

**HUB XC 433 E1 —THE BU CROSS-COLLEGE CHALLENGE**  
**Spring 2020**

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**Project: Title: 'Cross Cultural Exploration of Music'**

**Course Information**

**Instructors:**

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OH: W 11-12:00pm

T/Th by appt.

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OH: T 3:30-4:30, W 10:30-12:00

**Class Meeting Times: T/TH 2:00am-3:15pm**

**Location: HAR 615**

**Introduction to the Cross-College Challenge**

The Cross-College Challenge offers a unique project-based learning experience in which interdisciplinary student teams from across BU's undergraduate colleges tackle real-world problems and develop leadership, team work and communication skills. Students from any major will collaborate with both on- and off-campus sponsors exposing students to current challenges impacting BU and the City of Boston in areas such as arts management, technology, entrepreneurship, sustainability, and beyond. Some teams may also investigate enduring human questions such as inequality, social justice, and human creativity.

Faculty will develop a separate syllabus for each team tailored to the specific project. Each pair of faculty will decide which class sessions (or parts of sessions) to devote to content delivery, research and project design, presentations, and project oversight. While every team will complete a project proposal, preliminary bibliography and final report, make a concluding oral presentation, reflect on their experiences at the end of the semester, and submit relevant project-specific final products, the faculty will also determine the number and timing of intermittent assignments that students must complete.

**Project Description**

Music is an accessible form of self-expression, a conscious voice exploring themes of race, identity, social justice, and politics. Music has transformed and evolved into many different pockets around the world. But, what are the connections between music and cultural diversity? How have the generations influenced each other and how can music help enrich cultural awareness? Our project is to create a comprehensive proposal that will help the client use music to connect the students of BU from all diverse backgrounds. Students will research ways to aid the client's Ty Furman, Managing Director of the BU Arts Initiative, ongoing quest for inclusion and cultural awareness through the Global Music Festival. Students will also experience music of various cultural and diverse groups to better position themselves on making their proposal. Ideally, the proposal would be a report, series of podcast or event that highlights how to better promote the

Global Music Festival and ways music can make connections across the global communities of BU.

### **Learning Objectives**

XC 433 will meet [BU Hub Learning Outcomes](#) for Oral Communication, Creativity/Innovation, Teamwork/Collaboration and Research and Information Literacy through the following assignments:

1. Project Outline
2. Team Contract
3. Annotated Bibliography
4. Project Proposal
5. Music Cultural Comparison Assignment
6. Lyrics Assignment
7. Project Report Outline
8. Open and Closed Peer Reviews (Due at different times throughout the semester)
9. Final Report and/or Other Final Deliverables (Due Dec. 13)
10. Concluding Oral Presentation (Week of Dec. 3)
11. Reflection (Due Dec. 17)

See “Assignments” below for more details.

#### **BU HUB Areas**

XC 433 will meet the [BU Hub Learning Outcomes](#) for the following 4 Hub Areas:

##### **1. Creativity/Innovation**

As teams work on their projects and address specific challenges throughout the semester:

- Students learn creativity as an iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback. They will be able to identify individual and institutional factors that promote and inhibit creativity.
- Students engage in creative activity by conceiving and executing original work as part of their team.

##### **2. Oral and/or Signed Communication**

In communicating with team members, sponsors and other constituents of the project, and through their final team project presentations:

- Students will craft and deliver responsible, considered and well-structured oral and/or signed arguments using media and modes of expression appropriate to the situation.
- Students will interact, attend and respond thoughtfully to others.
- Students will be able to speak/sign effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.

##### **3. Research and Information Literacy**

By engaging in substantial research to complete their projects, and following an iterative process for creating a project proposal, completing interim assignments and a final report:

- Students search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.

- Students understand the overall research process and its component parts, formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and communicate findings.

For some teams, the fruits of research will yield new approaches to enduring questions, or new artistic expressions, or fresh arguments.

#### **4. Teamwork/Collaboration**

Students are assigned to a team and receive explicit training in teamwork. Through this sustained collaboration on the project, and through the completion of a team contract and project plan:

- Students will learn the characteristics of a well-functioning team.
- Students will engage the tools and strategies for working successfully on a diverse team, including assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.

### **Course Tools and Requirements**

#### **1. Use of the Team Learning Assistant (TLA)**

We will use the Team Learning Assistant (TLA) software for collaborating on teamwork. Students will receive instructions on how to use the TLA, when Questrom faculty visit the class during the early part of the semester. The link to the TLA is on Blackboard.

#### **2. Use of Blackboard**

We will use Blackboard as our course website. It will include links to the different resources and tools that we will be using in this course and any other relevant instructional materials. Important course related announcements and information will also be communicated via Blackboard. It is important that you check the course website regularly.

