

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number MUSM 131 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Application for the Humanities General Education menu for MUSM 131, Music in World Cultures.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	—	A	—	A	—	A	—
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	—	A	—	A	A	A	—
3. ✓	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	—	—	—	A	—	A	—	A	—
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	—	A	—	A	A	A	—
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	—	—	—	—	—	A	A	A	A	—
2.	Policies governing academic probation and suspension	—	—	—	—	—	A	A	A	A	—
3.	Requirements for graduating with honors	—	—	—	—	—	A	A	A	A	—
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	—	A	A	—	A	—
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	—	A	A	—	A	—
7.	Educational Program — Add ³	A	A	A	A	—	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	—	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	—	A	A	—	A	—
10.	Minor — Revise	A	A	A	I	—	I	I	—	I	—
11.	Minor — Add	A	A	A	A	—	A	A	—	A	—
12.	Minor — Discontinue	A	A	A	A	—	A	A	—	A	—
13.	Degree — Add	A	A	A	A	—	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	—	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	—	R	A	—	A	A	A	A	I
16.	Minor — Discontinue	R	—	R	A	—	A	A	—	A	—
17.	Degree — Discontinue	R	—	R	A	—	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	9/16/2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Arts and Humanities Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Arts and Humanities Description

Courses within this domain will expose students to other cultures, time periods, and points of view through a wide variety of media. Emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one's own personal worldviews, and drawing conclusions from analysis of artifacts.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application. See the last page of this document for explanation of disciplines that will be considered for the menu.

Subject code, course number, and title of course:	MUSM 131 Music in World Cultures
Terms offered:	Spring
Catalog description:	Survey of traditional, classical and contemporary music from selected world cultures. Special attention will be given to placing music into cultural context. Also, various methodologies of studying and teaching indigenous music of various cultures will be explored. May be used to satisfy University Requirements.
Course prerequisites:	none
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	none

Other general education menus on which the course appears or you are applying for:	Cultural Literacy
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Description of Menu Fit

Please describe how your class fits into the Arts and Humanities Menu (200 words or less).

This is a musicology course, one of humanities disciplines listed below. As such, it exposes students to other cultures by examining “traditional, classical, and contemporary music from selected world cultures” (course description). It engages these cultures aesthetically by developing students’ critical listening / analytical skills and knowledge, providing “a foundation for the continued study of music from diverse cultural and historical sources” (course description in syllabus). Students employ these analytical skills and the required vocabulary to identify stylistic characteristics (outcomes 1-2) and to articulate ideas about world cultural traditions (outcome 5). Special emphasis is given to understanding music as a cultural phenomenon (outcome 4). Along with Music Literature (MUSM 132), this course is used to fulfill a General Education selection for music education majors.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student’s breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

There are no prerequisites, and no prior training in music is expected, as the syllabus states.

Relevant Outcomes

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
- B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference.
- B3: Interrogate one’s internal and external views and values for greater self-awareness.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Describe how the course meets the A2 outcome (100 words or less).

In musicology courses, students might encounter rhetorical claims through primary and secondary source readings or by analyzing music, which itself is considered an art of persuasive communication. [Here’s a brief explanation of music as rhetoric by a musicologist.](#) In this course, students develop critical listening / analytical skills (outcome 1) to understand how and

what music communicates in selected world music styles (outcome 2). In doing so, students listen to, understand, and evaluate rhetorical claims of these works of art.

Describe how the course meets the C2 outcome (100 words or less).

The first unit of the course build analytical tools. Students learn and apply a method of listening, in which they separate music into its various systems or elements, including instruments, voices, and forms and determine how these interact with one another to create a distinctive world of sound and meaning in each example they analyze (outcome 1). This method enables students to “recognize and apply specific musical terms to the discussion of musical characteristics and styles,” (outcome 2), i.e., “to draw informed conclusions.” Students also develop research skills, so they can write about examples of various world cultural traditions (outcome 5).

Describe how the course meets at least one or more of the following outcomes: B1, B2, B3 (200 words or less).

B1

Outcomes 2, 3, 4, and 5 relate directly to B1, as students will understand selected world music styles and the role of music in culture. Students develop skills to write about, reflect on, and perform examples of various world cultural traditions, thereby demonstrating competent discourse in global and cultural experiences of diverse populations.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome A2	Final Exam
Outcome C2	End of Semester Mini-project
Outcome B1, B2, or B3 *note which of the 3 outcomes will be assessed	B1: End of semester Mini-project

Please use the following rubric to perform assessment each year.

Student Learning Outcome A2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
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Evaluate rhetorical claims	Fails to demonstrate understanding or recognition of rhetorical claims.	Demonstrates effective understanding of and ability to critique rhetorical claims.	Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims.
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Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.

Student Learning Outcome B (evaluate the one or more selected above)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations (B1)	Little to no engagement in discourse in global, historical, and cultural experiences of diverse populations.	Effectively presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.	Excellent presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.
Understand the interconnectedness of the human experience with a posture of humility while celebrating difference (B2)	Little to no demonstration of understanding or humility in relation to the human experience and diversity.	Effective demonstration of understanding or humility in relation to the human experience and diversity.	Exemplary demonstration of understanding or humility in relation to the human experience and diversity.
Interrogate one's internal and external views and values for greater self-awareness (B3)	Little to no interrogation of personal views and little to no movement toward self-awareness.	Effective interrogation of personal views with some attention to self-awareness.	Exemplary interrogation of personal views with an eye toward self-awareness.

Disciplines to Consider

Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English: Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria team anticipates some overlap with other menus, particularly cultural literacy.

In ACU's specific institutional context, the council recognizes religion as a humanities discipline but will not consider Bible courses for the Arts and Humanities menu because of the number of hours reserved in the Bible and Theology menu for these courses in the general education requirements.

Resources:

- [American Academy of Arts & Sciences — Scope of the Humanities](#)
- [4Humanities — Five Definitions of the Humanities](#)
- [Cambridge University Press — What Are the Humanities For?](#)

Syllabus

Music in World Cultures: MUSM 131.01

Spring, 2022

MW 9:00-10:45 a.m. — Fry Hall

Professor: Dr. Allen Teel

Office: WPAC 153

email: teela@acu.edu

ACU Mission Statement: To educate students for Christian service throughout the world.

Music Department Statement: To develop and inspire students artistically as comprehensive musicians.

Course Description

Music exists in all societies and is a basic activity of human life. This course is a survey of traditional, classical, and contemporary music from selected world cultures. In addition to gaining an appreciation and understanding of the diverse approaches to making music around the world, our goal is to develop a broader, more global worldview as we learn about people of various world cultures through their musical activities. Special attention will be given to placing music into cultural context. The course will also provide a foundation for the continued study of music from diverse cultural and historical sources. It does not require previous musical training.

Learning Outcomes

By the end of the semester, you will be able to:

1. Develop and apply critical listening skills to audio and audiovisual musical examples from a wide range of cultural sources
2. Recognize and apply specific musical terms to the discussion of musical characteristics and styles of selected world music styles
3. Participate in basic performance activities related to selected world music styles
4. Understand music as a cultural phenomenon, including its role in both religious and secular activities
5. Demonstrate basic research skills by selecting and writing about representative A/V examples of assigned genres

Measurement Instrument	Learning Outcome
Brief quizzes (short answer and listening identification)	1, 2, 4
Major exams (short answer, essay, and listening identification)	1, 2, 4
Observation of classroom participation	3
End of semester mini-project	2, 4, 5
Final Examination (comprehensive)	1, 2, 4

Course Policies

Class Text (Required): Miller, Terry E. and Andrew Shahriari. *World Music: A Global Journey*, fourth edition (textbook with accompanying CDs or eBook). New York: Routledge, 2017.

Class Format: Students will meet in regular classroom or online sessions to participate in extensive guided listening and viewing activities, discuss readings and listening assignments, take quizzes over daily reading assignments, participate in classroom performance activities, and take

listening and written exams. As circumstances warrant, some of these activities will take place on Zoom or on Canvas.

COVID-19 notification procedure:

If you have tested positive, believe you may have been exposed to someone who has tested positive, or are experiencing symptoms consistent with COVID-19, please complete the following form: [COVID 19 Notification Form](#)

Attendance: Policies about class attendance have been adjusted for our current circumstances. My expectation is that you will attend class in person when you are able to do so safely for yourself and others.

1. Follow all university guidelines regarding reporting symptoms of COVID-19, and comply with all isolation and quarantine instructions.
2. Email me in advance if you will be missing a face-to-face class meeting because of symptoms related to COVID-19 or any other illness.

If you are diagnosed with COVID-19, I will receive a notification from SOAR. We will make arrangements for how to handle those specific class days. It is your responsibility to contact me by email before class and stay on top of all coursework.

3. If you are otherwise ill and need to miss class, you must inform me via email **before** you miss class in order for the absence to be counted as excused. Again, it is important to stay on top of all coursework.
4. **Excused absences** include missing class for (1) university-approved trips and (2) illness that you notify me about before class. You may make up exams that are missed because of an excused absence; quizzes missed due to an excused absence will not count against your grade.
5. **Unexcused absences** are, by definition, absences that don't meet the criteria for being excused. You may not make up assignments, exams, etc. missed due to unexcused absences.
6. If you miss more than 20% of our class meetings (this is **6 absences** in a MW class) for any reason, you will receive a failing grade for the course. (Note: if you are quarantined or isolated due to COVID-19, we will come up with alternative ways of engaging the course material so that you don't have to accumulate absences!)

Grades: The course grade will be determined according to the following components:

Listening/Written Examinations (5)	60%
Quizzes, class participation	10%
End of semester mini-project	10%
Final examination (comprehensive)	20%

Grading Scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below

Examinations and Assignments: The daily assignment schedule will help you manage your time in preparation for all exams. Additionally, you will receive a detailed assignment sheet for the mini-project project (due on April 25) approximately midway through the semester.

Statement on Academic Integrity: All forms of academic dishonesty, including plagiarism, will be dealt with according to the university's Academic Integrity Policy. The full policy is available for review on the following page:

<http://www.acu.edu/community/cas/departments-schools/jmc/jmc-resources/academic-integrity-policy.html>

In summary, the typical consequences for plagiarism or other forms of academic dishonesty, such as cheating on quizzes or exams, are as follows:

- First incident: a zero on the assignment or exam; incident is reported to appropriate Deans.
- Second incident: F in the course and immediate referral to Dean of Students.

Special Needs Policy: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. To receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at [\(325\) 674-2667](tel:3256742667).
<http://blogs.acu.edu/alpha/>

Mask Policy: We will follow university policies as they are communicated during the semester; this includes wearing a mask in all classrooms, labs, studios, and other instructional spaces for (at least) the first two weeks of the semester. I encourage each of you to do everything you can to keep yourself and others safe and healthy throughout the semester.

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Final Words of Wisdom:

The keys to succeeding in this course are to:

1. Come to class, whether that means in person or online.
2. Stay on schedule with all reading, listening, and research assignments.
3. Use the review materials and study diligently for exams.
4. Most importantly: come with an open mind and a healthy sense of curiosity.

I encourage you to make an appointment with me if you have any concerns about this course.