



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	MUSI
Course Number:	112
Descriptive Title:	Music Cultures of World
Division:	Fine Arts
Department:	Music
Course Disciplines:	Music
Catalog Description:	This course focuses on the styles, techniques, performers, and historical evolution of Western and non-Western music. Emphasis is placed on African, Asian, Latin American, and Polynesian music and the relationship between the music and culture. In addition, American ethnic music and jazz will be presented.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	eligibility for English 1A
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to July 1992
Transfer UC:	Yes
Effective Date:	Fall 1995
General Education: ECC	Area 3 - Humanities
Term:	
Other:	
CSU GE:	Area C1 - Arts and Humanities - Arts: Arts, Cinema, Dance, Music, Theatre
Term:	
Other:	
IGETC:	Area 3A - Arts
Term:	
Other:	

<p>Student Learning Outcomes:</p>	<p>SLO #1 Elements of Music</p> <p>Upon successful completion of this course, the student should be able to describe the elements of music - melody, harmony, rhythm, form, texture, dynamics, and timbre.</p> <p>SLO #2 Comparing and Contrasting</p> <p>Upon successful completion of this course, the student should be able to compare and contrast works based on the use of elements, form, and cultural (style period) influences.</p> <p>SLO #3 Musical Style Periods</p> <p>Upon successful completion of this course, the student should be able to distinguish among the characteristics of various historical musical style periods.</p>
<p>Course Objectives:</p>	<ol style="list-style-type: none"> 1. Identify and define musical terms related to rhythm, meter, melody, harmony, and form. 2. Identify and define basic non-Western music terms such as mele, raga, griot, and tala. 3. Identify and define musical genres such as the mass, opera, gagaku, bebop, and kahiko. 4. Describe terms relating to musical performance including oli, solo, call and response, gamelan ensemble, jazz combo, haka, koto, yidaki, and ipu heke. 5. Describe by genre, instrument, and style period the main performers of Western and non-Western music. 6. Describe the cultural contributions of the most influential Western and non-Western musicians. 7. Compare terms of a similar type such as opera and oratorio, samba and bossa nova. 8. Compare the musical and cultural aspects of Western and non-Western music. 9. Summarize the main style periods of Western and non-Western music in terms of instrumentation, texture, rhythm, melody, harmony, form, dynamics, and function. 10. Compare different style periods of Western music in regards to instrumentation and form. 11. Aurally analyze a piece of Western and non-Western music in regards to rhythm, meter, melody, harmony, and form. 12. Assess the impact of recording techniques on the music and culture of indigenous peoples.
<p>Major Topics:</p>	<p>I. Course Overview and Syllabus (3 hours, lecture)</p> <p>A. Elements of Music</p> <ol style="list-style-type: none"> 1. rhythm, melody, timbre, instruments, harmony, texture, dynamics, form <p>II. Music from Japan, China, Mongolia and Tuva (3 hours, lecture)</p> <p>A. taiko, gagaku, Chinese opera, xoomiji, kagaraa</p> <p>B. todo, Beijing Opera, Paul Pena</p> <p>III. Music from Indonesia, India, Pakistan (3 hours, lecture)</p> <p>A. gamelan, sitar, tabla, raga, tala, tambura</p> <p>B. Ravi and Anoushka Shankar</p> <p>C. the music of "Bollywood"</p> <p>D. Qawaali and Nusrat Fateh Ali Khan</p> <p>IV. Aboriginal Australia and Papua New Guinea (3 hours, lecture)</p> <p>A. yidaki, bull roarer, bilma, songlines</p> <p>B. David Hudson, Gavin Flick, Bangarra Dance Theater</p> <p>C. sing sing, Sepik river, Sepik flutes, Wagi Brothers Band</p> <p>V. Polynesian Triangle (6 hours, lecture)</p>

