

Term Information

Effective Term Summer 2017

General Information

Course Bulletin Listing/Subject Area Music
Fiscal Unit/Academic Org School Of Music - D0262
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3360
Course Title The Brazilian Experience: Surveying Brazilian Culture through Music and Education
Transcript Abbreviation Brazilian Culture
Course Description This course offers an overview of the complex musical culture of Brazil. Beginning with an introduction to Brazilian history, we shall focus specifically on the musical evolution the country has experienced in its 500-year history, as well as how the European, Native American, and African influences have blended to create a distinctive musical identity.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Field Experience, Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Sometimes
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Permission of the instructor
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 50.0901
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Visual and Performing Arts; Culture and Ideas; Education Abroad (new)

Course Details

Course goals or learning objectives/outcomes

- Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
- Students function effectively within their host country/countries;
- Students articulate how their time abroad has enriched their academic experience.
- Students analyze, appreciate, and interpret significant works of art.
- Students engage in informed observation and/or participation in a discipline within the visual, spatial, and performing arts.
- Students analyze and interpret major forms of human thought, culture, and expression, and evaluate how ideas influence the character of human beliefs, the perception of reality and the norms which guide human behavior.

Content Topic List

- Similarities and differences in Brazilian and US History and their respective educational systems
- Identify the elements of traditional Brazilian music
- Identify the types of European influence (19th century) and American influence (post 1950) on Brazilian popular music

Attachments

- MUSIC 3360 rationales.docx: Rationale statement
(Other Supporting Documentation. Owner: Banks,Eva-Marie)
- Music 3360 syllabus revised 5 30 16.docx
(Syllabus. Owner: Banks,Eva-Marie)
- Concurrence for Music 3360.pdf
(Concurrence. Owner: Banks,Eva-Marie)

Comments

- On-line at 50% or more requires coordination with ASC-Tech and a revision of the GE should be considered if you have minimum GPA. A break down of on-campus, off campus contact hours will help the panel

I'll approve but I'd encourage seeking/requesting concurrence from AAAS. *(by Heysel,Garett Robert on 08/12/2016 05:51 PM)*

- Please request concurrence from the Dept of Spanish and Portuguese. *(by Vankeerbergen,Bernadette Chantal on 06/21/2016 09:54 AM)*

COURSE REQUEST
3360 - Status: PENDING

Last Updated: Heysel,Garett Robert
08/12/2016

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|--|---------------------|------------------------|
| Submitted | Banks,Eva-Marie | 05/09/2016 01:02 PM | Submitted for Approval |
| Approved | Leasure,Timothy Lee | 05/09/2016 02:07 PM | Unit Approval |
| Revision Requested | Heysel,Garett Robert | 05/09/2016 06:11 PM | College Approval |
| Submitted | Banks,Eva-Marie | 06/08/2016 03:49 PM | Submitted for Approval |
| Approved | Leasure,Timothy Lee | 06/10/2016 09:57 AM | Unit Approval |
| Approved | Heysel,Garett Robert | 06/11/2016 08:13 PM | College Approval |
| Revision Requested | Vankeerbergen,Bernadette Chantal | 06/21/2016 09:55 AM | ASCCAO Approval |
| Submitted | Banks,Eva-Marie | 07/13/2016 01:35 PM | Submitted for Approval |
| Approved | Leasure,Timothy Lee | 07/13/2016 01:45 PM | Unit Approval |
| Approved | Heysel,Garett Robert | 08/12/2016 05:51 PM | College Approval |
| Pending Approval | Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole | 08/12/2016 05:51 PM | ASCCAO Approval |

THE OHIO STATE UNIVERSITY
SCHOOL OF MUSIC

**The Brazilian Experience:
Surveying Brazilian Culture Through Music and Education**

MUS 3360 M-F ____ - ____ HUGHES HALL RM. _____
SUMMER 2017 FOUR WEEK SESSION I

Dr. David Hedgecoth
Assistant Professor
Music
School of Music
204B Hughes Hall
614-688-2161

