

Term Information

Effective Term Spring 2026
[Previous Value](#) [Autumn 2022](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We want to submit this course as a GE Foundations course under Race, Ethnicity and Gender Diversity (REGD).

What is the rationale for the proposed change(s)?

Adding the REGD designation will more fully reflect the content of the course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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	2250
Course Title	Music Cultures of the World
Transcript Abbreviation	Music Cultures
Course Description	This course is a survey of world music designed for general education—focusing on understanding the sounds and structures of music, as well as the contextual meanings and practices associated with the music. Students will analyze and interpret a variety of music from around the world including musical forms, instrumentation, and gendered and ethnic/racialized contexts and performance practice.
Previous Value	A survey of musical cultures outside the Western European tradition of the fine arts.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 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	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	Yes
Admission Condition	Visual or Performing Arts
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for 250.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

50.0905

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Visual and Performing Arts; Global Studies (International Issues successors); Literary, Visual and Performing Arts; Race, Ethnicity and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[General Education course:](#)

[Visual and Performing Arts; Global Studies \(International Issues successors\); Literary, Visual and Performing Arts](#)

[The course is an elective \(for this or other units\) or is a service course for other units](#)

Course Details

Course goals or learning objectives/outcomes

- Students will understand how music interacts with and is influenced by political, historical, social, and philosophical aspects of some of the world's nations.
- Students will become acquainted with a variety of concepts that music scholars use to understand the sonic and cultural aspects of music, especially focusing on the concepts of race, ethnicity, and gender.
- Students will understand and assess societal and personal biases and stereotypes about music and the people associated with that music.

[Previous Value](#)

Content Topic List

- Introduction to World Music: course introduction and race, ethnicity, and gender diversity vocabulary.
- Indonesia and musical vocabulary Javanese gamelan workshop; melody, rhythm, texture, timbre
- Indonesian gamelan and related genres; gender performance in storytelling and ritual
Balinese and Javanese gamelan, ideas of gender balance and performance in dalang topeng, puppet theater, narrative dance, North Sumatran ensembles.
- Indian film music and dance in India and U.S. perceptions of feminine voices in film music; ethnicity and gender in OSU dance traditions (Bhangra, Bollywood, Buckeye Mela).
- South American music, politics, gender Nueva Canción and gender in revolutionary movements (Violeta Parra and Victor Jara); South American ethnic traditions in Columbus (tango, salsa, capoeira)
- Andean music and Indigeneity; Sanjuan and panpipes - Indigenous, African, and European influences in South American music
- The Arab World: Terminology: The Arab World, Middle East, The Muslim World. Ethnicity, race, and religion performed in takht ensemble and call to prayer.
- U.S musical stereotypes of The Arab World Representations of Arab World race, ethnicity, and gender in Tin Pan Alley, early film, and Disney's Aladdin.
- The Arab World - dabke dance and masculinity – regional differences in practice and meaning, musical wedding traditions in The Arab World and U.S.
- Chinese music, ethnicity, and gender; Ethnic minorities and instrumental ensembles; gender representation and cross dressing in Beijing opera.
- Australia and Oceania, musical ownership, Indigenous music; ethics and repatriation of archival recordings.
- Representation of race, ethnicity, gender, and social issues in popular music from or about Australia/Oceania – Disney's Moana, popular singers Archie Roach, Briggs and Gurrumul, Yothu Yindi.
- Native America, "traditional" music and ethnicity – tribal and intertribal traditions and identities: tribal songs and intertribal powwows.
- Native America, tradition as a social process - representations of race, ethnicity, and gender through fusion of European and Indigenous styles in contemporary and popular Native American music
- Africa, musical stereotypes and race, gender, ethnicity - racial stereotypes of rhythm; performance of spirituality and Mbira traditions; gender and family traditions in learning the Kora; ethnicity and stereotypes of Ba'Aka singing.
- African Talking drums – Dagbamba talking drum and representations of ethnicity, race, and gender in Black Panther.
- Europe - nation, religion, race, ethnicity Sephardic compared to Ashkenazi Jewish music; performance of ethnicity in Bosnian ganga and Bulgarian ruchenitsa.
- Eurovision and identity in popular music Musical and visual representations of race, ethnicity, nation, religion, and gender in Eurovision winning songs.