#### **3. Use of Research Guides**

Our Mugar library consultants have developed a research guide for the course. Students will receive instructions on how to access that guide during class and will also have the opportunity to meet with the library staff, if they need. The link to the research guides is on Blackboard.

#### **4. Use of Digication for ePortfolios**

Digication is a user-friendly educational software that allows creative and unique opportunities to express learning and knowledge using contemporary multimedia tools. In this course, students will receive training and complete support from IT experts at BU on how to use this software. Throughout the semester, students will work on their individual e-portfolio and use it as a personal website to create their profile, demonstrate their learning, and submit their individual assignments for assessment. As a team, students can also decide to use Digication as a potential tool of designing the promotional campaign for MESA languages. To create an e-portfolio, [click here for instructions](#).

#### **5. Assigned Readings**

**ETHNOMUSICOLOGY, A Very Short Introduction by Timothy Rice Oxford University Press 2014**

**There will be a variety of articles assigned for discussion as listed in the syllabus.**

**6. Attendance**

This course has a mandatory attendance policy. Moreover, promptness and preparation are expected. Each of you, however, is granted one absence without penalty. It is your responsibility to use your absence wisely, i.e., if you know that you will need to miss a day for family or religious reasons, save a day for that miss.

**7. Expectations**

This is a student-centered course, primarily organized around project-based learning. Students aren't expected to be experts in their project area; instead all team members are expected to use the project as a learning opportunity to address a substantial problem and produce a tangible product (physical object, film, exhibition, website, work of art, essay, etc.) over the course of one semester. As a result, to be successful, students must come each week prepared to initiate and engage in their own learning.

**8. Deadlines**

Students are expected to meet all course and client deadlines. However, if there is ever an issue in meeting the deadlines, please don't hesitate to communicate with the professors and seek their help. Communication is key.

**9. Course Members' Responsibility for Ensuring a Positive Learning Environment**

All students are responsible for creating a positive learning environment. In this course, much of that responsibility will be met through participation in class as well as in your teams. Engaged and informed participation in class discussion represents 10% of your final grade. The quality of your commentary matters more than the quantity; however, make an effort to contribute regularly during the entire semester. While we are aware that there are different learning styles and levels of comfort speaking in public and we want to honor those differences, it is still important to practice entering the conversations and voicing your thoughts in our class discussions. If you are having difficulty speaking in class, make an appointment to see us to talk about strategies to increase your participation. By contrast, if speaking in class comes easily to you, be aware of permitting other voices to be heard. In responding (or reacting) to classmates' comments and work, please also be aware of your own unconscious bias or blind spots. In general, then, we expect students to maintain the highest standards of civility and respect for one another in the classroom and for all guest speakers.

## Assignments

### 1. Team Project Proposal (15%)

A project proposal is a concise and coherent summary of a proposed project that represents the basic plan of how students expect to accomplish the goals of the project. This project proposal should propose a strategic plan on what steps can be taken to .....

**The project proposal should follow a logical sequence right through the conclusion and include the following sections: *Introduction* (with a clearly stated research question), *Background, Methods & Creative Techniques* (including, if applicable, *Interdisciplinarity, Assessment, Dissemination*), *Deliverables, Timeline, Collaboration with Faculty*, and *References Cited* (include in an additional page within the project proposal).** The completed, polished proposal will be shared with the client. This assignment will help students develop their understanding of the overall research process and its component parts, and be able to formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and communicate findings.

The project description is a one-page description of the project. Students will create a description of the project based on their understanding of the proposed challenge/problem. Teams will deliver a 5-7 minute presentation of their proposal and stand for 3-5 minutes of Q&A from the client

### 2. Team Contract (10%)

Through this course, students will receive explicit training in Team Learning Assistant (TLA) software. This software will cultivate students' ability in teamwork and sustained experiences of collaborating with others; students will be able to identify the characteristics of a well-functioning team. Students will demonstrate an ability to use the tools and strategies of working successfully with a diverse group, such as assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.

### 3. Annotated Bibliography ( 5%)

In order for researchers to understand and organize their sources better and discover patterns and shared themes, they create annotated bibliographies. This tool is a bibliographic list of sources with a summary and evaluation of their usefulness for research on a topic, generally done by a researcher to show someone else how the sources will be used in their writing. You will be writing an annotated bibliography, the annotations in your bibliography, however, should show its usefulness for your own research and your project. The five required components are:

1. **FORMATTING:** Keep a bibliography or "Works Cited" for everything you read
  - a. Follow proper formatting; MLA.
2. **GENRE:** When composing your annotation, first determine what kind of source you are describing.