Dr. Lucia Costagen
Professor of Luso-Brazilian/
Latin American Lit. and Culture
Department of Spanish and Portuguese
298 Hagerty Hall
614-292-0833

SYLLABUS

Course Description

This course offers an overview of the complex musical culture of Brazil. Beginning with an introduction to Brazilian history, we shall focus specifically on the musical evolution the country has experienced in its 500-year history, as well as how the European, Native American, and African influences have blended to create a distinctive musical identity. Further, we will explore musical genres including samba, bossa nova, Condomblé, Nationalism, and trends in the 21st century and examine how these musical topics are present in the curriculum of public/private and collegiate education in Brazil will be investigated.

Enrollment Eligibility and Course Cap:

This study abroad course is open to undergraduate students, regardless of major, and is intended to meet the GE requirement for Visual and Performing Arts and/or GE Culture and Ideas course. Course enrollment limited to 20 students. Preference is given to students who have not participated in an Education Abroad program. Music majors and minors are encouraged, but this is not a requirement for enrollment.

Class Meeting Times and Expectations:

The course will meet for 2.5 hours a day for 2 ½ weeks.

NOTE: The study abroad component is a course requirement and will take place at the end of the 2 ½ week campus course.

Instructional time requirements for MUS3360 will be completed in the following ways:

1,800 minutes

Campus lecture and coursework, consisting of thirteen 2.5 hour classes.

450 minutes*

On site in Salvador and Rio de Janeiro, Brazil; consisting of the following cultural activities: Orientation meeting, language courses (4), city tours (2), jazz concerts (2), Masterclass from University Bahia Music faculty, Samba School Masterclass, writing time for Reflection Journal.

*The actual time devoted to cultural activities will exceed the minimum of 2,250 minutes of instructional time-on-task.

Course Objectives:

By completing the campus course and related experiences, a student will:

- 1) Demonstrate an understanding of Brazilian history and the connections to the nation's musical development.
- 2) Identify various musical genres of Brazilian, Latin, and Afro-Brazilian music.
- 3) Compare and contrast public education in Brazil and the United States.
- 4) Perform and analyze selected works of Brazilian music in assorted forms.
- 5) Acquire a respect and appreciation for Brazilian culture and society.
- 6) Explore and discuss current trends in Brazilian music.
- 7) Examine the challenges facing the Brazilian Education system.

GE Education Abroad:

Goals

By living and studying outside the U.S., students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Students function effectively within their host country/countries; and

3. Students articulate how their time abroad has enriched their academic experience.

GE Visual and Performing Arts

Goals:

Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment, interpretation and evaluation, critical listening, reading, seeing thinking, and writing; and experiencing the arts.

Expected Learning Outcomes

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or participation in a discipline within the visual, spatial, and performing arts.

Course assignments/experiences will satisfy these expected learning outcomes and successful completion of course objectives in the following ways:

Through course readings and class discussions, students will be able to engage in informed discussions on these topics:

- Similarities and differences in Brazilian and US History and their respective educational systems
- Identify the elements of traditional Brazilian music
- Identify the types of European influence (19th century) and American influence (post 1950) on Brazilian popular music.
- The political influences on Brazilian music in the 19th and 20th centuries.

Students will also have the opportunity to explore Brazilian authors and musicians of their choice through self-guided individual and group presentations.

The field component of the course will allow students to participate in numerous artistic endeavors.

- Percussion lessons with Brazilian artists
- Capoeira dancing
- Site visits to Brazil schools (public and private)
- Master classes with Music faculty at the Universidade Federal Bahia (Salvador)
- Jazz Improvisation with Umphilezz
- Samba School
- Portuguese language lessons

GE Culture and Ideas

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms of human behavior.