COURSE CHANGE REQUEST
2250 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
10/27/2025

Previous Value

- [Introduction to World Music](#)
- [Musical textures](#)
- [Instruments](#)
- [Africa: overview, Mandinke, Shona](#)
- [Africa: Ewe, Mbaka](#)
- [Middle East \(and North Africa\)](#)
- [India: Overview; Hindustani music](#)
- [India: Karnatik music](#)
- [South East Asia: Indonesia](#)
- [South East Asia: Indonesia, Thailand, Cambodia](#)
- [East Asia: China](#)
- [East Asia: China, Japan](#)
- [America 1: Native American](#)
- [America 2: European influences](#)
- [America 3: African influences](#)

Sought Concurrence

No

Previous Value

Attachments

- Graber 2250 ge-foundations-submission 08 29 2025.pdf: GE Foundations submission
(Other Supporting Documentation. Owner: Banks,Eva-Marie)
- 2250 REGD Proposal Syllabus Revised word file 10 27 25.docx: Proposed revised syllabus
(Syllabus. Owner: Banks,Eva-Marie)
- Music 2250 Proposal Response Letter.doc: response letter
(Other Supporting Documentation. Owner: Banks,Eva-Marie)

Comments

- Please see Subcommittee feedback email sent 9/17/25. *(by Neff,Jennifer on 09/17/2025 06:44 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Banks,Eva-Marie	08/29/2025 09:05 AM	Submitted for Approval
Approved	Hedgecoth,David McKinley	08/29/2025 01:25 PM	Unit Approval
Approved	Vankeerbergen,Bernadet te Chantal	08/30/2025 11:33 AM	College Approval
Revision Requested	Neff,Jennifer	09/17/2025 06:44 PM	ASCCAO Approval
Submitted	Banks,Eva-Marie	10/27/2025 10:45 AM	Submitted for Approval
Approved	Hedgecoth,David McKinley	10/27/2025 02:00 PM	Unit Approval
Approved	Vankeerbergen,Bernadet te Chantal	10/27/2025 02:04 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadet te Chantal Steele,Rachel Lea	10/27/2025 02:04 PM	ASCCAO Approval



Greetings,

Below is a reply from the instructor of the course. Responses in red

- The Subcommittee notes that Race, Ethnicity and Gender Diversity is not mentioned in either the course description or the list of course content topics in curriculum.osu.edu. The Subcommittee requests that both be revised to incorporate REGD in order to align with the course's designation in the Foundation category. this is in the portal
- The Subcommittee commends the School of Music on this excellent course. The course design is strong and the REGD Expected Learning Outcomes have been articulated in the GE submission form. The Subcommittee requests that this work be carried forward into the syllabus itself to ensure that the REGD Foundation is fully integrated, clearly communicated to students, and preserved in future iterations of the course. As currently written, references in the syllabus such as "Chinese music and REGD" or "Arab World - musical and REGD stereotypes" suggest a surface-level connection rather than demonstrating, as the GE form does, how REGD concepts will be substantively engaged. To strengthen the syllabus, the Subcommittee requests explicit signposting and more specific explanations throughout the syllabus of how REGD concepts will be addressed each week, what the REGD-related discussions will entail, and how students will meaningfully connect to REGD in the assignments. Throughout the calendar, greater detail has been added to address student engagement with the REGD weekly, and individual assignments.
- To assist with revisions, the Subcommittee recommends referring to [this exemplar REGD syllabus](#) from the School of Music. This model demonstrates how the REGD ELOs can be explicitly integrated into a syllabus and provides a strong example of a course description that incorporates REGD. Thank you.
- The Subcommittee notes the inclusion of a Land Acknowledgment in the syllabus (p. 5). As of 06/27/2025, Land Acknowledgments are no longer permissible on official university documents (including most syllabi) per the university's SB1 Compliance website. The course instructor(s) should consult with their TIU director/chair regarding whether or not this statement may be included within the syllabus. Removed
- As of August 29th, 2025, all syllabi must have either a link to the statements below **or** these statements written out in their entirety within the syllabus (the statement(s) in **bold** below are missing or outdated in the current syllabus). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.
 - Academic Misconduct
 - Student Life - Disability Services
 - Religious Accommodations
 - **Intellectual Diversity** added

Instructors are welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please refer to this page to ensure that the Diversity and Title IX statements on p. 7 of the syllabus (now combined into the statement on "Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct") and all other statements are current and accurate

A handwritten signature in dark ink, reading "David M. Hedgecoth". The signature is fluid and cursive, with the first name "David" and last name "Hedgecoth" clearly legible.

