Course: Perfa 14, World Music and Dance

1. Date of Application: 11/29/201
2. Name, Dept of Proposer: Martin Rokeach, Performing Arts
3. Name of Dept/Program housing course: Music/Performing Arts Department
4. Name of Chair/PD: Frank Murray
5. How often is the course taught: biennially
6. Course Prerequisites: None.
7. Unit value of course: 1
8. Normal Class Size: 30
9. Number of sections expected Fall 2012: 0
10. Number of sections expected Spring 2013: 1
11. Is the course appropriate for first-year students: Yes
12. Relevant Learning Goal(s): Artistic Understanding
13. Chair will oversee submission of student work: No
14. Chair will oversee instructor participation in norming/asst: Yes

15. Teaching: 
   1a: Students become familiar with specific musical works and dance forms of West Africa, the Middle East, North India, Indonesia (Java and Bali), and three regions of Latin America (traditional Andean music and dance, Mexico (strong European influence) and Cuba and Brazil (strong West African influence)).
   1b: Students learn the form of dances and compositions, such as the formal components of North Indian raga and Balinese Gamelan compositions, the various sections within traditional Lebanese dance forms.
   1c: Much discipline-based vocabulary is used or student understanding will be forever vague. E.g. dance articulation, meter, drone, raga, tala, maqam, mode and so much more we must be careful not to overwhelm students.
   1d: The cultural significance of each musical style and dance form is explored, and becomes a window into an entire culture. For example, students learn how Balinese Gamelan music conveys the world view of Balinese cosmology.

2a: Students spend five class periods in the dance studio with guest dance masters who teach basic movements of a given culture. At the end of each period they move through an entire (easy) dance form start to finish.

Students have an outing to Gamelan Sekar Jaya in Oakland where an Indonesian Master teaches them the basics of playing the main instruments of a Gamelan Orchestra. At the end they play through an entire (easy) composition.

2b: The finished dance and Gamelan music product mentioned in 2a above is not up to professional standards because the objective is experiential rather than to entertain the public.

"16. Learning: 
   1a: Quizzes and exams for each culture of study.
   1b: Quizzes and exams for each culture of study. Exams include dance video and music recordings and assessing student perceptions as they watch and/or listen. Students are responsible for a research paper on dance or music for a culture of their choice. The
research paper needs to include appropriate terminology, cultural references, and historical content.

1c: Quizzes, exams (including writing as they watch dance videos and listen to recordings of music) and research paper.

1d: Quizzes, exams (including writing as they watch dance videos and listen to recordings of music) and research paper

2a: attendance only; this not the context where artistic talent and discipline is to be assessed

2b: attendance only; this not the context where artistic talent and discipline is to be assessed”