Course assignments/experiences will satisfy these expected learning outcomes and successful completion of course objectives in the following ways:

- Students will engage in group exploration and presentations focusing on the impact of the coffee and sugar industries.
- Students will participate in group discussion and individual writings on the social pressures that exist between the classes in Brazilian society and how this delicate balance is reflected in Brazilian music and literature.
- Class participants will also assess the current political climate in the country and how political unrest has shaped artistic ideas throughout the history of Brazil.
- The confluence of religion, and politics will also serve as a

Course Texts

The following texts are required. They are available online (amazon.com) for purchase:

Appleby, D. (1983). *The Music of Brazil*. Austin, TX: The University of Texas Press. (\$25.00)

Burns, B. (1993). *A History of Brazil*. New York, NY: Columbia University Press. (\$5.00)

Murphy, J. (2006). *Music in Brazil*. New York, NY: Oxford University Press. (\$7.00)

Course Requirements, Assignments, and Grading Procedures

| | |
|---|------------------------|
| Participation | 20%¹ |
| Personal Exploration Presentation: | 10%² |

| | |
|------------------------------|-------------------------|
| Group Presentation: | 20% ³ |
| Book Review | 10% ⁴ |
| Listening Quizzes | 10% ⁵ |
| Concert Review | 10% ⁶ |
| Final Exam | 10% ⁷ |
| Reflection Assignment | 10% ⁸ |

1. Students are expected to contribute to and engage in group discussions/respond to prompts from the instructor.
2. Class participants will have the opportunity to explore a topic of their choice as it relates to Brazilian Music. Instructor approval required (10 minute presentations).
3. Two group presentations will focus on major elements in Brazilian history and how these influences have shaped current Brazilian culture (15 minute presentation).
4. Students will read and review a book of their choosing by a notable Brazilian author. Instructor approval required (5 pages maximum).
5. Two music listening quizzes will be completed. Students will be provided a list of music from which the quiz will be selected (two twenty items quizzes).
6. Students are required to attend one concert (of any music variety) on the OSU Campus and write a critical analysis (2 page maximum).
7. The final exam is cumulative. A review session will be available for students to prepare for the test (50 question test with a listening component).
8. The Reflection Journal is a critical part of the abroad experience. It will provide students with a formal opportunity to process their day-to-day experiences in Brazil. The Journal will be collected at the end of the abroad portion of the course.

NOTE: The study abroad component is a course requirement.

GRADING POLICY:

1. Policy regarding missed quizzes and presentations: Students who are unable to take quizzes/examinations or present on the scheduled date must inform the instructor before the quizzes/exams or presentation is due. If a student fails to give prior notice, s/he will not be allowed to take a make up the missed test/assignment (excluding emergency situations).
2. All assignments must be successfully passed (60 or above) in order to receive an overall passing grade in the course.
3. Each student is expected to contribute to the class through active participation, discussion, completion of reading assignments, and presentation of the course material. You must be present to participate. As with a teaching job, attendance and punctuality are required and expected.

Grading Scale:

| | |
|----------|----------------|
| A 93-100 | C 73-76 |
| A- 90-92 | C- 70-72 |
| B+ 87-89 | D+ 67-69 |
| B 83-86 | D 63-66 |
| B- 80-82 | E 65 and below |
| C+ 77-79 | |

Course Format

Course content will be presented via lectures, guest speakers, individual presentations, group presentations, and field experiences.

Absence Policy

Students are allowed two absences during the term. Course participants are advised to attend every class. Excessive absences (more than two) will result in failure of the course. The content of each class meeting is unique. Due to condensed nature of the four-week term, attendance is essential to gain an in-depth understanding of topics presented.

Technology Policy

Students are permitted to use laptops and tablets in class for note taking and group work. Cell phones are not to be used during class time.

Email Policy

The instructor requests that students allow 24-48 hours to return emails. Emails sent on Saturday and Sunday will be responded to on the next Monday.

DISABILITY POLICY:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT):

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (faculty Rule 3335-5-487).