- a. You will not always need a full sentence for this step, especially because the citation itself will often indicate the nature of the source (e.g. the citation itself will clearly indicate paintings, musical works, books, etc.)
  - b. In some cases, such as when you cite a novel or short story, the bibliographic entry may not distinguish your source from other similarly formatted items (such as scholarly books, articles or essays). In this case, be sure that your annotation mentions the source's genre (e.g. "A short story about. . .").
3. **SUMMARY:** For each annotation in your bibliography, the first sentence or two should summarize the source's content. Some things you might address are:
  - a. What are the main arguments (if any)?
  - b. What is the source's main point?
  - c. Which topics does the source cover?
  - d. How would you answer the question: "What is this source about?"
4. **ASSESSMENT:** The second part of your annotation should evaluate the source.
  - a. What is the source's significance?
  - b. What are the goals of or motives behind the source?
  - c. How well does the source accomplish those goals?
5. **REFLECTION:** At this point, you should conclude your annotation with a reflection on the source.
  - a. Is it useful to you?
  - b. Might it be useful for later research projects?
  - c. How was it or might it be useful?
  - d. What role does the source play in your current research?

Note that an annotation is other-descriptive; in it, an author describes another's source, its content and purpose, its quality, but also adds some evaluation of its usefulness for a course. Use the present tense, and reference the author for example, "Lamott offers," "Lamott includes..." etc. If there are two authors, use both their names, e.g., "Lamott and Rossi argue," which you can interchange with "the authors." If there are more than two authors, you can either write the name of the first with "et. al." ("Lamott, et. al. argue") or write "the authors argue."

#### 4. Open and Closed Peer Reviews (Due at different times throughout the semester)

Peer review involves sharing one's writing and ideas with a group of peer readers who offer feedback and suggestions for improvement. Throughout the semester, students will review one another's work in both open and closed peer reviews. An open peer review occurs when the writer knows which student is reviewing his/her writing, while a closed peer review is a review done anonymously. The peer review assignments will help students develop their ability to give and receive feedback, and engage in meaningful group reflection that inspires collective ownership of results.

## **5. Individual and Team Deliverables (30%)**

This assignment will help students demonstrate their understanding of creativity as a learnable iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback, and will be able to identify individual and institutional factors that promote and inhibit creativity. Producing original work will allow students to exercise their own potential for engaging in creative activity by conceiving and executing original work as part of a team.

This will include 2 individual writing assignments worth 10% each

1. Comparison of Music Genres Assignment
2. Lyrics Analysis Assignment

Team presentations worth 5 % each

1. Comparison of Music Genres Assignment

In assigned groups, students will present their research on their assigned genre to the class.

2. Presentation of Community and BU Music Events

Team groups will present on at least one local music event and one BU music event, reflect on the overall experiences, discuss how the music may be used to cross culture barriers, and how the experience may inform their project goals.

## **6. Concluding Oral Presentation and Project Delivery (15%)**

For the concluding oral presentation, students are required to use either PowerPoint, Adobe Spark, or Prezi for the presentation. The presentation will be a group presentation that is 15 minutes long. Then, a question-and-answer period will follow, and the group will respond to questions about the project.

While the group should present the entire project, including process issues:

- 1) Overview of final product
- 2) A breakdown of decisions made and milestones achieved. Did you meet your goals, were you late, or early? How did this impact your final product?
- 3) How did your client receive the product/recommendation? How did it meet your client's original needs? How did the team address "feature creep" or the client's evolving goals?), the primary focus of the presentation should be on your final deliverable.

We will talk in class about how to turn the project into an oral presentation. This assignment will help students: develop their ability to craft and deliver responsible, considered and well-structured oral arguments using media and modes of expression appropriate to the situation; demonstrate an understanding that oral communication is generally interactive, while also attending and

responding thoughtfully to others, and develop their ability to speak effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.

### **7. Reflection Project/Paper (15%)**

This assignment offers students the opportunity to reflect on their learning experiences and progress during this course. For this assignment students will create a 'Reflection' page on their individual e-portfolios and document their thoughts about the new skills and knowledge that they are acquiring/have acquired through this project in each of the following XCC learning capacities: market research, online and oral communication, and creativity and innovation. Like other assignments in this class, students are expected to think creatively about how they could utilize the various multimedia features of the Digication tool to document their learning reflections. Following are a couple of formats possible for this assignment: i. a picture-essay, where students use at least five different images (selfies welcome!) and/or short video clips to describe and illustrate specific skills that they have learnt in this course; ii. a vlog, where instead of writing, students can make a video that articulates and illustrates their learning from this course. Students are encouraged to discuss their preferred format for this assignment with the instructors early on in the semester. Whatever the format, the assignment should aim to answer the following reflective questions:

- a. Where can the reader/viewer see evidence of your writing and research skills?
- b. Where have you demonstrated your creativity and innovation?
- c. What has have been your experience of working in a team?
- d. What has this interdisciplinary cross-college challenges experience meant to you?
- e. How do you think the skills and knowledge from this course will translate to your future workplace?

