GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course Information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>College/School</th>
<th>Herberger Institute for Design and the Arts</th>
<th>Department</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix MHL</td>
<td>Number 394</td>
<td>Title</td>
<td>Music and Politics at the U.S.-Mex Border</td>
</tr>
</tbody>
</table>

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? No
If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? No
If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials (Required)

Course description: Examines the role of music in mediating the consequences of the U.S.-Mexico encounter, especially at the border, and in the creation and mediation of personal, ethnic, regional, national and transnational identities.

Requested designation: Global Awareness–G
Mandatory Review: (Choose one)

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2016 Effective Date: October 1, 2015
For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact Information:
Name Adriana Martinez Figueroa E-mail amart157@asu.edu Phone 443-350-5818

Department Chair/Director approval: (Required)
Chair/Director name ( Typed): Heather Landes Date:

Chair/Director (Signature):
Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU-[G] CRITERIA

**GLOBAL AWARENESS [G]**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️</td>
<td>☐️</td>
<td>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
</tr>
<tr>
<td></td>
<td>☑️</td>
<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
</tr>
<tr>
<td>☑️</td>
<td>☐️</td>
<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <strong>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
</tr>
<tr>
<td>☐️</td>
<td>☑️</td>
<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
</tr>
<tr>
<td>☑️</td>
<td>☐️</td>
<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
</tr>
<tr>
<td>☐️</td>
<td>☑️</td>
<td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”</td>
</tr>
</tbody>
</table>
**Global Awareness [G]**

**Page 3**

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
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</thead>
<tbody>
<tr>
<td>MHL</td>
<td>394</td>
<td>Music and Politics at the U.S.-Mexico Border</td>
<td>Global Awareness (G)</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAMPLE:</strong> 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td><strong>SAMPLE:</strong> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td><strong>SAMPLE:</strong> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>The course examines the historical development of the U.S-Mexico border region and its musical cultures. It primarily deals with Mexico, the history of U.S.-Mexico relations and conflict, and their impact on the border region as well as mainstream U.S. culture.</td>
<td>Course objectives include: a) Know the main historical events, political and cultural issues that affect the U.S-Mexico border. (Syllabus, p. 1) -Weeks 1 and 2 examine the history of the border region starting with colonial history, and including the Mexican War and modern history (See p. 5 course schedule); Weeks 10 examines the issue of drug trafficking; Weeks 11-13 examine Mexican migration to the U.S. including history, economic issues, and cultural impact (See p. 6 course schedule); reading list, p. 8-9</td>
</tr>
<tr>
<td>2a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td>
<td>The course is focused on Mexican culture and its impact on both sides of the border region and beyond, with the goal of understanding issues of great contemporary import such as immigration, the drug traffic, and economic interdependence.</td>
<td>See -Syllabus, p. 1, course objectives, a) -Weeks 1 and 2 examine the history of the border region starting with colonial history, and including the Mexican War and modern history (See p. 5 course schedule); Week 10 examines the issue of drug trafficking; Weeks 11-13 examine Mexican migration to the U.S. including history, economic issues, and cultural impact (See p. 6 course schedule); reading list, p. 8-9</td>
</tr>
</tbody>
</table>
2c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.

| The course compares Mexican, Mexican-American, and mainstream U.S. cultures and their reactions to important economic and political issues as seen through music. All genres examined compare the development of the genre in Mexico vs. the U.S. Students are assumed to be familiar with U.S. history and culture, so approximately 75% of the course is focused on Mexican history and culture and its impact on both sides of the border. | See -Syllabus, p. 1, course objectives, a) and b) Know some of the principal musical cultures of the U.S.-Mexico border, including genres, stylistic features, representative performers and composers, and specific works. -Week 5 examines conjunto tejano and then conjunto norteño; Week 6 examines the history of mariachi in Mexico and then its expansion in the U.S.; Week 7 examines the history of corrido in Mexico and then its use in the U.S.; Week 10 examines the issue of the drug trade in Mexico and its cultural manifestation in narcocorrido, and the popularity of the genre on both sides of the border; Weeks 11-13 examine the economic and social issues motivating immigration from Mexico to the U.S. and its impact including musical examples; Weeks 13 and 14 examine views of the other in popular music of both sides of the border. |
Course Description

As one of the primary means through which identities are constructed, mediated and performed, music plays a crucial role in mediating the consequences of the U.S.-Mexico encounter, especially at the border. This course will examine how music participates in the creation and mediation of personal, ethnic, regional, national and transnational identities.