David M. Hedgecoth, PhD

Professor, Associate Director

Chair, Undergraduate Studies

School of Music

Affiliated Faculty, Center for Latin American Studies

College of Arts and Sciences

The Ohio State University

MUS 2250: Music Cultures of the World

Autumn 2025 ♦ 3 credit hours

Class meeting times: Lectures TR 9:10-10:05, Weigel Hall 174

Recitations: M 9:10, 10:20, 12:40 Timashev 410

Instructors: Dr. Katie Graber and GTA

Office Hours: Katie - TBD, Timashev N442

GTA - TBD

Course Description and Goals:

This course is a survey of world music designed for general education—focusing on understanding the sounds and structures of music, as well as the contextual meanings and practices associated with the music.

- Students will analyze and interpret a variety of music from around the world (including musical forms, instrumentation, and gendered and ethnic/racialized contexts and performance practices). *(Demonstrated through reading quizzes, listening journal/discussions, exams, performance attendance report, and in-class assignments)*
- Students will understand how music interacts with and is influenced by political, historical, social, and philosophical aspects of some of the world's nations. *(Demonstrated through reading quizzes, listening journal/discussions, exams, performance attendance report, and in-class assignments)*
- Students will become acquainted with a variety of concepts that music scholars use to understand the sonic and cultural aspects of music, especially focusing on the concepts of race, ethnicity, and gender. *(Demonstrated through reading quizzes, exams, and in-class assignments)*
- Students will understand and assess societal and personal biases and stereotypes about music and the people associated with that music. *(Demonstrated through listening journal/discussions, attendance report, and in-class assignments)*

GEN Literary, Visual, and Performing Arts

Goals:

1. Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression, and demonstrate capacities for aesthetic and culturally informed understanding.
2. Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcomes - Successful students are able to:

- 1.1. Analyze and interpret significant works of visual, spatial, literary, and/or performing arts and design.
- 1.2. Describe and explain how cultures identify, evaluate, shape, and value works of literature, art, and design.
- 1.3. Evaluate how artistic ideas influence and shape human beliefs and the

interactions between the arts and human perceptions and behavior.

1.4. Evaluate social and ethical implications in literature, visual and performing arts, and design.

2.1. Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.

2.2. Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

GEN Race, Ethnicity and Gender Diversity

Goals:

1. Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

2. Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcomes - Successful students are able to:

1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

1.2. Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.

2.1. Demonstrate critical self-reflection and critique of their social positions and identities.

2.2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course fulfills these goals and learning outcomes by introducing concepts of race, ethnicity, and gender diversity through the study of music cultures around the world. Students will learn how racial, ethnic, and gendered categories of identity are culturally bound and how they are performed musically in a wide range of geographical contexts. Furthermore, students will hear live music from global music performers on campus and around the Columbus area. They will compare their own experiences of identity and personal musical expression to historical and contemporary musical practices around the world and around Columbus. Through course readings, listening, discussions, and performance attendance, students will consider how race, ethnicity, and gender are lived and performed musically around the world and in Ohio.

Required textbook

Worlds of Music: An Introduction to the Music of the World's Peoples, 6th Edition. Jeff Todd Titon, editor. MindTap ebook.

The textbook for this course is being provided electronically via CarmenBooks through CarmenCanvas. The fee for this material is included as part of tuition and is listed as CarmenBooks fee on your Statement of Account. In addition to cost-savings, CarmenBooks are available immediately on or before the first day of class with no need to wait for financial aid or scholarship money.

Unless you choose to opt-out of the program, you do NOT need to purchase any additional materials for this course at the bookstore. You can access your textbook from the CarmenBooks links in both the global CarmenCanvas menu and the navigation menu for this course.

If you wish to opt out, you will see a button to do so when you launch the materials from your CarmenBooks shelf. You have until the second Friday of any session to opt-out, but the course materials are required and you will have to purchase them independently if you do so.

If you rely on assistive technology or need an accessibility accommodation for the digital materials provided via CarmenBooks, please contact the Alternative Media team in Student Life Disability Services at slds-altmedia@osu.edu.

Graded Requirements

Reading quizzes: 8 quizzes (15 pts. each) = 120 points

Listening Journals: 6 journals (10 pts. each) + your playlist (40 pts.) = 100 points

Exams: 2 exams (100 pts. each) = 200 points

Music/Dance organization presentation and performance attendance (40 pts. each) = 80 points

Attendance and misc. in-class assignments = 100 points

Reading quizzes: Our textbook consists of chapters written by well-known scholars who are experts in those areas, and the MindTap version also includes helpful “Active Listening” audio clips that explain listening examples. The quizzes will include questions about both written and audio content. You may use your textbook and take the quiz as many times as you like, and the highest grade will be entered in the gradebook. (Note: the questions are taken from a question bank, so the quiz will be slightly different each time.) If a quiz is taken after the due date, a grade deduction will be applied.