For additional information, see the Code of Student Conduct
<http://studentlife.osu.edu/csc/>.

Eight Cardinal Rules of Academic Integrity ([HYPERLINK](http://www.northwestern.edu/uacc/8cards.html)
"http://www.northwestern.edu/uacc/8cards.html"
www.northwestern.edu/uacc/8cards.html)

COURSE CALENDAR (note: term dates for SU17 have not been released)

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|------------|----|---|
| May | 8 | Course Intro/Syllabus/Study Abroad Expectations Our Neighbor/The South American Giant (Burns Text) Geography, Native Americans (Burns) "Discovery of Brazil" Catholic Jesuit Influence (Appleby) |
| | 9 | Capital Cities (Burns) |
| | 10 | Colonial Brazil Brazilian Empire and the School of Fine Arts (Appleby) Brazilian Opera (Appleby) |
| | 11 | Rise of Nationalism National Composers (Appleby) Culture Class – Dining out Brazilian Style |
| | 12 | Politics, Part I (Burns) Listening Check #1 |
| | 15 | Politics Part II (Burns) Modern Art Week (Appleby) Samba/Bossa Nova/Modernismo |
| | 16 | Group Presentations |
| | 17 | Carnival! |
| | 18 | Portuguese Lesson |
| | 19 | Individual Presentations |
| | 22 | Brazilian Rock/Heavy Metal (Murphy) Brazilian Education K12 Brazilian Higher Education Listening Check #2 |
| | 23 | Guest Presentation Current Trends in Brazilian Society (Murphy) Portuguese Lesson |
| | 24 | Mandatory education abroad pre departure meeting with the Office of International Affairs/Study Abroad (TBA) |

FINAL EXAM: TBA

ABROAD COMPONENT

May 25 Depart for Salvador, Bahia, Brazil from Miami, Florida, USA
June 5 Depart for Miami, Florida, USA from Rio de Janeiro, Brazil

Itinerary:

Thursday, May 25, 2017 2PM Depart CMH for MIA American Airlines
10PM Depart MIA for SSA American Airlines/TAM

Friday, May 26, 2017 8AM Arrive Salvador, Bahia, Brazil
10AM Bus tour of city and surrounding area
12PM Lunch at Shopping Salvador
2PM Check in to Sheraton da Bahia
Av. Sete de Setembro, 1537
Campo Grande, Salvador, BA
40080-001 PH: +55 71 3021- 6700
5PM ACEBU Orientation – CLARA RAMOS
8PM Dinner and Pool Party at Hotel

Saturday, May 27, 2017 8AM Breakfast
9AM Language Lesson
11AM Barra Beach
2PM Lunch, Pelourino
5PM Concert
7PM Cathedral square

Sunday, May 28, 2017
8AM Breakfast
9AM Language Lesson
11AM Tour of Historic Centre

Church of Nosso Senhor do Bomfim

- 12PM Lunch
- 2PM Meeting with faculty at UFSB
Master class faculty
Maestro Mauricio Brandao
- 6PM Dinner
- 8PM Jazz at Modern Art Museum

Monday, May 29, 2017

- 8AM Breakfast
- 9AM Language Lesson
- 11AM Elementary School Concert
Music Class
- 12PM Lunch
- 1PM Free time
- 3PM Itaipava Arena and Fonte Nova
- 6PM Dinner
- 7PM Jazz Class with Umphilezz

Tuesday, May 30, 2017

- 8AM Breakfast
- 9AM Language Lesson
- 11AM High School Observation
Concert
- 1PM Lunch
- 2PM UFBA
concert/Masterclass
- 5PM Free time
- 8PM Concert at UFBA

Wednesday, May 31, 2017

- 8AM Breakfast
- 9AM Language Lesson
- 11AM Tour of Suburbs/Rural Salvador

- 12PM Mercado Mordelo
- 4PM capoeira lesson
- 6PM Dinner
- 8PM Ballet Folklorico (Pelhorino District)

