

Example of an Exemplary AUCC Rationale – MU 132

Is this course being proposed for AUCC: Yes

For which category: AUCC3E Global & Cultural Aware

Demonstrate how the Course Learning Objectives (below) meet the criteria for this All-University Core Curriculum Category. Address each criterion specifically:

Expectations of AUCC 3E courses

1. Knowledge of characteristics that differentiate particular cultural identities:
 - Students will spend the semester learning about traditional music of nine regions of the world. Within each unit, students will learn to differentiate musical styles within each specific culture, as well as among cultures, identifying musical traits, instruments, and purposes for musical creation.
2. Understanding of important similarities and differences in the ways people in those cultures identify themselves and their cultural heritage:
 - As students learn about different regions, they will learn to identify what is musically and culturally common among them, what is different, and how the uses of music in each region reflects the cultural practice of each.
3. Knowledge of the characteristics and dynamics of cultural interactions:
 - Certain musical traditions are especially conducive to the exploration of cultural integration, such as traditions in the Caribbean that fuse traditional African, Caribbean, and European styles, or the music of Latin America that grew from the integration of indigenous music with European style. These topics will provide students with a lens through which exploration of cultural interactions resulted in new and/or changed styles, as well as study of groups that resisted such changes.
4. Recognition of how specific cultural perspectives, and the interactions among them, affect and are affected by the larger global or international context:
 - The research project will require students to do a limited amount of ethnographic fieldwork in local musical communities, where they will make their own identifications of musical cultures close to home, allowing them to then apply the same thought and awareness to cultures further away. Further, within the 21st century context of increased homogeneity through technology, students will look beyond simply traditional presentations of specific cultural music to the role of globalization and the way increased awareness of other cultures has affected the evolution of specific musical cultures.
5. Recognition of how cultural and theoretical perspectives, including students' own perspectives, affect understanding of cultural identities and interactions:
 - As students learn about each musical culture, they will be required to reflect upon their own experiences, recognizing diversity of thought and how personal experience may alter perception of the experience of others. The research project will require students to do a limited amount of ethnographic fieldwork in local musical communities, where they will make their own identifications of musical cultures close to home, allowing them to then apply the same thought and awareness to cultures further away.
6. Effective use of appropriate basic and core competencies in the study of cultural identities in global contexts:
 - Each of the specific actions defined above, as well as in-class interactive activities, and instructor-led discussions, will be designed specifically with the goal that students will meet competencies defined by the CDHE as, "diversity and global learning [that] refers to a student's ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to various concepts toward building their awareness of diversity and the importance of inclusivity." While the course overlaps topics appropriate to Arts and Humanities, Social and Behavioral Sciences, and (to some extent) Historical Perspectives, allowing for integration of other perspectives, the main goal of the course is to build better knowledge of and sensitivity to cultural identities, both individually and as part of the larger global unit. Finally, written documentation of experience and observation in both regular assignments and the final projects makes up well more than 25% of the class to fulfill writing expectations.