MUS 301
World Musics
S1 Day 2016

Department of Media, Music, Communication and Cultural Studies

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General Information

Unit convenor and teaching staff
Unit Convenor
Andrew Alter
andrew.alter@mq.edu.au
Contact via andrew.alter@mq.edu.au
Consultation is anytime by appointment. Please email or discuss with the convenor.

Tutor
Waldo Garrido
waldo.garrido@mq.edu.au
Contact via 98502104
Y3A 165F
Consultation is anytime by appointment. Please email or discuss with the tutor.

Credit points
3

Prerequisites
39cp

Corequisites

Co-badged status

Unit description
This unit introduces and examines music from a diverse range of cultures. It focuses on the many ways that traditional, contemporary and fusion music from around the world is thought about, performed and transmitted locally and globally. The unit also analyses the sociological and commercial representation of world music in the West. Particular emphasis is given to music and musical thought in both traditional and contemporary settings in South Asia, South–East Asia, West Asia, and West Africa.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates.

Learning Outcomes
1. Analyse and articulate the processes through which world music is constructed and circulated in the West.
2. Demonstrate a critical understanding of the connections between a music culture and the broader political, social and cultural contexts which create, define and sustain it.

3. Identify the place of music in the lives of communities in different places around the world.

4. Research, investigate and analyse the diversity and difference that exist between music cultures around the world.

5. Participate creatively and ethically while engaging with musical cultures from around the world.

**Assessment Tasks**

<table>
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<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tr>
<td>Instrument Essay</td>
<td>30%</td>
<td>Friday 8 April</td>
</tr>
<tr>
<td>Genre Essay</td>
<td>40%</td>
<td>Friday, 20 May</td>
</tr>
<tr>
<td>Participation/Performance</td>
<td>30%</td>
<td>Throughout the semester</td>
</tr>
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**Instrument Essay**

Due: **Friday 8 April**  
Weighting: **30%**

**Submission:**

This assignment must be submitted using the Turnitin System on the unit website. In addition, a hardcopy of the assignment must be submitted to the convenor with a cover page on which the Turnitin number is recorded.

Word Length: 1500

A list of instrument names (or types) is given below. Choose one of the instruments and discuss its/their structure and typology with reference to systems of instrument classification as discussed in class. Identify the major cultural contexts within which the instrument is most commonly used. Thereafter find a contemporary recording that uses that instrument in a 'non-traditional' setting. Identify that recording and suggest some reasons why the instrument was used. Your discussion should touch on the symbolic meanings attached to the instrument.

Mbira
Kora
Bouzouki
Sarangi
Er Hu
Lyra
Darabuka
Balafon
Suling

Use at least two sources that are either from published books, encyclopedias, or academic journals and ensure that you cite all of them at least once. A good essay demonstrates your ability to synthesize information from a variety of sources. You may use internet sources as well as published sources, but all sources must be cited appropriately. Ensure that you include a Reference List and that you use correct bibliographic style. Include your selected recording in your Reference List.

Assessment Criteria

Does the essay demonstrate a clear understanding for issues of instrument structure and typology?

Is the recording chosen appropriate for the topic and does the essay describe this well?

Does the essay provide a clear indication for the cultural contexts within which the instrument is traditionally used?

Does the essay use a variety of high quality sources and is information synthesized well from across these sources?

Does the essay use correct citation style and does it use language effectively to demonstrate the student’s grasp of concepts?

This Assessment Task relates to the following Learning Outcomes:

- Analyse and articulate the processes through which world music is constructed and circulated in the West.
- Research, investigate and analyse the diversity and difference that exist between music cultures around the world.

Genre Essay

Due: Friday, 20 May
Weighting: 40%

Submission:

This assignment must be submitted using the Turnitin System on the unit website. In
addition, a hardcopy of the assignment must be submitted directly to the convenor with a cover page on which the Turnitin number is recorded.

A list of genre/style names is given below. Choose one of these and write an essay of 2000 words length that explores the history of the genre/tradition with reference to geographical locations of the people who currently perform music that could be described by that term. In particular, discuss the significant factors related to processes of migration, globalization, politics and/or commodification that have led to the current expression of that genre/tradition.

