

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 Cultural Literacy 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 AUAC 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.

Revised 8-29-22

Department/School Chair(s)	
	9/16/2022
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Dean(s)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

University General Education Council	
Chair's signature	Approval date

Abilene Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of Faculty Senate	Approval date

President	
Signature	Approval date

Application for Cultural Literacy 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).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

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.

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:	Humanities
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Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

Using an ethnomusicological methodology, this course studies music in culture and as culture. Students learn about diverse non-western and indigenous cultures by examining “traditional, classical, and contemporary music from selected world cultures through representative genres, characteristics, and styles” (course description). The course explores music “as a cultural phenomenon, including its role in both religious and secular activities” (outcome 4), and 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). A goal of the course is “to develop a broader, more global worldview” by learning about world cultures through their musical activities (course description in syllabus). 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 doesn’t require prior training in music, as the syllabus states.

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).

- Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
- Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
- Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
- Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions,

shifts in technology, migration, environmental degradation, new technologies, etc.).

- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
 - Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
 - Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
 - Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
 - No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
 - No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
 - No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
 - Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	Account for and explain divergent perspectives on cultural phenomenon Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language. [With music as a language that itself often uses language (in vocal music)]

Outcome B2	Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
Outcome B3	No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges. [With art/music, along with discourse about them, as a sources of knowledge]

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Final Exam
Outcome B2	Final Exam
Outcome B3	Final Exam

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

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.