Thursday, June 1, 2017

- 8AM Breakfast
- 9AM Depart Sheraton da Bahia
- 10AM Arrive SSA
- 1PM Depart SSA for Rio de Janeiro Galeao Airport
- 2PM Arrive Rio Galeao Airport
- 3PM Arrive Mercure Botafogo Mourisco Hotel
Rua da Passagem, 39 Rio de Janeiro, Brazil
- 5PM Dinner _____
- 7PM Concert/ Samba School
- 9PM Music Club

Friday, June 2, 2017

- 8AM Breakfast
- 9AM Language Lesson
- 10AM Tour Catedral Metropolitana (metro)
Av. Chile, 245 Centro, Rio de Janeiro, RJ
20031-170
- 12PM Visit Brazilian Museum of Art
Lunch on your own
- 3PM Shopping/Dinner
Botafogo Shopping (metro)
- 7PM Concert @ Federal University
- 10PM Samba Club_____

Saturday, June 3, 2017

- 8AM Breakfast
- 9AM Ipanema/Copocabana free time (on foot)

1PM Meet at Mercure Hotel
2PM Christ the Redeemer (via metro)
4PM Rio de Sul Shopping/Dinner (on foot)
7PM Depart for Rio de Janeiro Galeao Airport (bus)
11PM Depart Rio de Janeiro

Sunday, June 4, 2017

4AM Arrive MIA
9AM Depart for CMH
12PM Arrive Columbus, Ohio, USA

MUSIC 3360
The Brazilian Experience
GE Rationale and Assessment Plan

Rationale:

In this rationale, the Expected Learning Outcomes are referred to by number. It is important to note that there will be great overlap in ELO's listed below. For example, analysis of significant works of art (ELO 1) is related to analysis and interpretation of human forms of thought (ELO 3). Additionally, ELO 6 and 7 are locale specific, and cannot be measured until arrival on site in Brazil.

GE Visual and Performing Arts

ELO 1: Students analyze, appreciate, and interpret significant works of art.

ELO 2: Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

GE Culture and Ideas

ELO 3: Students analyze and interpret human forms of thought, culture and expression

ELO 4: Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

GE Education Abroad

ELO5: Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.

ELO 6: Students function effectively within their host country/countries; and

ELO 7: Students articulate how their time abroad has enriched their academic experience.

The course objectives (MUS3360 syllabus, p. 2) address the aforementioned Expected Learning Outcomes by proposing to introduce students to the complex and interrelated musical, political, and educational cultures of Brazil. This course intends to deepen student understanding of the nation's musical development and raise new awareness regarding how specific Brazilian genres of music emerged at notable points during the country's history (ELO 1, ELO 2, ELO 3, ELO 4). The unique construction of Brazilian music will be analyzed and compared to similar musical canons such as Latin and Afro-Brazilian musics. (ELO 1, ELO 4, ELO 5). It is expected that students will arrive to the course with a very basic understanding of how modern popular music is constructed. This competency will allow for open discussions and critical listening development on the parallels Brazilian music has with both 20th and 21st century American music (ELO 1, ELO 2, ELO 4, ELO 5).

The course readings will enhance the course objectives by providing a detailed examination of how and why Brazilian musical styles vary across the country (Murphy text; ELO 1, ELO 3). By learning about the history of the nation (Burns text), students will be able to make important connections between current

events and the artistic outgrowth during various points in the nation's evolution. These include "discovery" of the country, Colonial period, First and Second Empires, rise of Nationalism and the numerous challenges of the 20th century (ELO 2). Additionally, the book review will allow students the opportunity to explore an artist of their choosing while making associations to the required texts (ELO 2, ELO 4, ELO 5). This focused assignment will provide students with important perspectives on how culture (music) and current events (politics) intersect to create a rich lens through which the Brazilian people view their world (ELO 3, ELO 4). Throughout the course, engaging with the readings is inextricably linked with listening to actual recordings and video of music samples (ELO 1, ELO 2, ELO 3).

