



Course Syllabus: Introduction to Western and World Music

Fain College of Fine Arts
MUSC 2733 Section 101
Fall 2026 TH 9:30-11am

Contact Information

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Course Description

This course encourages familiarity with music in its numerous purposes in a variety of soundscapes. The cultural, historical, and functional roles of music as it relates to memory, migration, dance, politics, identity, the global marketplace, and ritual will be explored. Understanding the creative and performance aspects of music making in diverse cultures will also be investigated.

Course Objectives

- Identify, recognize, and describe general stylistic characteristics of music using accepted musical terminology.
- Accurately place a musical work within an historical, cultural, or stylistic context.
- Distinguish similarities and differences in musical characteristics among art, folk, and world music traditions.
- Understand and categorize how music functions in different historical cultures from antiquity to the present.
- Understand and appreciate the functions of music in society as cultural, religious, ceremonial, inspirational, and recreational.
- Demonstrate teamwork by participation in research presentations.

Textbook & Instructional Materials

World Music Concise: A Global Journey. 3rd edition. Terry E. Miller, Andrew Shahriari. Routledge: Taylor & Francis Group. 2023.

Study Hours and Tutoring Assistance

Contact the instructor.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Table 1: Points allocated to each assignment

Assignments	Percentage
Attendance and Participation	10
Quizzes (2)	20
Reflections	20
Exams (3)	20
Fieldwork Project	20
Daily Work	10
Total	100

Table 2: Total points for final grade.

Grade	Percentage
A	90-100
B	80 to 90
C	70 to 80
D	60 to 70
F	Less than 60

Homework

In order to foster informed and engaging classroom discussion, periodic daily homework assignments will be given in class to help students prepare for the next class period.

Quizzes

There will be two quizzes during the semester, which will be focused on listening skills and aural identification of a variety of music.

Assignments

There will be two major assignments throughout the semester, and Identity Assignment and a Listening Analysis Assignment.

The Identity Assignment will take the form of a 3-5 minute 'podcast.' I would really love to get to know more about each of you, so for this assignment you will select a song, genre, or band that you feel most accurately expresses your identity through music.

- Consider why you chose the song/genre that you did—how does it connect to your life, culture, or background?
- How does it affect you?
- What does it mean to you?
- In your podcast, introduce yourself, and describe the song/genre you chose. Discuss why you selected it and why it might demonstrate about you as an individual.
- Remember to jot down your thoughts *before* starting the podcast. While this should be a fun assignment, you want to make sure it has sufficient depth, structure, and coherence.

Rubric:

Category	Percentage
Appropriate selection/topic	20
Meets the length requirement	20
Use of musical terminology in your description	20
Depth of thought and creativity	20
Coherent and structured	20

The Listening assignment is an opportunity for you to listen to and critically analyze two different musical selections from two disparate genres/styles. You will be given a list of questions/prompts to start your analysis. In the 2-page, double spaced paper, you will:

- Describe the two pieces

- Answer the specific questions about each piece
- Discuss how the music affected you
- Compare the two pieces
- Consider how the pieces are connected to the culture and historical era they represent.

Rubric:

Category	Percentage
Sufficiently answers the questions about each piece	20
Use of appropriate musical terminology	20
Depth of thought and content	20
Accurate description of each piece	20
Length and quality of writing	20

Exams

There will be three in-class exams throughout the semester, at mid-term and at the end of the term. The first two exams will only cover material from the preceding units, while the final exam will include select items from the entire semester. A detailed study guide will be provided prior to each exam.

Projects Required

The fieldwork project is an opportunity for you to experience and engage with a type of music you normally would not encounter. 'Fieldwork' is a term used among ethnomusicologists and ethnographers to define the experience of participating in and learning about a musical culture or genre. For this project, you will work with a ***group of approximately 4 students**. You can choose one type of musical genre/style/tradition that is currently being practiced in Wichita Falls or the surrounding area. (You are free to go as far as you would like, but something local is always much easier).

