Global & Multicultural Perspectives     Symbolic Reasoning     Written Communication

The Honolulu Community College Foundations Board will review all proposals to ensure that approved courses meet Foundations Hallmarks. If clarification is needed, a Board member will contact you. If the Foundations Board and the General Education Committee approve the proposal, all sections of the course will be designated as satisfying the requirement. The course will be reviewed every five years.

1. Course information. Course Alpha MUS Course Number 107

If the course is cross listed, please provide the cross-listing: Alpha Number

Course Title: Music in World Cultures

2. Foundations area requested. Check one.

Global & Multicultural Perspectives ☒ Symbolic Reasoning ☐ Written Communication ☐

3. How many instructors currently teach this course? It makes a difference if there are only one or two instructors teaching this course versus ten instructors teaching this course. This question is asked to get an idea of how many instructors the department needs to communicate with to discuss this foundation course.

4. Syllabus. Submit a master syllabus. If multiple instructors teach the course and use varying texts and/or assignments, please include multiple representative syllabi for comparison. (Three is recommended.)

5. Hallmark Requirements. Provide an explanation of how each of the hallmarks for this proposed Foundation course will be satisfied. Try to completely answer how the course intends to meet each particular hallmark. Referencing assignments, tasks, and evaluations used in the course (as stated on the syllabus /syllabi being submitted) as supporting evidence would be very helpful. See the previously submitted Religion 150 application for examples located at http://hawaii.edu/intranet/articulation/foundations/REL150.pdf

6. Assessment. Provide a brief explanation of how the department will periodically review that this course has been meeting the Foundations Hallmarks including a description of what kinds of evidence will be collected to demonstrate this (Knowledge Survey results, sample of exam responses, writing samples, etc.). Also include a detailed description of how the department plans to have all instructors of this course share information with each other regarding how the hallmarks have been met. Please include a brief explanation of the assessment tools you will use to make this determination (such as Knowledge Surveys, Exams, Projects, Portfolios, etc.) and how you will use the results to make course improvements.

7. Signatures. The signatures of the initiator and the initiative’s Division Chair are required. The completed proposal must be routed to the Chair of the CPC before being delivered to the chair of the Foundations Board. No action on the part of the CPC is required unless the proposal also includes a new course Curriculum Action or a course modification Curriculum Action. The “routing” is a courtesy to the CPC. Signatures indicate approval/acceptance.

Initiated by: M. Roberts-Deutsch for S. Nago Date: FEB - 5 2014
Initiator’s printed name

Approved by: Karadeen Kam-Kalani Date
Division Chair’s printed name

Routed via: Karadeen Kam-Kalani Date
CPC Chair’s printed name

Accepted by: Carol Hiraoka Date
Foundation Board Chair’s printed name

Foundations Course Designation Proposal Form by Ross Egloria – Ver.2 (2/3/2014) – Page 1
GLOBAL AND MULTICULTURAL PERSPECTIVES (FG): To satisfy the FG requirement, a course will

1. provide students with a large-scale analysis of human development and change over time. (Note: the two FG courses will together cover the whole time period from pre-history to present. Where does your course best fit in this scheme: Group A—content primarily before 1500 CE; Group B—content primarily after 1500 CE; or Group C—pre-history to present? How will you assess this and provide evidence that students are meeting this hallmark?)

Ethnomusicology, a field for which MUS 107 serves as an introduction, looks at world music (with an emphasis on non-Western traditions) as what might be considered a cultural universal, that is, world cultures both past and present, ancient and modern, appear to include (based on various forms of pictorial and/or material evidence) forms of music utilizing the human voice and/or instruments. Music may serve a variety of purposes in the contexts of popular or high culture, religion, politics; it may serve to entertain, evoke emotional response, heighten ritual activities. While the course utilizes illustrative examples that have been recorded with modern technology (19th-21st centuries), it can be understood that modern examples do have connections to earlier expressions (based on other forms of documentation), so that students understand the continuity of traditions (in some cases centuries if not millennia old) as well as their evolution. MUS 107 thus qualifies for FG-C designation as covering both pre- and post 1500 CE periods. Assessment of this historical scope and chronology as well as cultural specificity will be accomplished primarily through homework assignments and quizzes, as well as individual directed research.

2. analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives. Which human societies and cultural traditions are analyzed? What perspectives are employed? What time periods are covered? How will you assess this and provide evidence that students are meeting this hallmark?

While the field of ethnomusicology is part of a western tradition of scholarship, it has provided a means to understand the cultures of other regions of the world. The syllabus for MUS 107 includes units on Oceania (especially Hawai‘i), Native American nations of North America, Central America (especially Mexico), South America (Peru and Brazil, with both indigenous and colonial influences), Africa (e.g., Ghana, Zimbabwe, South Africa), South Asia (India), Indonesia, the Philippines, and East Asia (China, Korea, Japan.) Students will conduct research through reading, experiencing and analyzing live performance, and developing group and individual presentations on musics and cultures outside their own cultural traditions. Assessment of this span of cultural expressions will be accomplished through homework assignments and quizzes, as well as evaluation of performance analysis and presentations.

3. offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions. Which of these aspects of development are analyzed? How does the course recognize diversity? In what ways are analyses integrated? How will you assess this and provide evidence that students are meeting this hallmark?

MUS 107, by its definition, examines musical expressions and traditions in the context of history, religion and the social and political aspects of the societies that give rise to them. It thus utilizes a multi-disciplinary approach that looks at the broader human forces that find their expression or representation in music as a key aspect of culture. The course further recognizes diversity both through the span of cultures studied (see #2) and through work that requires students to experience, understand and analyze musics from cultures other than their own, fostering a comparative perspective. Assessment includes evaluation of live performance analysis as well as students' focused research for individual and group presentations.

4. examine processes of cross-cultural interaction and exchange that have linked the world’s peoples through time while recognizing diversity. What processes of cross-cultural interaction are examined? How will you assess this and provide evidence that students are meeting this hallmark?

As noted, one of the requirements of this course is for students to compare/contrast their own music within the broader context of other music traditions (SLO #5.) In addition, the discussion of musics of other regions (see #2) can elicit the other cross-cultural connections, from the kinds of instruments used, to the contexts of use. Assessment includes
evaluation of individual and group projects, homework and quizzes, participation in discussions.

5. **include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.** What components of Hawaiian, Pacific, or Asian societies and their cultural traditions are included in the course? How will you assess this and provide evidence that students are meeting this hallmark?

The course begins with a unit on Oceania, with a focus on Hawaiian song and chant, creation and use of traditional instruments, and the traditions of ancient and modern hula in connection with vocal and instrumental music. The course concludes with a unit on East Asian traditions, including the use of music in the operatic and theatrical contexts. Students' knowledge and understanding of these traditions are assessed, as noted, with successful completion of homework, quizzes, possible live performance analysis (depending on what is available) and, where appropriate, in individual and group presentations.

6. **engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.** List the items that students will analyze and briefly explain what perspectives they represent. How will you assess this and provide evidence that students are meeting this hallmark?

Since this course focuses specifically on world musics, the students will focus primarily on performance of music (documented through audio and/or video, or experienced live) both historical and contemporary. They will utilize the perspective of the ethnomusicologist (looking at music in a socio-cultural context) and will learn and employ aural skills that allow them to identify and analyze vocal expression and instrumentation.

Questions from First page of application:
3. Currently, only one instructor is designated for this course.