Course Objectives

By the end of this course, you will:

a) Know the main historical events, political and cultural issues that affect the U.S-Mexico border.

b) Know some of the principal musical cultures of the U.S.-Mexico border, including genres, stylistic features, representative performers and composers, and specific works.

c) Understand how music articulates issues of belonging, ownership, and identity.

d) Listen to music of all periods and styles with greater insight and appreciation.

e) Think critically about music and its place in culture, and articulate your thoughts clearly in oral and written form.

f) Understand and effectively use music terminology.

g) Become aware of the function of music in its social and historical context.

Blackboard and E-mail Policy

a) This class has a site in the Blackboard system. Important announcements, procedures, assignments and materials will be available only through this site. You must register on the site as soon as possible and check it regularly for updates.

b) I will use your asu.edu e-mail for important announcements and other information, unless you specify another address I should use. You are responsible for checking your e-mail periodically.

Textbook

There is no textbook for this class. We will rely instead on the readings listed in pp. 8-9, which are available in the library or will be provided to you via Blackboard.

PLEASE NOTE THAT ALL OF THE FOLLOWING MUST BE COMPLETED IN ORDER TO OBTAIN A PASSING GRADE IN THIS CLASS.

Classwork and Participation (200 points)

a) The course is designed to be a collaborative learning experience. There will be group projects and discussions as well as individual work during class sessions. Your participation in these will be graded daily when you are present; therefore it is in your best interest to complete such assignments promptly and diligently.
All work assigned during class will be graded for completeness, thoroughness, and mastery of the concepts and skills we will be learning. Graded work will be returned to you for study purposes; therefore, it is highly recommended that you use a folder or binder exclusively for this class to store all pertinent materials.

Make-ups for class assignments will be given in case of an approved absence (see below), ONLY when the nature of the assignment allows it. Alternative assignments may be given to make up for a class activity. Please contact me in advance if you know you will be absent from class.

Please note that cellphones, 2-way pagers, electronic games, calculators, mp3 players, and other such electronic devices cannot be used in this class and must be completely turned off. Only exceptions are laptops and tablets ONLY if used for note-taking. You will be asked to leave if you are seen using such a device or otherwise disrupting class, and the Office of the Dean of Students will be notified.

Assignments (300 points)

Homework (100 points)

- Short homework assignments will be given as necessary. Your knowledge of the assigned reading and musical excerpts will be essential to class activities and discussions. Late assignments will be penalized.

Content and Listening Quizzes (3, 25 points each)

- Two in-class quizzes and one take-home listening quiz will be given in class during the semester (see schedule below).
- You will not be allowed to use class notes or other outside materials to complete the quiz.
- Make-up quizzes will be given ONLY if you have advised me in advance that you will be missing from class or in case of a University-approved emergency.

Short Presentation (50 points)

- Every class there will be an opportunity for a class member to present a short (8-10 min) presentation on a key performer or composer, or on a short reading about the topic to be covered. Presentations on a composer/performer must include:
  - Short biography
  - Most important musical contribution(s)
  - A musical example (45-90 seconds long)
  - Bibliography of sources you consulted

- Presentations on a reading must include:
  - The author’s main thesis or argument
  - Summary of key points

- Multimedia to support your presentation (Powerpoint, Prezi, videos, etc.) are required. 3-4 slides of Powerpoint will suffice.

- You will submit a paper or electronic copy of your presentation for grading. Presentations will not receive a grade until this has been submitted.

- For biographical presentations, your sources must include: one internet source that is NOT Wikipedia, and at least one printed book.

Concert Report (75 points)

- You will attend (1) live performance of music that reflects the border experience. Please contact me IN ADVANCE of attending the performance to make sure it is suitable for this assignment.
b) Submit the program and/or ticket stubs (if available).

c) Submit typed, two-to-three page papers concerning the program attended. Your comments concerning the concert should incorporate professional terms and historical information you have learned in class. If you quote others, you must give the source in footnotes. There should be a balance of description and critique in these papers.

d) The report will be due no later than a week after the event. Late papers will be penalized unless previously cleared by me.

e) You may attend concerts with other classmates; however, each person must prepare and turn in his or her own report.

Exams (2, 100 points each)

a) There will be 2 exams during the semester (see schedule below).

b) Exams will contain multiple choice questions, short free-response questions, listening identification questions, and essay questions.

c) If you have an excused absence on the day of the exam, you will be allowed to make it up, preferably in advance. However, make-ups will only be given within one week of the original exam date. Please contact me in advance if you know you will be absent during an exam day.

