

**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*

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**ETHM 542**  
**SEMINAR IN ETHNIC MUSIC**

**COURSE DESCRIPTION**

Concentrated study of a selected ethnic music culture. In scheduling each seminar, consideration will be given to student interest and the availability of appropriate guest musicians.

**RATIONALE**

The Seminar(s) in Ethnic Music are intended to provide the student with a more culture specific study than other general ethnomusicology courses. Special attention is given to the contrast between the context, use, and function of music within that culture as a means of identifying cultural insight for the use of indigenous music in worship, discipleship, and evangelism.

**I. PREREQUISITE**

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

**II. REQUIRED RESOURCE PURCHASE**

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

**IV. MEASURABLE LEARNING OUTCOMES**

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

- A. Understand the music culture of a specific world area.
  - 1. Explain music culture distinctives of a specific world music area
  - 2. Distinguish between general characteristics of major music systems of the world.
- B. Interrelate with people of divergent cultural groupings.
  - 1. Use a basic vocabulary for communicating with guest musicians.
  - 2. Establish cross-cultural relationships through music participation and communication skills.

- C. Understand uniqueness of music culture values within the selected ethnic group.
  - 1. Explain theories of ethnographic analysis related to a specific world area
  - 2. Distinguish between traditional music of a specific culture and the musical influences of the West on that culture.
  
- D. Show professional preparedness for service with a variety of agencies
  - 1. Evaluate a specific non-Western music culture for possible further study, including during the Internship in Ethnomusicology
  - 2. Identify personal interest and aptitude for serving in that world area.
  - 3. Distinguish between Christian music groups in the United States and those of selected ethnic groups as related to the use of music in religious practice.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings, articles, and presentations. Read all of the instructions for the Final Project before other readings and as preparation for other readings, discussions and assignments.
  
- B. Course Requirements Checklist

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

C. Discussion Board Forums (3)

There are three Discussion Board Forums in this course, Module/Weeks 1, 2, and 3. All initial posts are due no later than 11:59 p.m. on Thursday; all final posts are due no later than 11:59 p.m. on Sunday.

*Module/Week 1:* Complete your reading of Dee Brown's *Bury My Heart At Wounded Knee*. As your original post, develop a question or topic (statement) for discussion based on your readings and submit it as your original posting. Your submission should include an introduction to your post, and will form the basis for interactive discussion between your classmates and instructor. Provide reference pages that are or may be related to your submission.

In addition, you should make at least one significant response to each of the original submissions by your classmates. Continue your discussions as necessary as you might in a live classroom situation. Your original post and responses to others should be a minimum of 450-500 words. Begin with your responses to the following questions. (75 points)

1. What were the motivations of non-natives responsible for actions perpetrated against the indigenous peoples?
2. On what bases did non-natives justify their actions?

Please be aware of any questions submitted by your instructor in the process, and respond as necessary; and remember, you are not evaluation (like or dislike) you are discussing the various points or issues raised. Do you agree or disagree, and why? What other issues are raised by the topic under discussion?

*Module/Week 2:* Complete your reading of Vine Deloria's *God Is Red*. As you did in Discussion Board Forum 1, develop a question or topic (statement) for discussion based on your readings and submit it as your original posting. Your submission should include an introduction to your post, and will form the basis for interactive discussion between your classmates and instructor. Provide reference pages that are or may be related to your submission. You may also consider issues raised in Discussion Board Forum 1.

To begin our discussions consider the following. Deloria's text seems to a natural progression from Brown's text.

1. How is the approach of Deloria different from that of Brown?
2. What are the differences in your responses to the two authors?

Your original post and responses to others should be a minimum of 450-500 words. (75 points)

*Module/Week 3:* Complete your reading of Twiss' *One Church, Many Tribes*. Picture yourself sitting in a tepee. There are only four of you: Dee Brown, Vine Deloria, Richard Twiss, and you. The issue is reconciliation. The discussion has one primary subject: Reconciliation of the indigenous peoples with non-natives. What are the primary issues? How do you see the discussion progressing? How might you serve as an agent of reconciliation? Your original post and responses to others should be a minimum of 450-500 words. (75 points)

#### D. Reflection Paper on Contextualization (Week 3/ Module 3)

After completing all required readings for the first three weeks, write a paper reflecting on the issues that have been discussed. Considering the various positions on the issue of contextualization, summarize the various views and describe the approach you would take to bringing reconciliation between the indigenous peoples and non-indigenous peoples (Europeans, African-Americans, Latino populations). (450-500 words-Due Sunday evening, 11:59 p.m. – 100 points)

E. Reflection Paper: Topics (Week 4/Module 4)

As you read Koskoff compose a list of significant topics on the music culture of the indigenous peoples of North America. Provide a one or two paragraph summary of each. Consider how each of these might be used as component(s) of your Final Project. (950-1000 words-Due Sunday evening, 11:59 p.m. – 100 points)

F. Selection of Tribe for the Final Project (Week 4/Module 4)

Submit your choice for a tribe upon which to write your ethnography as your Final Project. Some options are listed in Deloria, Appendix II. Others are listed below, but you are not restricted to these. (Due Sunday evening, 11:59 p.m. – 50 points)

- Indians of the Arctic (Inuit, Eskimo)
- Indians of the Northwest Coast (Haida, Tlingit)
- Indians of the Plateau (Nez Percè, Spokane, Yakima)
- Indians of the Plains (Arapaho, Cheyenne)
- Indians of the Plains (The Seven Dakota Nations)
- Indians of the Northeast (Iroquois, Miami)
- Indians of the Southeast (Creek, Chickasaw, Choctaw, Cherokee, Seminole)
- Indians of the Southwest (Pueblo-Hopi, Zuni)
- Indians of the Southwest (Navajo, Apache)
- Indians of the Great Basin (Paiute, Ute, Shoshone)

You will receive a response from your instructor if is approved or denied.

