

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

ETHM 411

INTRODUCTION TO ETHNOMUSICOLOGY

COURSE DESCRIPTION

The study of traditions, belief systems and practices of world cultures as approached through the comparative study and analysis of the music cultures of contrasting ethnic groups. Specific cultures studied may vary each term.

RATIONALE

This is an introductory course in world music. It is required for all students making application to the MA in Ethnomusicology or the MA in Worship Studies (Ethnomusicology Specialization) degree programs if they have not had a similar course at the undergraduate level. This is a survey study designed to prepare students for 500-level graduate courses in ethnomusicology. It is also an elective course that gives non-musicians, missionary students, and other students the opportunity to examine the world of ethnomusicology.

I. PREREQUISITES

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASES

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>.

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Define basic terms, concepts, methods, and procedures used in the field of ethnomusicology.
- B. Describe the role of the ethnomusicologist in developing cross-cultural relationships.
- C. Identify aspects of selected music cultures.
- D. Articulate the role of music and the musician in the church and culture.
- E. Distinguish among music sounds and systems of different music cultures.
- F. Demonstrate methods and procedures of ethnomusicology study by establishing relationships with persons of other ethnic backgrounds.
- G. Integrate professional studies and biblical principles for application in ethnomusicology fieldwork and ministry.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, Bible readings, articles, and presentations
- B. Course Requirements Checklist

After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board forums (4)

There will be four graded Discussion Board forums (Modules 1, 3, 5, and 7) where students will post a minimum of one original thread and at least one reply in a minimum total of 250 words that fulfills the criteria provided by the instructor. The original thread is due by 11:59 p.m. (ET) on Thursday of the assigned module, and all replies are due by 11:59 p.m. (ET) on Sunday of the same module.

- D. Music Culture Summary:Hmong

After viewing all other presentations in Module 1 download a copy of the Music Culture Analysis Form (see below). Watch the Hmong video clip (as often as necessary). Finally, complete as many questions as you can right in the form using **bold font**. Write complete sentences. Then submit the entire document with your responses on Blackboard. Do NOT edit the form or delete any of the questions. It is not necessary to go into detail on the music elements. Use professional ethnomusicology vocabulary where possible. Use only materials from Titon and presentations in Module/Week 1. Maximum 750 words (Note: There are 1075 words in the Music Culture Analysis Form itself, so your final document with the form should have 1775-1825 words.) The paper should be double-spaced in 12-pt Times New Roman font with a 1.5" left margin and 1" top, right, and bottom margins. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 1.

E. Music Culture Comparison Paper: Africa

Using the Music Culture Analysis Form only as a guide, write a paper comparing and contrasting the music cultures of two of the ethnic groups of Africa, choosing only from Ewe, Mande, or Shona. Include issues related to identity formation from your reading of the entry by S. Benham. Use professional ethnomusicology vocabulary where possible. Use only materials from Titon and presentations in Module/Week 2. (Maximum 500 words.) The paper should be double-spaced in 12-pt. Times New Roman font with a 1.5" left margin and 1" top, right, and bottom margins. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 2.

F. Summary of African American Music

Having completed your reading and viewing assignments write a paper including the following components.

What are the elements of the music of Africa present in the African-American music genre, including the church? Using your observation skills watch the various video clips on the hymn "Amazing Grace." identify the various contexts in which it is performed. How do the various contexts demonstrate the use and function of the song? Does it change the genre? How does it affect the meaning (aesthetic) of the music? How do the context and verses used (or not used) change the genre category and the textual message? What are the different messages delivered (biblical, social, political, etc.)? Is "gospel" music primarily a musical genre (style) or a message? Use both reading and specific examples observed in the presentations from the class as resources. Use professional ethnomusicology vocabulary where possible. Refer to the presentations on *Music Culture Models* and *Ten Common Characteristics of the Music of Africa* from Module 2 for assistance. Use only materials from Titon and presentations from Module/Week 3. Maximum 500 words.) The paper should be double-spaced in 12-pt. Times New Roman font with a 1.5" left margin and 1" top, right, and bottom margins. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 3.