Final Project (300 points)

1) For your final project you will have three choices:

a) A written analytical research paper (5-8 pages, double spaced) on a musical topic of your choice; however, biographies are not accepted.

b) A lecture-performance (10-15 minutes). The musical work(s) to be performed (whether they are original or not) must be placed within their historical and social contexts during the presentation and through the use of program (or album liner) notes (1-2 pages). Programs will be handed in on the day of the performance. No late programs will be accepted.

c) An oral presentation (10-15 minutes) on a musical topic of your choice. Multimedia presentations (Powerpoint, videos, etc.) are strongly encouraged.

2) You may work individually or in teams. Teams must have no more than four individuals, all of whom must participate actively in the project. Please be advised that all team members will receive the same grade.

3) A typed, one-page project proposal will be due to me by the second month of class (see calendar below). Proposals will include names of all team members, a description of the project, topic, repertoire, and, a preliminary bibliography. I will meet with individuals or teams to refine the ideas and offer help.

4) A typed, minimum one-page progress report will be due to me one month before projects are due (see calendar below). Progress reports will include a revised description of the project, early drafts of written papers or program notes, and/or describe any problems or issues that have come up during your work. I will meet with individual teams if necessary to offer advice and revisions.

5) All written elements of the project must use MLA- or Chicago-style citations and bibliographies.

6) Projects will be graded for:
a) Content: 70% (The relevance and focus of the thesis statement, how well it was researched and documented, and the degree to which original ideas and analysis are presented).
b) Presentation: 30% (This includes spelling, grammar, visual presentation, organization, effectiveness, accurate and complete citations and bibliography, and overall quality).

7) A date will be assigned for each paper or presentation. Late projects will be penalized for every calendar day they are overdue. You are advised to switch with a classmate in advance if you know you will not be able to present on your assigned date.

Attendance Policy
a) Because of the collaborative nature of the course, your regular attendance is essential to your success in this class. It is NOT possible to obtain a good grade in this class without regular attendance.
b) Class will start and end promptly at the specified times. An official sign-in sheet for attendance will be provided; you will be counted absent if you do not sign in. You may not enter late or leave early unless cleared by me in advance. You will be counted absent if you leave early.
c) You will be counted absent if you arrive more than 10 minutes late.
e) You must contact me in advance if you know you will be absent from class. In case of emergency, call or email me as soon as possible.
f) If you are absent, you are responsible for contacting me or a classmate to obtain class and homework assignments, and for checking the Blackboard site for announcements. All assignments will be due as soon as you return to class. Otherwise, the late penalty will apply.

Grading Policy

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classwork and participation</td>
<td>200</td>
</tr>
<tr>
<td>Assignments</td>
<td>300</td>
</tr>
<tr>
<td>Exams</td>
<td>200</td>
</tr>
<tr>
<td>Final Project: Proposal (50 points), Progress Report (50 points), Finished Project (200 points)</td>
<td>300</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

Academic Honesty Policy
a) You are expected to know and uphold the University’s policies on cheating and plagiarism. Please see the Student Academic Integrity Policy at https://provost.asu.edu/sites/default/files/AcademicIntegrityPolicyPDF.pdf Academic dishonesty of any type will not be tolerated.
b) Unless otherwise noted, all assignments are to be completed, prepared and turned in by you individually with no outside help or sources. Working in groups will be encouraged explicitly throughout the semester in certain circumstances. When in doubt about whether outside help or sources are allowed, contact me IN ADVANCE.
c) Group projects that are designated as such will be completed in collaboration with and to the satisfaction of all the group members involved. All members must share a reasonable and equal part of the project. In case of a dispute amongst team members that may affect the final outcome of the project, please contact me as soon as possible BEFORE the project is due.

d) In assignments where outside sources are allowed, teams or individuals (depending on the project) will not present other people’s work or ideas as their own without proper acknowledgement in the form of footnotes and bibliographies. No exceptions.

e) In case of academic dishonesty, the assignment will receive a grade of zero and the appropriate offices within the University will be notified.

**Disability Support Services**

It is a University policy to provide reasonable accommodations to students with disabilities. If you would like to request accommodations due to a physical, mental, or learning disability, please contact the Disability Resource Center office, Matthews Center building, 1st floor, phone 480-965-1234

**Course Schedule**

*PLEASE NOTE: I reserve the right to make changes to this schedule to accommodate unforeseen circumstances. Additional assignments may be given in class.

(See Blackboard for full citations of readings).