G. Documentary Video/Movie Review (Week 4/Module 4)

Select a documentary or historically based movie for viewing. Submit a critical/analytical review of your selection. It is suggested that you select a documentaty related to the tribe you have chosen as the feature of your Final Project. Some suggestions and examples are listed below. (450-500 words-Due Sunday evening, 11:59 p.m. – 75 points)

Here are some sample suggestions:

Three stories about the modern Native American culture: A look at how climate change is effecting a Pacific Northwest tribe known as the “Salmon People” and how science can help find a solution; the Lincoln, Nebraska rock start artist who’s creating sculptures, linking the past to the present; and the fight an Oklahoma tribe tries to revive their fading

language. <http://www.pbs.org/video/2365123710/>

Windtalkers: In this epic drama, a gung-ho Marine is assigned to protect a "windtalker," one of several Navajo Indians used to relay messages during World War II. In World War II, the Navajo language becomes the military's secret code. Now this Marine must protect the translator. Available on Netflix <http://movies.netflixable.com/389577>

The TBS Series *The Native Americans*. There are six in the series. Here is one example. <http://www.amazon.com/Native-Americans-People-Great-Plains/dp/6303359965>

#### H. Final Project Bibliography (Week 5/Module 5)

Submit a preliminary annotated bibliography of sources you have selected as for your final project. Include books and articles (jstor, etc.) as well as audio and video resources. If at all possible include first person interview(s) in your final product. (100 points)

#### I. Final Project Outline (Week 6/Module 6)

Submit the outline for your Final Project. You should include the title page, table of contents, section headings (with annotations), and bibliography. (100 points)

- A brief history of the people group(s)
- At least one origination story, and one other significant story
- Music in Ceremony and Ritual
- Dance and Song Forms
- Status and Role of the Musician, including Gender Issues
- Music Instruments
- Symbolism in art and music, including animal imagery
- Religious worldview, including any historical or current issues of relationship to the Christian church
- An annotated list of materials related to your presentation, including bibliography, audiography, videography, internet and other relevant reference sources.

#### J. The Final Project (Weeks 7-8/Module 7-8)

Complete the research and final draft of your ethnography. If at all possible include first person interview(s) in your final product. Your Final Project should include the following components, plus others you may wish to add. (2900-3000 words, Due no later than Friday of Week 8/Module 8, 11:59 p.m. – 250 points)

[\*Alternate Final Project for Music Education Majors: Contact your instructor to determine a similar study related to the use of Native American Music/Arts in the school music curriculum.]

## VI. COURSE GRADING AND POLICIES

### A. Points

Course Requirements Checklist	10
Discussion Board Forums (3@75 each)	225
Reflection Papers (2@100 points each)	200
Movie Review	75
Final Project (500 points)	
Selection of Tribe	50
Bibliography	100
Outline	100
Final Paper	<u>250</u>
TOTAL POSSIBLE POINTS	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. Style Guidelines

All assignments for this course are to be formatted in accordance with the [LBTS Writing Guide](#) and the latest edition of the Turabian style manual (*A Manual for Writers of Research Papers, Theses, and Dissertations*). Discussion assignments and essay examinations may use the parenthetical citation style. All other written assignments should use the footnote citation style. Supplemental writing aids are available via the [Online Writing Center](#).

### D. Extra Credit

No additional “for credit” assignments will be permitted beyond those given in the course requirements stated above.

### E. Course Changes

Course requirements are subject to change by the administration of the University at any time with appropriate notice.

### F. Disability Assistance

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

**COURSE SCHEDULE**

**ETHM 542**

Textbooks: Brown, *Bury My Heart At Wounded Knee*  
 Deloria, *God Is Red*  
 Koskoff, *Garland Encyclopedia of World Music, Volume 3: The United States and Canada*  
 Twiss, *One Church, Many Tribes: Following Jesus the Way God Made You.*

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
<b>1</b>	Complete Checklist Benham: Course Introduction Brown: <i>Bury My Heart At Wounded Knee</i>	Course Requirements Checklist Class Introduction	10
		Discussion Board Forum 1 Consider Tribal Selection for Final Paper	75
<b>2</b>	Deloria: <i>God Is Red</i>	Discussion Board Forum 2	75
<b>3</b>	Twiss: <i>One Church, Many Tribes</i> 5 Articles	Discussion Board Forum 3	75
		Reflection Paper on Contextualization	100
<b>4</b>	Koskoff: <i>Garland</i>	Reflection Paper: Topics	100
		Movie/Video Review	75
		Selection of Tribe for Final Project	50
<b>5</b>	Read: Statement on Plagiarism *Final Project: Phase 1	Read the Statement on Plagiarism	0
		Submit Proposed Bibliography	100
<b>6</b>	*Final Project: Phase 2	Submit Outline for Final Project	100
<b>7</b>	*Final Project: Phase 3	Complete Final Project: Rough Draft	0
<b>8</b>	*Final Project: Submission	Submit Final Project	250
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

[\*Alternate Final Project for Music Education Majors: Contact your instructor to determine a similar study related to the use of Native American Music/Arts in the school music curriculum.]



**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.