Juju
Highlife
Qawwali
Dangdut
Nueva Cancion
Rembetika
Khomei (also spelled Xoomii)
Fado

Use at least four sources that are either from published books, encyclopedias, or academic journals and ensure that you cite all of them at least once. A good essay demonstrates your ability to synthesize information from a variety of sources. You may use internet sources as well as published sources. Ensure that you include a Reference List and that you use correct bibliographic and citation style.

Assessment Criteria

Does the essay demonstrate a clear understanding of the chosen genre?

Does the essay provide a clear indication for the cultural contexts within which the genre is traditionally performed?

Does the essay use a variety of high quality sources and is information synthesized well from across these sources?

Does the essay use correct citation style and does it use language effectively to demonstrate the student's grasp of concepts?

Does the essay discuss matters of processes of migration, globalization, politics and/or commodification appropriately?

This Assessment Task relates to the following Learning Outcomes:

• Analyse and articulate the processes through which world music is constructed and
circulated in the West.

- Demonstrate a critical understanding of the connections between a music culture and the broader political, social and cultural contexts which create, define and sustain it.
- Identify the place of music in the lives of communities in different places around the world.
- Research, investigate and analyse the diversity and difference that exist between music cultures around the world.

**Participation/Performance**

**Due:** Throughout the semester  
**Weighting:** 30%

The tutorials for the unit will mostly be practical performance sessions in different musical styles and cultures. Students must attend all tutorials and participate in the group rehearsals that occur. At least two different performance assessments will be undertaken throughout the semester on different repertoire/traditions including Indonesian Gamelan and Latin Percussion. Tutorial attendance will also contribute to the mark.

**Assessment Criteria**

Students will be rehearsed on particular pieces throughout the semester. In a final session, students will be asked to perform those pieces as a group activity. Assessment will be based on the student's musical skill in performing that piece. In addition, students will be judged on their ability to demonstrate their knowledge of the music through performance, particularly as related to rhythmic cohesiveness, formal design and musical sensitivity.

This Assessment Task relates to the following Learning Outcomes:

- Participate creatively and ethically while engaging with musical cultures from around the world.

**Delivery and Resources**

The unit is offered internally and attendance at all lectures and tutorials will be taken. Tutorials will consist of practical sessions in which students learn a variety of repertoire items including those of Indonesia and Latin America. Readings for each week are available through the online library system. Some readings may be provided in hard copy format during class. Details will be provided in the first class.

The iLearn website for the unit will be used to provide announcements, special study guides and other resources that will be useful for the completion of assignments and performance.

The final assessment task for the unit now includes more practical activities as suggested by previous unit evaluations. This change was undertaken within a broader strategy of including more active learning tasks within the unit.

**Consultation Times**
Unit Schedule

MUS 301 Lecture and Tutorial Topic Schedule

Week 1 (Friday March 4)
Lecture: ‘Worlds of Music: Introduction to the Subject’
Tutorial: No tutorials this week

Week 2 (Friday March 11)
Lecture: Idioms and Genres: Pitfalls and Assumptions
Tutorial: Andrew Alter - Gamelan

Week 3 (Friday March 18)
Lecture: ‘Music and Migration: People and Instruments’
+ Discussion of Assignment 1
Tutorials: Andrew Alter - Gamelan

Week 4 (Friday March 25)
Public Holiday - no classes

Week 5 (Friday April 1)
Lecture: ‘Understanding Sounds: South Asia’
Tutorial: TBC

Week 6 (Friday April 8)
Lecture: ‘The Guitar Travels the World’
Tutorial: TBC

Mid term break

Week 7 (Friday April 29)
Lecture: ‘Popular Music in South Asian Communities’
Tutorial: TBC

Week 8 (Friday May 6)
Lecture: ‘Commodification’
+ Discussion of Assignment 2
Tutorial: TBC

Week 9 (Friday May 13)
Lecture: ‘Music in Indonesia – I’
Tutorial: Andrew Alter

Week 10 (Friday May 20)
Lecture: ‘Music in Indonesia – II: Form and Elaboration Patterns’
Tutorial: Andrew Alter