4. Syllabus: See attached course outline.

5. Hallmark requirements: See above.

6. Assessment: Assessment will be conducted on a regular basis in order to provide supporting evidence at the time the course needs to be recertified, and to provide the basis for course modification and improvement. Knowledge surveys will be utilized to assess a cumulative gain in knowledge, and data from the rubrics developed for individual and group presentations will be used to establish benchmarks for successful achievement of course SLOs. Scores on specific assignments will be analyzed for grade distribution and the instructor will establish benchmarks for successful course completion.

**NOTE:** This course is already approved for FG-C designation at UH-Manoa, UH-Maui College, and Kapi‘olani and Leeward Community Colleges.
### Course Outline

**Course Title:** Music in World Cultures  
**Course Alpha & No.:** MUS 107  
**Semester Credit Hours:** 3  
**Effective Term:** Fall 2014

**Prerequisite:**  
**Co-requisite:**

<table>
<thead>
<tr>
<th>Prerequisites or Co-requisite</th>
<th>Recommended Prep:</th>
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<tbody>
<tr>
<td>ENG 19 and/or ENG 21, OR ESL 13 and 14, OR Placement in ENG 22/80 or ESL 23; MATH 9</td>
<td>Instructor Approval or other Approval:</td>
</tr>
</tbody>
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**Major Restriction:** NONE

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1. **Catalog Course Description:**  
   An introduction to the field of ethnomusicology in which historical, religious, social, and political aspects of society are studied in relationship to its music traditions and culture. In addition to these aspects, the musical elements of each culture are analyzed for the types of instruments, form/structure, context, activities, and music aesthetics.

2. **Student Learning Outcomes:**  
   Upon successful completion of this course, a student will be able to:  
   1. Demonstrate a broader understanding of the role of music in different cultures.  
   2. Describe the distinctive aural features and music aesthetics of a music culture.  
   3. Describe the historical, religious, social and political aspects of a society that contribute to the development of a music culture.  
   4. Describe and analyze the validity of other music traditions.  
   5. Compare and contrast one’s own music within the broader context of other music traditions.

3. **Means by which the assessment of the SLOs will be accomplished:**  
   1. Evaluation of in-class activities  
   2. Scores on homework and quizzes  
   3. Score on live music event report  
   4. Evaluations of group and final presentations

4. **Program Learning Outcomes addressed by this course:**  
   AA PLO #6: Display knowledge of different groups and organizations within societies and respect for varied cultural values.  
   AA PLO #8: Demonstrate a knowledge of one or more art forms and the role the Arts play in history and culture.

5. **Method(s) of Instruction:**  
   1. Audio (listening to broadcasts, tapes, CDs, MP3s)  
   2. Video (viewing recorded performances)  
   3. Demonstrations by instructor, guest performers  
   4. Small group activities and collaborative learning  
   5. Lectures

6. **Method(s) of Evaluation:**  
   1. Class attendance/participation  
   2. Reading/Homework  
   3. Live Music Event Report  
   4. Quizzes  
   5. Group Presentation  
   6. Final Presentation

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7. Course Content:
   1. What is music
   2. What is ethnomusicology
   3. How to listen to world music
   4. Sachs-Hornbostel system
   5. Fundamentals of Music
   6. Music instruments in various cultures
   7. Historical, religious, social, and political aspects in relation to music traditions and cultures
   8. Aural features and music aesthetics of a music culture
   9. Comparing/contrasting one's own music culture with others
   10. Justifying why music is important in a culture

8. Possible Texts:

9. Reference and/or Auxiliary Materials (if any):

10. Resource Requirements (if applicable):
    The College has a Music classroom, and a qualified instructor is available.

11. Relationship to other courses in the program (if applicable):

12. General Education or other requirement(s) satisfied:
    This course, when certified, will meet the AA Foundations: Global and Multicultural Perspectives, Group C requirement, and the Humanities/Fine Arts General Education requirement for the CTE degrees.

13. Articulation (if applicable):
    This course should articulate with the same course, MUS 107, as offered at UH-Manoa, Kapi'olani CC, Leeward CC, and UH-Maui College.

14. Additional information of importance: