### Revise Course (MUS 225, effective Fall 2014)

**Summary of Changes**

Request GS designation.

<table>
<thead>
<tr>
<th>Course Changes</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Course Details</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Current</strong></td>
<td><strong>Requested (Leave blank for no change)</strong></td>
</tr>
<tr>
<td>Prefix</td>
<td>MUS</td>
</tr>
<tr>
<td>Course Number</td>
<td>225</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Distribution Credit</td>
<td>GS</td>
</tr>
<tr>
<td>Schedule Type</td>
<td>L/D</td>
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<tr>
<td>Short Title (30 character maximum, including spaces)</td>
<td>Popular World Music</td>
</tr>
<tr>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>Course Level</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Is this same course also offered at the Grad (Undergrad) level</td>
<td>No</td>
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### Course Listing

<table>
<thead>
<tr>
<th>Current Course Listing</th>
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<tbody>
<tr>
<td>Study and discussion of popular world music styles (Afropop, highlife, kodo drumming, soukous, music of social protest, and others), and the influence of electronic music. Does not include traditional world musics. &lt;p&gt;</td>
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<table>
<thead>
<tr>
<th>Amended Prerequisites / Corequisites / Restrictions</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Amended Course Description</th>
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<table>
<thead>
<tr>
<th>Grading Mode (N grades are not allowed for any graduate programs)</th>
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<tbody>
<tr>
<td>Standard (ABCDE)</td>
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<table>
<thead>
<tr>
<th>Repeat Status</th>
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<tbody>
<tr>
<td>Not repeatable for additional credit</td>
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<table>
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<tr>
<th>Can be Y grade</th>
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<tr>
<th>Cross Listings (will automatically be created/changed)</th>
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**GELO form has been submitted.**

**IF THIS AFFECTS PROGRAM REQUIREMENTS, A PROGRAM FORM IS REQUIRED**

### Approvers

<table>
<thead>
<tr>
<th>Name</th>
<th>Reviewer Type</th>
<th>Review Status</th>
<th>Review Time</th>
<th>Reason</th>
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<tbody>
<tr>
<td>Sandra Alberto</td>
<td>GECC Previewer</td>
<td>Pending</td>
<td></td>
<td></td>
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<tr>
<td>Kristina Hansen</td>
<td>Catalog Editor</td>
<td>Accepted</td>
<td>10-30-2013 09:40</td>
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</tr>
<tr>
<td>Lois Alexander</td>
<td>Requester</td>
<td>Accepted</td>
<td>10-24-2013 07:46</td>
<td>Original Request</td>
</tr>
<tr>
<td>Lois Alexander</td>
<td>Department Chair</td>
<td>Accepted</td>
<td>10-30-2013 09:40</td>
<td>Original Request</td>
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<tr>
<td>Roy Barnes</td>
<td>Deans Office</td>
<td>Accepted</td>
<td>12-01-2013 04:54</td>
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<tr>
<td>Rhonda Broadworth</td>
<td>Previewer</td>
<td>Accepted</td>
<td>10-30-2013 10:02</td>
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### Accept or Reject request

- Accept Change Request
- Reject Change Request
- Reject / Amend Change Request

<table>
<thead>
<tr>
<th>Reason</th>
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**RELEASE: 8.5.3**
"Request for General Education Designation" Response detail

Email: chumov@umflint.edu

Course Title: Popular World Music

Department: Music

Course Prefix: Mus

Course Number: 225

Distribution Area Requested: Global Studies (GS)

Rationale for Distribution Designation and Alignment of Outcomes with Distribution Designation
Because music expresses intellectual, emotional, and spiritual ideals of humans across the globe, even the most contemporary pop song can embody centuries of preceding traditions - and a single performance can reflect the spirit of an entire era. Music is a most powerful common and connecting tool across cultures, languages, and other barriers. That is why this topic is worthy of study and why it should be designated as "global studies." (Note: this form asks for three learning outcomes and three have been provided. If a fourth one were to be named, it would be the outcome to "demonstrate the ability to think creatively." Popular World Music, Mus 225, is an exploration of the human capacity to create and those popular creative musical works merit investigation - wherever in the world they appear.)

Most important learning outcome:
11 - Investigate the nature of citizenship

Narrative:
Students will learn how to be attentive to world popular music as it reflects collective dispositions on the human condition. Among global citizens - in poverty or wealth, in health or illness, privilege or grave challenge - emerge common themes in music: love, humor, loss, anger, longing for justice, etc. This music illustrates, via sound, our common humanity. The creation and performance of popular world music unites audiences across geographical, social, economic, political, and cultural boundaries. Students will learn how popular world music creates communities of listeners, imitators, and critics - not only "fans."

Assessment tools:
Weekly listening and written analysis assignments, discussion board postings.

Second most important learning outcome:
8 - Demonstrate knowledge of culture, social structures, and physical and natural world

Narrative:
Students will learn how cultures provide conditions for popular music, how social structures define genres of music, how musicians work within and challenge cultural and social structures. Knowing the music of a people opens the world of knowing about the common life of a people.

Assessment tools:
Discussion board postings, weekly assignments, and quizzes.

Third most important learning outcome:
7 - Use visual or non-verbal tools to decode messages

Narrative:
Students learn how musicians create meaning with sounds, forms, textures, rhythms, and timbres. Students
learn how music both reflects and affects the mores of peoples of the world - across geographical, social, economic, political, and cultural boundaries. Students learn how specific sounds embody specific messages, and how popular songs across the globe engage in the practice of "double meaning."

Assessment tools:
Assignments requiring analysis of how elements of music (melody, harmony, textures, etc.) affect the unity of sound and text, creating meaning.

Learning outcome:
Narrative:

Assessment tools:
Learning outcome:
Narrative:
Assessment tools: