Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

How does the proposed course specifically address the Foundational Component Area definition above?

This course introduces students to the cultural practices of India demonstrated by its music and films. Students learn about the expressive cultures of India, as well as the folk traditions of several regions of North India. In addition, students are introduced to religious practices in Hinduism, Islam, and Sikhism and musical genres that emerge from these traditions. Students learn about the consequences of globalization and the ways in which Indian expressive culture has adapted to it.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students will discern the relationships between cultural values and practices and the media resulting from it through the course. They will develop music and multimedia analysis skills through an video analysis project and in preparation for listening identification portion of exams. These skills will be modeled in class by the instructor and through in-class discussion. They will be evaluated in weekly quizzes and in exams.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will develop an analytic language to describe musical features and videos. Students are taught this language in lectures and will utilize it in their group musical analyses. Students are evaluated on their ability to properly use this language in oral discussions as well as written weekly quizzes and in exams.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will develop an understanding of Indian cultural and religious practices, as well as the fundamentals of Indian post-colonial history. The latter gives students an awareness of how policy decisions can impact the culture of a civilization. This information will be taught to students through lectures, discussion, and in assigned readings. Knowledge of these practices and histories are evaluated in weekly quizzes and in exams.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Students will develop an understanding of the decision making processes in music production and ethical representations of cultural practices; students will learn how to responsibly engage with diverse systems of
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cultural value. These will be modeled in classroom discussions. Students will be tested on the consequences of production processes in weekly quizzes and in exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.