The course topics will allow for an in-depth investigation into how the various populations of Brazil played unique roles into the development of the country (ELO3). The delicate relationships between people of European descent, indigenous Indians, and the slave trade will set the stage for understanding important present day challenges facing the country. The first portion of the course will outline the precursors of immigration, slavery, and colonial domination, and how these "foreign" forces melded together forming a culture unlike any other (ELO 3, ELO 4). Layered upon this dense historical timeline will be the musical evolution of the country from the Classical/Catholic influence to the rise of nationalism and the samba bossa nova craze of the mid-twentieth century (ELO 1, ELO 2, ELO 4).

The final portion of the course will prepare students for the study abroad experiences by highlighting current Brazilian culture (ELO 4). This will include current basic language competency (ELO 1), the grunge and heavy metal scene in Brazil (ELO 3) in addition to the heavy influence American pop music has on current Brazilian popular culture (ELO 5), and social practices found in 21st century Salvador and Rio de Janeiro (ELO 6).

The writing experiences found within the course: the book review, personal exploration presentation, and the group presentation will allow students the opportunity to craft additional portions of *The Brazilian Experience* to their own interests. Students will draft an outline proposal for the book review, the instructor will provide written feedback on their ideas and provide suggestions for clarity of presentation and areas for in depth critical thinking (ELO 1, ELO 3, ELO 4, ELO 5). For the personal exploration assignment, students will select a topic presented in the course lectures (or related subject), and prepare a 5-minute presentation for the class. Students will be expected draw from various source materials – musical and non-musical (ELO 2, ELO 4). As with the book review, the instructor will guide the students on the outline of their presentation and provide feedback as needed on the content and delivery of the assignment. The group presentations will focus on broad topics of Brazilian culture, including, but not limited to: coffee and sugar industries, politics in Brazil (post 1889), and favelas. An in depth query into these subjects will require students to make musical connections on these topics (ELO 4). For example, The military dictatorships of the 1960's and '70's gave rise the political music movement *tropicalismo*. General topic questions will include: Who were the

important artists in this genre? What was their message? What sequence of events caused them to formulate their message? (ELO 3, ELO 4, ELO 5).

An important element of the study abroad portion of MUS3360 is the Reflection Journal. During our time in Salvador and Rio de Janeiro, students will begin each day with a language course offered by the educational host/partner. Prior to departing the classroom, each student will be required to share in their journal the highlights from the previous days events. Students will have the opportunity to share any significant experience from the trip each day (ELO 6). This journal will be collected at the end of the course for review. Following the return to OSU, and prior to posting grades, students will be asked to complete a final reflection on the complete Brazilian Experience course (ELO 7). Specifically, the ways the on-campus portion prepared them for the trip to Brazil, and the impact the student's abroad portion had on their academic experience (ELO 6, ELO 7). The information gathered from the reflection journal and summative reflection will provide rich data that will inform future course offerings (ELO 4, ELO 7).

Assessment Plan

(Examples of Assessment)

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| ELO 1: Students analyze, appreciate, and interpret significant works of art. |
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| <u>Direct Assessment</u> |
|--------------------------|

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|---|
| Sample questions from Listening Quiz #1 & #2: <i>After each 15-second example, provide the title, composer, and stylistic genre of the piece.</i> |
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| Book Review: student analyzes the early writings of Tom Jobim and compares them later works. |
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|----------------------------|
| <u>Indirect Assessment</u> |
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|---|
| Sample of Q&A from class discussion: Teacher: <i>If this piece of music was, in fact, written by Joao Gilberto, what musical elements support this assertion?</i> |
|---|

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| ELO 2: Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts. |
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|--------------------------|
| <u>Direct Assessment</u> |
|--------------------------|