	<ul style="list-style-type: none"> A. Hawai'i, Fiji, Tahiti, Tonga, Samoa, and New Zealand B. mele, kahiko, a'wana, toere, powhiri, haka, waiata songs C. slack-key guitar and the ukulele D. Te Amokura, Jake Shimabukuro, Keali'i Reichel <p>VI. Africa and the Roots of Rhythm (3 hours, lecture)</p> <ul style="list-style-type: none"> A. music from Sub-Saharan and North Africa B. Mali, Senegal, Ivory Coast, Botswana bushmen C. Martinique and Cuba- the Caribbean connection <p>VII. Latin American music (6 hours, lecture)</p> <ul style="list-style-type: none"> A. Brazilian samba and candomble B. Tropicalia art and music C. Post-Tropicalia and Axe music D. Mariachi and Mexican folk music E. Reggae and Zydeco music <p>VIII. European and Celtic folk music (3 hours, lecture)</p> <ul style="list-style-type: none"> A. England, Ireland, Scotland, Germany and Spain B. Uilleann pipes and bagpipes C. Afro-Celtic Sound System, The Chieftains <p>IX. American Ethnic Music (6 hours, lecture)</p> <ul style="list-style-type: none"> A. religious music - gospel, spirituals B. folk, country and western music C. recordings and the record player <p>X. Native American Music (3 hours, lecture)</p> <ul style="list-style-type: none"> A. Inuit (Eskimo), Hopi, Navajo, Cheyenne and Pueblo music B. drum circles, powwow music and dance, and flutes C. Floyd Westerman, Ed Lee Natay, Robert Mirabal, R. Carlos Nakai <p>XI. Jazz-Origins and Styles (6 hours, lecture)</p> <ul style="list-style-type: none"> A. elements of jazz in early New Orleans work and prison songs B. blues, ragtime, Dixieland, swing, bebop, cool, eclectic C. jazz ensembles- combos, big bands, club bands D. Scott Joplin, Louis Armstrong, Duke Ellington, John Coltrane E. Rhapsody in Blue, West Side Story <p>XII. Western Vocal Art Music (6 hours, lecture)</p> <ul style="list-style-type: none"> A. art song and opera B. The Erlking, Atlas, Magic Flute, La Boheme, Carmen, Salome C. Franz Schubert, W.A. Mozart, Giacomo Puccini, Georges Bizet, Richard Strauss <p>XIII. Western instrumental music (3 hours, lecture)</p> <ul style="list-style-type: none"> A. piano, program, and dance music B. W.A. Mozart, Ludwig van Beethoven, Hector Berlioz, P.I. Tchaikovsky, Igor Stravinsky C. Impressionism- art and music D. Claude Debussy, Maurice Ravel
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Listen to "Suffering and Smiling" by Fela Kuti. Write a two to a three page essay in which you aurally analyze the musical example paying particular attention to the elements of music and how the composer has utilized them.

Critical Thinking Assignment 1:	Compare the samba and the bossa nova in regards to size, instrumentation of ensembles, rhythmic characteristics, and style. Discuss the emergence of these styles in Brazil, and explain the cultural differences that helped to create the musical differences.
Critical Thinking Assignment 2:	Listen to an unidentified piece of music in class and name the instruments used, the structure of the piece, the style period it represents, and two or more musical features that identify its style period and the country from which it originates. Present your findings in a 1-2 page written paper.
Other Evaluation Methods:	Completion, Essay Exams, Matching Items, Multiple Choice, Other Exams, Quizzes, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Demonstration, Guest Speakers, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	Bruno Nettl. Excursions in World Music, 8th edition, 2020, Routledge Press.
Alternative Textbooks:	
Required Supplementary Readings:	Musical Voyages, by William E. Doyle, Pacific Coast Publishing, 3rd edition, 2012 Music of Many Cultures, by Elizabeth May, University of California Press, 1983 (Discipline standard)
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding	

course objective under each skill(s).	
Requisite Skill:	eligibility for English 1A
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	<p>The ability to write a grammatically correct essays will enhance the student's ability to succeed in this class.</p> <p>Ability to compose a written essay or report. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p> <p>Ability to read and interpret a college-level textbook. Summarize, analyze, evaluate, and synthesize college-level texts.</p>
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Ray Giles
Date:	05/16/1974
Original Board Approval Date:	
Last Reviewed and/or Revised by:	William Doyle
Date:	04/26/2022
Last Board Approval Date:	06/20/2022