You will engage in the phrases of fieldwork:

- Research and Observation—Consider types of music you might choose. Some examples might be a square dance community, a mariachi group, a folkloric dance troupe, or even a jazz or classical group if you aren't normally a part of one. Do a little background research on the tradition or genre you select.
- Participant Observation—Take part in an event. For example, join in a square dance, or attend a live concert and interact with the musicians. Consider what the experience was like and write it down.

- Interviewing—Construct questions to ask at least one person who is regularly involved in the musical community. You might ask them about their motivation for joining, how the experience has affected their life, their years of training and experience, or a multitude of other topics. **TAKE NOTES or RECORD** your interview(s)
- Documentation and Analysis—Pull together your background research, participant notes, and interview transcript. What have you learned about the musical community? About how that community engages with the broader community as a whole? How does the tradition or genre you selected influence, or become influenced by, the surrounding culture? How has the experience impacted you?

Present your research in a 5-10 minute presentation **or** a 5-10 minute video that contains footage of your experience, perhaps even interview footage. These projects are due by **Tuesday, December 1, 2026.**

Category	Percentage
Appropriate Topic/Event	20
First hand pictures/videos	20
Interview notes/quotes	20
Depth of Background research	20
Depth of Observations and Conclusions	20

Mid-Term Exam

There will be no midterm exam, but rather three exams spaced throughout the semester.

Final Exam

The Final Exam will occur on Tuesday, December 8, from 8-10:00am. It will cover mainly material from the second half of the semester with select information from the first half included. A detailed study guide and review session will be provided.

Late Work

Late work will be accepted, however, ten percentage points will be deducted from the grade for each week it is late, up to 40 percentage points.

Make Up Work/Tests

Make-up work is allowed, however, ten percentage points will be automatically deducted from the grade. The only exceptions to this deduction are legitimate emergency situations and approved absences.

Important Dates

- Last day for term schedule changes: September 16, 2026.
- Deadline to file for graduation: September 21, 2026.
- Last Day to drop with a grade of "W:" November 23, 2026.
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Attendance is a required part of this course, and will be taken daily. Each student is allowed two unexcused absences—after this, each unexcused absence will lower the attendance grade by 5%. If you have an emergency and must be absent, please let me know in advance, and make sure to do any make-up work from the day you miss.

Recording Classes

If you have a need or burning desire to record our classes, please contact the instructor in advance, and recording decisions will be made on a case-by-case basis.

Online Computer Requirements

This class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

My goal as a professor is for us to engage with one another in interactive, supportive, informative, and creative class sessions. In order to foster this environment and facilitate communication, it is necessary to minimize distractions. Therefore I would ask you to abide by the following policies:

- Please refrain from cellphone usage during any class period. If you have an emergency situation and need to be on your phone, let me know before the class begins and I can work with you.
- Laptop computers should be used only for taking notes.
- Ear buds should not be worn during a class—even if you aren't actively listening to something, they send the message that you aren't interested in what's happening.
- If you arrive late, please try to cause as little disturbance as possible, and make sure to find out what you might have missed.

Artificial Intelligence

All work submitted during this class should be the student's own original work. Artificial intelligence is not permitted for assignments, papers, or homework unless otherwise explicitly stated in the assignment itself.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and

strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

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Week	Topics	Reading	Assignments and Due Dates
August 24-30	Welcome and Introduction Fundamental Issues and Aural Analysis	Syllabus, Chapters 1-2	None
August 31-September 6	Aural Analysis and Cultural Considerations	Chapter 3	None
September 7-13	Oceania	Chapter 4	Identity Reflection, Due September 10
September 14-20	Hispanic Heritage Mexico	Chapter 12 pages 271-275, Provided by the Instructor	Listening Quiz #1, September 15
September 21-27	South Asia	Chapter 5-Chapter 6, page 97	Fieldwork Project Topics due, September 24
September 28-October 4	South Asia and East Asia	Chapter 6 pages 98-114, Chapter 7 page 135	Exam #1, September 29

