020.
Weekly Online 3-Point Quiz
- Wk. 2: Sound, Acoustics, and Organology[DATES]
Reading: “The Classification of Musical Instruments” Sachs-Hornbostel, 1914.
Weekly Online 3-Point Quiz
- Wk. 3: Music and Terminology[DATES]
Reading: “Musical Elephants” Cunningham, 2020.
Weekly Online 3-Point Quiz
- Wk. 4: Music and Culture[DATES]
Reading: “Studying Musics of the World’s Cultures” Rommen, 2008.
Weekly Online 3-Point Quiz
- Wk. 5: REVIEW AND EXAM 1[DATES]

UNIT II: AFRICA AND THE AMERICAS

- Wk. 6: Music of Sub-Saharan Africa.....[DATES]
Reading: “Music of Sub-Saharan Africa” Torino, 2004.
Weekly Online 3-Point Quiz
- Wk. 7: The African Diaspora: Afro-Caribbean Music[DATES]
Reading: “Music of the Caribbean” Rommen, 2006.
Weekly Online 3-Point Quiz
- Wk.8: The African Diaspora and Indigeneity: South American Music.....[DATES]
Reading: “South America and Africa” Miller, 2017.
Weekly Online 3-Point Quiz
- Wk. 9: Indigeneity: The Music of Native North America[DATES]
Reading: “Native North American Music” Cunningham, 2005.
Weekly Online 3-Point Quiz
- Wk. 10: REVIEW AND EXAM 2[DATES]

UNIT III: ASIA

- Wk. 11: West Asia: Music of Islam and the Arab States[DATES]
Reading: “Music of the Middle East and North Africa” Jankowsky, 2008.
Weekly Online 3-Point Quiz
- Wk. 12: East Asia: Chinese Music Ancient and New[DATES]
Reading: “The Lore of the Chinese Lute” van Gulik, 1938.
Weekly Online 3-Point Quiz
- Wk. 13: South Asia: The Classical Music of India.....[DATES]
Reading: “Attending a Music Conference in Calcutta” Capwell, 2004
Weekly Online 3-Point Quiz
- Wk. 14: Southeast Asia: Balinese Drum and Gong Ensembles.....[DATES]
Reading: “Indonesia” Bakan, 2007.
Weekly Online 3-Point Quiz:

FINAL EXAMINATION (non-comprehensive) - [DATE]

Conduct: *Students must be respectful, attentive, and patient in the classroom environment, at all times.*

Attendance Policy Statement: *Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

Disability Policy Statement: *In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.*

Counseling and Psychological Services (CAPS) Center: *Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.*

Code of Academic Integrity Policy Statement: *Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

Religious Accommodations: *Any student, upon notifying his or her instructor, will be excused from class or other scheduled academic or educational activity to observe a religious holy day of his or her personal faith. Such notification shall be made no later than the end of the second week of the applicable academic term. Students shall not be penalized due to absence from class or other scheduled academic or educational activity because of religious observances, practices or beliefs. Students should review course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from successfully completing the academic requirements of a course. Students who are excused from class or a specific work assignment or other academic or educational activity for the purpose of observing a religious holy day will be responsible for the material covered in their absence but shall be permitted a reasonable amount of time to make up any missed work. Missed work shall be made up in accordance with a timetable set by the student's instructor or as prescribed by the instructor at the beginning of the academic term.*