Listening Journals: Each week, students will listen to **2 hours** of music from the textbook and playlists provided by the instructor. At least 20 minutes must be focused on textbook “Active Listening” assignments and the rest can be background to other activities. However, be sure to write down what you’ve listened to! You will post a journal roughly every **two weeks (for 4 hours of listening)** that lists what you listened to for focused listening, what filled out the rest of the time, and your observations and/or reactions to the music and cultural contexts you have learned about in class. We may

use these posted journals for class discussions. Additionally, you will choose music each week to add to a playlist you create; you will submit the playlist and a journal about it at the end of the term. This final playlist journal will assess your personal listening habits and preferences and consider how your own racial/ethnic/gendered identity may contribute to them.

Exams: There will be two online, open book exams with 75-minute time limits. You may take them any time during the day listed on the course calendar. Each exam will include questions about audio examples (clips from the textbook only), textbook chapters (possibly taken from the quizzes you have already done), and the issues introduced in class. If you need extra time or a change of date, you will be asked to provide documentation.

Music/Dance Organization Presentation and Attendance Report: In groups, students will research and present about a music/dance performance organization in Columbus and how they share their ethnic traditions with the community (40 points). After the presentations, each student will attend a performance or event and individually submit a description including a reflection on identities of performers and audience (40 points). If you are in a non-Western performance ensemble, you may submit a description of your experience playing with that ensemble. See Carmen Assignments for rubric and more information.

Attendance and in-class assignments: attendance and participation are vital for learning. In-class assignments may include analyzing music, evaluating reading notes, comparing cultural approaches to music, and more. In order to be counted present for class, you must participate in that day's in-class assignments.

You have three "free" absences — no questions asked and no makeup required — and beyond that, you will lose 4 points from your attendance grade for each missed class. You may provide documentation for your absences and make up the in-class assignments in order to make up those points. We will be flexible about granting these excused absences and makeup opportunities if you make the effort to keep up and stay in contact.

Late assignments will be deducted 5% per day (with maximum deduction of 50%), unless documentation of or medical or other emergency is provided.

Extra Credit: complete [Seterra geography quizzes](#) (app also available) in the presence of an instructor to earn extra credit points.

Grading scale:	93-100: A	90-92.9: A-	88-89.9: B+	83-87.9: B	80-82.9: B-
	78-79.9: C+	73-77.9: C	70-72.9: C-	68-69.9: D+	63-67.9: D
					below 63: E

Additional Course Policies and Information

How this course works

Mode of delivery: This course includes two 80-minute lecture periods each week. Lecture sessions will include presentations from the instructor and GTA with recordings and videos, small group discussions, and music workshops (such as learning a folk song or drum patterns, or playing with instrument simulator apps). In-class assignments and activities may include mini-presentations on a musical example, matching concepts to aural examples, or creating mind maps related to readings or concepts. Carmen assignments will be graded by the GTA and will include discussion and review to help students understand course material.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction in addition to 6 hours of homework to receive a grade of (C) average.

Homework will typically include reading/reading quizzes (2-3 hours per week) and listening/journaling (2-3 hours per week).

Student Academic Conduct

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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Requesting accessibility accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including mental health, chronic or temporary medical conditions), please let me know as soon as possible so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services.

After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented

in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy. If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing **988 to reach the Suicide and Crisis Lifeline**.

Course Schedule

Week	Preparation and Assignments	Lecture and recitation contents
1	Read Ch. 7 Asia/Indonesia	Aug. 26 - course introduction and race, ethnicity, and gender diversity vocabulary Aug. 28 - Indonesia and musical vocabulary Javanese gamelan workshop; melody, rhythm, texture, timbre
		Sep. 1 - no recitation, Labor Day
2	Indonesia quiz due Indonesia listening journal due	Sep. 2 - Indonesian gamelan and related genres; gender performance in storytelling and ritual Balinese and Javanese gamelan, ideas of gender balance and performance in dalang topeng, puppet

		theater, narrative dance, North Sumatran ensembles Sep. 4 – Gender and ethnicity in Indonesian popular music Jazz fusion and dangdut – performing race/ethnicity and Rhoma Irama's Muslim values in music
		Sep. 8 - recitation, Indonesia and vocab review
3	Read Ch. 6 Asia/India India quiz due	Sep. 9 – Indian classical music raga, tala, Carnatic structures; regional ethnic-musical differences Sep. 11 - Guest performers: Buckeye Bhairavi (or other related OSU student organization)
		Sep. 15 - recitation, India review
4	India listening journal due Presentation due	Sep. 16 - Indian film music and dance in India and U.S. perceptions of feminine voices in film music; ethnicity and gender in OSU dance traditions (Bhangra, Bollywood, Buckeye Mela) Sep. 18 - Student Presentations on Columbus Music/Dance Performing organizations
		Sep. 22 - recitation, work on music event report assignment - review how to describe music, look at calendar, make an attendance plan