**\*\*All Assignments due on WEDNESDAY are due at 9pm**

**\*\*All Assignments due on FRIDAY are due at 11pm**

## Evaluation

The course is designed around a 100-point scale. As a result, for each graded assignment, you will receive a number grade and a letter grade. At the end of the semester, we will total your points out of 100, and this will be your course grade. The percentages of those 100 points are:

Team Contract	10%
Project Proposal	15%
Annotated Bibliography	05%
Ind. Deliverables (2)	20%
Team Musical Event Oral Presentations	05%
Team Genre Presentations	05 %
TeamConcluding Oral Presentations	15%
Reflection Questionnaire/paper	15%
Class Participation	10%
Open and Closed Peer Review (Due at different times throughout the semester)	
<b>Total:</b>	<b>100</b>

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**BE SURE TO READ AND COMPLY WITH B.U.'s UNIVERSAL ACADEMIC CONDUCT CODE FOR UNDERGRADUATE STUDENTS. It is available at: <http://www.bu.edu/academics/resources/academic-conduct-code/>**

Please note the following, which are of particular relevance to the XCC:

Plagiarism: the presentation of another's work as your own, even by mistake -- is a violation of BU's Academic Conduct Code. Plagiarism may result in failing this course and possible additional penalties.

Rules governing teamwork: 1. No team member shall intentionally restrict or inhibit another team member's access to team meetings, team work-in-progress, or other team activities without the express authorization of the instructor. 2. All team members shall be held responsible for the content of all teamwork submitted for evaluation as if each team member had individually submitted the entire work product of their team as their own work.

If you have any questions or doubts, consult the professors.

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Please note that classroom proceedings for this course may be recorded for purposes including, but not limited to, student illness, religious holidays, disability accommodations, or student course review. Note also that you may not use a recording device in the classroom except with the instructor's permission.

**Use of laptops (and other digital devices) is not permitted in class unless authorized by the instructors.**

## SCHEDULE OF MEETINGS

### **Week 1 Welcome to the class**

**Jan. 21**— Introductions; Course Expectations and Project Descriptions/Syllabus review/Play list Reveal

Due -Playlist Assignment

**Jan. 23**—Discussion 1

Share Playlist; Team Formation, Teamwork: First Steps and Team Contracts

#### **Assigned Reading for Week 1**

Varun's "U.K.-based Nitin Sawhney's Music Breaks Down Barriers" (BB)

Rosario's "SoundCloud Breaks Barriers in Music Industry, Brings New Genres, Talent" (BB)

Carlsbad's "The power of K-pop: Korean pop music breaks cultural and language barriers" (BB)

### **Week 2 Introduction to Creativity/Innovation**

**Jan. 28**—Discussion 1

Initial Meeting with Ty Furman Director of the BU Arts Initiative

**Jan. 30**—Discussion 2

Project Goals Discussed/Team Formation, Teamwork: First Steps and Team Contracts  
Begin discussion of Global Genre / Assign Global Comparison of Music Genres

#### **Assigned Readings for Week 2**

Coulehan's "Ticket to happiness: Research says people who go to concerts feel better about life"(BB)

Cherry, "Music Preferences and Your Personality What does your taste in music reveal about you?(BB)

### **Week 3 Teaming and Developing Project Contracts**

**Feb. 4**— Discussion 1

Teaming activity /What is team work and building a successful team contract

Due- Wikipedia assignment Wednesday 2/5 9pm

**Feb. 6**—Discussion 2/Student groups meet with Questrom Teaming Faculty to discuss teaming and team contracts. Move to Feb 4th including the QTL staff but keep full week on teaming

Read: Read: Team Learning Assistant: student handbook

Homework: TLA Individual Contract worksheets

Due —*Description of project and preliminary outline. Friday 2/7 11:59 pm*  
*Assigned Reading/Viewing*

**Assigned Viewing:** Ted Talks

[https://www.ted.com/talks/ladama\\_night\\_traveler\\_porro\\_maracatu](https://www.ted.com/talks/ladama_night_traveler_porro_maracatu)

[https://www.ted.com/talks/vincent\\_moon\\_and\\_nana\\_vasconcelos\\_hidden\\_music\\_rituals\\_around\\_the\\_world?referrer=playlist-how\\_music\\_affects\\_us](https://www.ted.com/talks/vincent_moon_and_nana_vasconcelos_hidden_music_rituals_around_the_world?referrer=playlist-how_music_affects_us)

**Week 4** Introduction to Research and Information Literacy

Feb 11 — Discussion 1 What is Ethnomusicology? (Meet at Mugar Music Library with Holly M)

Due Team Contracts

Feb. 13— Discussion 2 **Guest Speaker Bill Marks** /Students will be assigned a community event to volunteer.