Week 11 (Friday May 27)
Lecture: Latin American Music 1
Tutorial: Waldo Garrido

Week 12 (Friday June 3)
Lecture: Latin American Music 2
Tutorial: Waldo Garrido

Week 13 (Friday June 10)
Lecture: TBC
Tutorial: Waldo Garrido

**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

**Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/](https://students.mq.edu.au/support/student_conduct/)

**Results**

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

**Re-mark procedure**

Additional information about remark policies and procedures may be accessed on the MMCCS website [https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/MMCCS_Session_Re-mark_Application](https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/MMCCS_Session_Re-mark_Application) Information is correct at the time of publication

**Student Support**

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

**Learning Skills**

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

**Student Enquiry Service**

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

**Equity Support**

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

**IT Help**

For help with University computer systems and technology, visit [http://www.mq.edu.au/about_us/](http://www.mq.edu.au/about_us/)
Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

• Analyse and articulate the processes through which world music is constructed and circulated in the West.

• Demonstrate a critical understanding of the connections between a music culture and the broader political, social and cultural contexts which create, define and sustain it.

• Identify the place of music in the lives of communities in different places around the world.

• Research, investigate and analyse the diversity and difference that exist between music cultures around the world.

Assessment tasks

• Instrument Essay

• Genre Essay

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

• Analyse and articulate the processes through which world music is constructed and circulated in the West.
circulated in the West.

- Demonstrate a critical understanding of the connections between a music culture and the broader political, social and cultural contexts which create, define and sustain it.
- Identify the place of music in the lives of communities in different places around the world.
- Research, investigate and analyse the diversity and difference that exist between music cultures around the world.
- Participate creatively and ethically while engaging with musical cultures from around the world.

**Assessment tasks**

- Instrument Essay
- Genre Essay
- Participation/Performance

**Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

**Learning outcomes**

- Analyse and articulate the processes through which world music is constructed and circulated in the West.
- Research, investigate and analyse the diversity and difference that exist between music cultures around the world.
- Participate creatively and ethically while engaging with musical cultures from around the world.

**Assessment tasks**

- Instrument Essay
- Genre Essay
- Participation/Performance

**Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We
want them to be engaged in applying their critical, creative thinking. This graduate capability is supported by:

**Learning outcome**

- Participate creatively and ethically while engaging with musical cultures from around the world.

**Assessment task**

- Participation/Performance

**Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

**Learning outcomes**

- Analyse and articulate the processes through which world music is constructed and circulated in the West.
- Demonstrate a critical understanding of the connections between a music culture and the broader political, social and cultural contexts which create, define and sustain it.
- Research, investigate and analyse the diversity and difference that exist between music cultures around the world.
- Participate creatively and ethically while engaging with musical cultures from around the world.

**Assessment tasks**

- Instrument Essay
- Genre Essay
- Participation/Performance

**Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.
Unit guide MUS 301 World Musics

This graduate capability is supported by:

**Learning outcomes**

- Analyse and articulate the processes through which world music is constructed and circulated in the West.
- Demonstrate a critical understanding of the connections between a music culture and the broader political, social and cultural contexts which create, define and sustain it.
- Identify the place of music in the lives of communities in different places around the world.
- Participate creatively and ethically while engaging with musical cultures from around the world.

**Assessment tasks**

- Instrument Essay
- Genre Essay
- Participation/Performance

**Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

**Learning outcomes**

- Demonstrate a critical understanding of the connections between a music culture and the broader political, social and cultural contexts which create, define and sustain it.
- Identify the place of music in the lives of communities in different places around the world.
- Participate creatively and ethically while engaging with musical cultures from around the world.

**Assessment tasks**

- Genre Essay
- Participation/Performance

**Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they
participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

**Learning outcomes**

- Research, investigate and analyse the diversity and difference that exist between music cultures around the world.
- Participate creatively and ethically while engaging with musical cultures from around the world.

**Assessment tasks**

- Instrument Essay
- Genre Essay
- Participation/Performance