5	Read Ch. 9 South America South America quiz due	Sep. 23 - South American music, politics, gender <i>Nueva Canción</i> and gender in revolutionary movements (Violeta Parra and Victor Jara); South American ethnic traditions in Columbus (tango, salsa, capoeira) – discussion of national identity, ethnicity, fusion traditions Sep. 25 - Andean music and Indigeneity <i>Sanjuan</i> and panpipes - Indigenous, African, and European influences in South American music
		Sep. 29 - recitation, South America review
6	Read Ch. 10 The Arab World Arab World and south America Listening journal due	Sep. 30 - Guest performers: OSU Andean ensemble Oct. 2 - The Arab World Terminology: The Arab World, Middle East, The Muslim World. Ethnicity, race, and religion performed in takht ensemble and call to prayer
		Oct. 6 - recitation, comparing music What features are similar among the musics we have studied so far?

7	Arab World Quiz due	Oct. 7 – U.S musical stereotypes of The Arab World Representations of Arab World race, ethnicity, and gender in Tin Pan Alley, early film, and Disney's <i>Aladdin</i> Oct. 9 - The Arab World - dabke dance and masculinity – regional differences in practice and meaning, musical wedding traditions in The Arab World and U.S.
		Oct. 13 - review for exam
8	Exam	Oct. 14 - exam (asynchronous) Oct. 16 - Fall Break
		Oct. 20 - recitation, discuss exam and assessments Class assessment, self reflection on learning and identities
9	Read Ch. 8 Asia/China China quiz due	Oct. 21 - Chinese music, ethnicity, and gender Ethnic minorities and instrumental ensembles; gender representation and cross dressing in Beijing opera Oct. 23 - Guest Performers: OSU Chinese Folk Music Orchestra
		Oct. 27 - recitation, comparing diversities
10	China, Australia and Oceania listening due (no textbook chapter)	Oct. 28 - Australia and Oceania, musical ownership, Indigenous music; ethics and repatriation of archival recordings Oct. 30 – Representation of race, ethnicity, gender, and social issues in popular music from or about Australia/Oceania – Disney's <i>Moana</i>, popular singers Archie Roach, Briggs and Gurrumul, Yothu Yindi
		Nov. 3 - recitation, cultural appropriation
11	Read Ch. 2 Native America Native America quiz due	Nov. 4 - Native America, “traditional” music and ethnicity – tribal and intertribal traditions and identities: tribal songs and intertribal powwows Nov. 6 - Native America, tradition as a social process - representations of race, ethnicity, and gender through fusion of European and Indigenous styles in contemporary and popular Native American music
		Nov. 10 - comparing what is “traditional” among music we have studied

12	Read Ch. 3 Africa Native America and listening due	Nov. 11 - Africa, musical stereotypes and race, gender, ethnicity - racial stereotypes of rhythm; performance of spirituality and Mbira traditions; gender and family traditions in learning the Kora; ethnicity and stereotypes of Ba'Aka singing Nov. 13 - Guest performers: OSU African drum ensemble
		Nov. 17 - recitation, Africa review
13	Africa quiz due	Nov. 18 – African Talking drums – Dagbamba talking drum and representations of ethnicity, race, and gender in Black Panther Nov. 20 - Guest Performers: OSU Steel Pan ensemble
		Nov. 24 - recitation, Europe review
14	Read Ch. 5 Europe Europe Quiz due	Nov. 25 - Europe - nation, religion, race, ethnicity Sephardic compared to Ashkenazi Jewish music; performance of ethnicity in Bosnian <i>ganga</i> and Bulgarian <i>ruchenitsa</i> Nov. 27 - no class, Thanksgiving and Indigenous Peoples' Day
		Dec. 1 - recitation, discussion of identity
15	Africa and Europe listening due Performance attendance report due Your playlist and journal due	Dec. 2 - Eurovision and identity in popular music Musical and visual representations of race, ethnicity, nation, religion, and gender in Eurovision winning songs Dec. 4 Review for exam
16		Final Exam TBD (available all day)

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

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GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)