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|--|
| After video performance of bossa nova music: Teacher: tell me about how the style of bossa nova is different from samba. |
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|----------------------------|
| <u>Indirect Assessment</u> |
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|--|
| Sample of Q&A from class discussion: Teacher: Let's all write a samba rhythm together. |
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|--|
| Samba School in Salvador: Students participates in "samba jam" with local performers |
|--|

ELO 3: Students analyze and interpret human forms of thought, culture and expression

Direct Assessment:

Exam question: *The suppression of the Brazilian people during the later half of the 20th century was present in the lyrics and tonalities of what musical sub genre?*

Indirect Assessment:

Group presentation Q&A: *How did the slave trade in Salvador influence the types of music there?*

ELO 4: Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Direct Assessment:

Final Exam essay question: Explain what Carnival represents to the Brazilian people and what musical styles would be found during this celebration.

Indirect Assessment:

Class discussion of *jeitinho brasileiro*. (*this term describes the Brazilian custom of bending rules to help a friend – loosely related to the norm of reciprocity*).

ELO 5: Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.

Direct Assessment:

Group Presentation Q&A: We compared the US K12 public school system to the Brazilian school system (public and private).

Indirect Assessment:

In Rio - Mealtime: *“How are meals/eating in groups different here than in Columbus?”*
“What types of Brazilian customs have you noticed at mealtime?”

ELO 6: Students function effectively within their host country/countries

Direct Assessment:

Teacher Observation: Students are able to order food, hail cabs, and make change (*Brazilian Reals*) while in Brazil.

Students are able to greet Brazilians with traditional Portuguese language expressions

Indirect Assessment:

Morning meetings in Rio/Salvador. Students share their level of comfort is growing when on the streets and interacting with locals.

ELO 7: Students articulate how their time abroad has enriched their academic experience.

Direct Assessment

Review of daily journals, completion of final journal upon return to OSU.

Indirect Assessment

During morning meetings while on site, students will share their daily experiences and the impact such interactions have had on their perspectives.

NOTE: SEI evaluations will also serve as a powerful assessment tool for entirety of this course.

From: "Romero, Eugenia" <romero.25@osu.edu>
Subject: RE: Concurrence request
Date: July 11, 2016 at 4:28:16 PM EDT
To: "Leasure, Timothy" <leasure.13@osu.edu>

Hello Tim,

Please forgive me for just responding now, as new chair I wanted to check with the Portuguese faculty on this. We have reviewed the syllabus and The Department of Spanish and Portuguese gives its concurrence for Music 3360 The Brazilian Experience. It looks like a wonderful course.

Let me know if you shall need anything else.

Best,

Eugenia



Dr. Eugenia R. Romero, PhD

Associate Professor of Iberian Studies
Interim Department Chair

Department of Spanish and Portuguese

298G Hagerty Hall, 1775 College Rd., Columbus, OH 43210

614-247-6179 Office / 614 292-7726 Fax

romero.25@osu.edu

Website:

<https://u.osu.edu/romero.25/>

From: Leasure, Timothy
Sent: Wednesday, July 06, 2016 10:58 AM
To: Romero, Eugenia
Subject: Re: Concurrence request

Syllabus attached this time. Thank you again!

Tim



Timothy Leasure

Associate Director

Chair of Undergraduate Studies

Associate Professor of Trumpet

The Ohio State University

School of Music

110 Weigel Hall, 1866 College Road, Columbus, OH 43210

614-292-2870 Office

leasure.13@osu.edu | music.osu.edu

On Jul 6, 2016, at 10:57 AM, Leasure, Timothy <Leasure.13@osu.edu> wrote:

Dear Eugenia,

The School of Music is seeking concurrence from your department on a new course, Music 3360, The Brazilian Experience. The syllabus is attached. Please send me a statement of support as soon as is possible and if you have any concerns, please let me know that too!

Thank you!

Tim

<image001.png>

Timothy Leasure

Associate Director

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