Due—Annotated Bibliographies. Friday 2/14

**Week 5 Campus Research**

Feb. 18—**NO CLASS** Substitute Monday Schedule

Due— Project Proposals and Team contracts Wednesday 2/19

Feb. 20—Discussion 2 Project Work Time/Creativity

**DUE Annotated Bibliographies and Project Team Proposals**

**Week 6**

**Feb. 25.-** Discussion 1 **Collaborative writing project in class based on the readings assigned for the week.**

**Feb. 27-** Discussion 2: Oral Presentation of the Music Genre/ Strategies: Speaking and Listening/ Begin Oral Presentations

**Guest Speaker: Dean Ken Elmore**

~~Social Bias and Stereotyping of Musical Preferences~~

**Assigned Reading**

D, “Why Is Rap So Powerful” (BB)

MCWhorter, “Americans Have Never Loved Poetry More—But They Call It Rap” (BB)

Lansana, “Hip-hop and poetry: Evolving sound, style, and the impact of MCs” (BB)

Chamorro-Premuzic, “The Psychology of Musical Preferences” (BB)

“What's behind our music tastes? Some common perceptions” (BB)

**Due**—Presentations of TEAM Research /Comparison of Music Genres Assignment Due  
Monday March 2<sup>nd</sup> 9pm

### Week 7

**Mar. 03** Discussion 1—**Guest Speaker: Dr. Leland Clarke**

Mar. 05—Discussion 2- Work on Projects outside of class.

Assigned Reading (over break)

Blanchard, “The Social Significance of Rap & Hip-Hop Culture: Poverty & Prejudice: Media and Race” (BB)

### Week 8

T/TH 03/10-12

Spring

Recess

### Week 9

**Mar. 17** Discussion 1— Oral Presentation of the Music Genre/ Strategies: Speaking and Listening/ conclude Oral Presentations

**Mar. 19** Discussion 2 - Communication: Oral Arguments and Extemporaneous Presentation  
Work on Projects/Check Ins with Faculty/ Discuss the arguments lyrics can make, their social impacts, responsibility, and roll within music.

**Due: Lyric analysis assignment Friday 3/20**

### Week 10

**Mar 24**—Discussion 1 Work on Projects

**Mar. 26**—Discussion 2 Check Ins with client

*Student teams present an initial outline of their deliverable product (i.e. website, report, proposal, poster) and report on what they will share at their next check-in with the project partner*

**Due - Project Report Outline Due Friday 3/27**

### Week 11

**Mar. 31**—Discussion 1 Teamwork/Collaboration Peer Feedback facilitated by QTL  
Students present in teams on their *Presentation of Community and BU Music Events*

**Due- Presentation of Community and BU Music Events 4/01**

Students must have attended at least one outside BU Performance and one BU Performance by Week 11 in their assigned teams. Team groups will present on at least one local music event and one BU music event, reflect on the overall experiences, discuss

how the music may be used to cross culture barriers, and how the experience may inform their project goals.

**Apr. 02**— Discussion 2

Team Oral Presentations of *Community and BU Music Events*

**Week 12**

**Apr. 07.** — Discussion 1 Team Feedback day with Questrom Team Learning facilitators

**Apr. 09.** — Discussion 2 Work on Projects

**Week 13**

**Apr. 14**—Discussion 1

Work on Projects

**Apr. 16.** – Discussion 2

Work on Project

[Final Project Deliverable due 4/17](#)

**Week 14**

**Apr. 21** —Discussion 1

Oral Communication: Dress Rehearsals and Feedback on Final Presentations

**Apr. 23** —Discussion 2

Presentations to Client

**Week 15**

**Apr.28** — Discussion 1

Presentations of final projects/product

Final team work day on Showcase presentation

Teamwork/Collaboration: Evaluation

**Apr. 30**—Discussion 2

Wrap up and final thoughts on Project

Conclusions and Reflections/Course Evaluations

**XCC SHOWCASE – Date May 2 (time tbd)**

**Final Reflection Paper due Monday May 4th at 10 am**