G. Summary of Latin American Music

Ethnomusicologists emphasize the difficulty of defining the music of Latin America, using the terms "mixture" and "variety." The three primary cultural influences are those of the Amerindians (indigenous peoples), Africa, and the Iberian Peninsula. Using materials from your reading of the text and specific examples observed in the presentation clips, identify the musical contributions (characteristics) of each of these three primary cultures that have come together to form Latin American Music. Use professional ethnomusicology vocabulary where possible. Use only materials from Titon and Blackboard presentations in Module/Week 4. (Maximum length: 500 words.) The paper should be double-spaced in 12-pt. Times New Roman font with a 1.5" left margin and 1" top, right, and bottom margins. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 4.

H. Summary of Native American Music

Having completed reading and viewing assignments, write a paper identifying the cultural practices and beliefs of North American Indian musical and ceremonial rituals that are analogous to biblical beliefs, practices, or stories. For example, the reenactment of the creation story of the Navaho Shootingway Ceremony as analogous to the biblical account of Adam and Eve in Genesis 3, or the Dakota Sun Dance as analogous to the crucifixion. Include the biblical reference(s) with each example as appropriate. Use only materials from Titon and presentations in Module/Week 5. (Maximum length: 500 words.) The paper should be double-spaced in 12-pt. Times New Roman font with a 1.5" left margin and 1" top, right, and bottom margins. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 5.

I. Music Culture Analysis Paper

Select two cultures from Titon: chs. 6, 8, or 10 - India, China, or the Arab World. The two cultures must be from different chapters. Using the Music Culture Analysis Form only as a guide, write a paper comparing and contrasting the two cultures you have selected. Locate and submit at least one YouTube or similar video link for each culture that illustrates your research. Do not attempt to cover all the materials from the two cultures you select. Rather find two or three related topics from each culture to compare and contrast. For example, compare and contrast music instruments, song or dance forms, music elements, music in religion, gender issues, etc. Use professional ethnomusicology vocabulary where possible. (Maximum length: 500 words.) The paper should be double-spaced in 12-pt. Times New Roman font with a 1.5" left margin and 1" top, right, and bottom margins. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 6.

J. Summary of Indonesian Music

Based only on your reading of the text and information extracted from the Blackboard presentation clips, write a paper comparing and contrasting the Javanese and Balinese gamelan. Include its use in wayang kulit (water buffalo puppet shadow play) and wayang orang (human shadow play) and its religious implications. (Maximum length: 500 words.) The paper should be double-spaced in 12-pt. Times New Roman font with a 1.5" left margin and 1" top, right, and bottom margins. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 7.

K. Final Project

This assignment comprises two parts:

- Interviewee Selection and Approval - due by 11:59 p.m. (ET) on Sunday of Module/Week 4
- Submission - due by 11:59 p.m. (ET) on Friday of Module/Week 8

Please read the attached document for detailed instructions and the grading rubric.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts ea)	200
Music Culture Summary	50
Music Culture Comparison Paper	50
Summary of African American Music	50
Summary of Latin American Music	50
Summary of Native American Music	50
Music Culture Analysis Paper	50
Summary of Indonesian Music	50
Final Project	
Interviewee Selection	10
Submission	440
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

ETHM 511

Textbooks: Titon, *Worlds of Music* (2009).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Titon: ch. 1 1 article 7 presentations	Course Requirements Checklist	10
		Class Introductions	0
		Discussion Board Forum 1	50
		Music Culture Summary: Hmong	50
2	Titon: ch. 3 Bible reading: Gen. 1–3 1 article 26 presentations	Music Culture Comparison Paper: Africa	50
3	Titon: ch. 4 19 presentations	Discussion Board Forum 2 Summary of African American Music	50 50
4	Titon: ch. 9 20 presentations	Summary of Latin American Music Final Project: Interviewee Selection	50 10
5	Titon: ch. 2 1 article 21 presentations	Discussion Board Forum 3 Summary of North American Indian Music	50 50
6	Titon: chs. 6, 8, 10 (read 2 of these chapters)	Music Culture Analysis Paper	50
7	Titon: ch. 7 42 presentations	Discussion Board Forum 4 Summary of Indonesian Music	50 50
8	Titon: ch. 10	Final Project: Submission	440
TOTAL			1010

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.