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>In Class</th>
<th>Short Presentation Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 11</td>
<td>Class Policies; Elements of Music</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 19</td>
<td>MLK DAY – NO CLASS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan 20</td>
<td>U.S-Mexico borderlands history and issues, cont. 1900-present</td>
<td>Porfirio Díaz</td>
</tr>
<tr>
<td>4</td>
<td>Feb 1</td>
<td>NO CLASS</td>
<td></td>
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<tr>
<td></td>
<td>Feb 3</td>
<td>Quiz #1</td>
<td>Research methods</td>
</tr>
<tr>
<td>5</td>
<td>Feb 8</td>
<td>Conjunto norteño: Texas conjunto</td>
<td>Narciso Martinez Santiago Almeida Lydia Mendoza Valerio Longoria</td>
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<tr>
<td></td>
<td>Feb 10</td>
<td>Modern conjunto norteño, conjunto influence</td>
<td>Conjunto Bernal The Texas Tornados</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
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</tr>
<tr>
<td>1</td>
<td>Feb 15</td>
<td>Mariachi: History, mariachi and Mexican identity</td>
<td><strong>Final Project Proposal Due</strong></td>
</tr>
<tr>
<td>2</td>
<td>Feb 17</td>
<td>Mariachi on both sides of the border</td>
<td>Lucha Reyes, Lola Beltrán, Nati Cano, Linda Ronstadt, Jauregui, “El mariachi.”</td>
</tr>
<tr>
<td>5</td>
<td>Feb 29</td>
<td>Catch-up and review</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mar 2</td>
<td>Exam # 1 (Mid-term)</td>
<td></td>
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<tr>
<td>7</td>
<td>Mar 7</td>
<td>SPRING BREAK – no class</td>
<td></td>
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<tr>
<td>8</td>
<td>Mar 9</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>9</td>
<td>Mar 14</td>
<td>Narcocorridos: Drug trade issues</td>
<td>Chalino Sanchez</td>
</tr>
<tr>
<td>10</td>
<td>Mar 16</td>
<td>Narcocorrido, cont.</td>
<td>Los Tucanes de Tijuana, Jenni Rivera, Valentin Elizalde</td>
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<tr>
<td>11</td>
<td>Mar 21</td>
<td>Immigration: History and issues</td>
<td>Johnson, “Immigration.”</td>
</tr>
<tr>
<td>12</td>
<td>Mar 23</td>
<td>Listening assignment due</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Mar 28</td>
<td>Immigration: cont.</td>
<td><strong>Final Project Progress Report Due.</strong></td>
</tr>
<tr>
<td>14</td>
<td>Mar 30</td>
<td>Immigration in U.S. popular music</td>
<td>Woody Guthrie, Red Hot Chili Peppers</td>
</tr>
<tr>
<td>15</td>
<td>Apr 4</td>
<td>Immigration in Mexican popular music</td>
<td>Paulino Vargas, Juan Gabriel, Maldita Vecindad, Maná, Molotov</td>
</tr>
<tr>
<td>16</td>
<td>Apr 6</td>
<td>U.S. views of Mexico</td>
<td>Morris, “Exploring Mexican Images.”</td>
</tr>
</tbody>
</table>
| 14 | Apr 11 | **Quiz #2**  
Final Project Workshop |  |
| 15 | Apr 13 | Mexican Views of the U.S.; Binational artists | Santana  
Calexico  
Lila Downs  
Pepe Mogt
| 15 | Apr 18 | Binational artists | Madrid, “Navigating Ideologies.”  
Hicks, “Transnationalism and Rights.”
| 16 | Apr 20 | Final Presentations |  |
| 16 | Apr 25 | Final Presentations |  |
| 16 | Apr 27 | Catch-up and Final Review | Research Papers Due
| 17 | May 2 | **Exam #2 (Final, non-cumulative)** |  
9:50-11:40 am |
Reading list

Note: Items in **bold** will be required reading for all students; other items are supplementary and include the short presentation topics.

**Week 1 and 2: U.S.-Mexico borderlands history and issues**


**Week 3 and 4: Music and politics theoretical considerations**


**Week 5: Conjunto**


*Ragland, Cathy.* *The parallel evolution and cross cultural impact of Tejano conjunto and Mexican norteño music*. San Antonio, Tex. : Guadalupe Cultural Arts Center, [1998]

**Week 6: Mariachi**


Week 7: Corrido

Week 10: Narcocorrido

Week 11-13: Immigration in U.S. and Mexican popular music

Week 14 and 15: Binationalism, Binational artists