Week	Topics	Reading	Assignments and Due Dates
October 5-11	East Asia	Chapter 7 pages 136-148	None
October 12-18	Middle East	Chapter 8	Fieldwork Proposal Due, October 13
October 19-25	Europe	Chapter 9	None
October 26-November 1	Western Classical	Provided by the Instructor	Listening Assignment Due, October 29
November 2-8	Western Classical, Sub-Saharan Africa	Chapter 10	Exam #2, November 5
November 9-15	Caribbean	Chapter 11	Fieldwork Outline Due, November 12
November 16-22	South America	Chapter 12	Listening Quiz #2, November 17
November 23-29	North America	Chapter 13	Thanksgiving, November 26!!
November 30-December 6	Regional Music, Review	Review	Fieldwork Project Due, December 1
December 7-13	Final Exam (Exam #3)	Review	December 8

TEA Domains/Competencies

Domain/ Competencies	Course Objectives/Assessments
SBEC EC-12 Music Domain IV: Listening	
<i>Competency 002: The teacher recognizes and describes music of diverse genres, styles, and cultures in a musical recording.</i>	
A. Recognizes and demonstrates knowledge of major periods, styles and individuals in the history of music and their significance (e.g., Middle Ages, Renaissance,	Students will develop skills for aurally recognizing music from a variety of historical periods. In-class listening and listening assignments offer opportunities

Baroque, Classical, Romantic, Modern).	to analyze the categorize pieces for various eras.
B. Characterizes and classifies examples of non-Western music (e.g., Indonesian gamelan, African drumming, Indian raga, Cuban salsa) by genre, style, culture or historical period.	Students distinguish similarities and differences in musical characteristics among art, folk, and world music traditions. In-class listening and reflection projects give students the chance to practice these skills.
C. Recognizes and describes music that reflects the heritage of the United States and Texas (e.g., folk songs, work songs, jazz, blues, gospel, Tejano, country, bluegrass).	Throughout the semester students have numerous opportunities to familiarize themselves with the music of the United States and Texas in particular through class demonstrations, discussions, and projects.
<i>Competency 003: The teacher evaluates and critiques musical compositions and performances in a musical recording.</i>	
A. Identifies vocal and instrumental sounds and distinguishes among timbres (e.g., voice and instrument types and ensembles).	Students identify, recognize, and describe general stylistic characteristics and properties of music using standard acceptable musical terminology.
Domain III: Music History and Culture	
<i>Competency 006: The teacher demonstrates a comprehensive knowledge of the history of Western music.</i>	
A. Recognizes and describes major periods (e.g., Middle Ages, Renaissance, Baroque, Classical, Romantic, Modern), styles and individuals in the history of Western music and their significance.	Students will be able to discuss one stylistic musical period and also compare and contrast between the various periods of music history.
B. Characterizes and classifies examples of Western music by genre, style, culture or historical period.	Students will aurally recognize examples of Western European music by genre, style, culture, or historical period.
<i>Competency 007: The teacher understands music of diverse genres, styles, and cultures and knows how music can reflect elements of a specific society or culture.</i>	
A. Characterizes and classifies examples of non-Western music (e.g., Indonesian gamelan, African drumming, Indian raga, Cuban salsa) by genre, style, culture or historical period.	Students will encounter and discuss a variety of types of non-Western music. In class activities will allow them to experience these styles, while exams and reflections will help them learn and retain information about diverse musical styles.
B. Recognizes and describes music that reflects the heritage of the United States and Texas (e.g., folk songs,	Students will listen to, analyze and participate in variety of music from the United States and Texas. A fieldwork project will allow them to experience and

work songs, jazz, blues, gospel, Tejano, country, bluegrass).	discuss live music from one of these genres.
C. Analyzes the purposes and roles of music in society and culture and analyzes relationships between music and society, culture and technology.	Both in and out of class projects and discussions will give students the chance to analyze these relationships. We will discuss music in numerous diverse contexts, and students will have the opportunity to form and share their own views in discussion and reflection projects.