



Application for Professional Development Grant in Internationalization



Internationalization Steering Committee (ISC), part of the Internationalization Initiative at PCC

Name: Dr. Ravi Kittappa

Department: Music and Sonic Arts **Campus:** Cascade

Course that you propose to internationalize: Sonic Constructs of Identity (MUC219)

First term you expect to teach with the new curriculum: Winter 2024

Email: ravi.kittappa@pcc.edu **Phone:** 917.952.7387
(number that will work during campus closure)

Check one: x FT faculty

- Projects can be modification of course materials, new course materials, or another project that adds an internationalization component or international focus to a course. We encourage you to be creative!
- Projects must be an addition or modification to an existing course. We cannot fund new course development, projects that do not relate to a particular course, or projects for courses that are not currently being taught.
- These grants are intended to encourage internationalization of courses that are not already international by design ("international" means outside of the boundaries of the United States).
- Applicants will be asked to provide learning objective/outcomes, a detailed outline of classroom methodologies/activities and a list of products proposed.
- Applicants will be expected to prepare curriculum materials that can also be used by other instructors.
- Applicants will be expected to teach using the new materials within one year of project completion.
- Priority will be given to funding applicants that have not received funding from ISC before.
- Curriculum, application materials and reports developed under this grant become property of PCC and may be used as examples for future grant applications, on the PCC website, or otherwise shared inside or outside of PCC.
- Applicants will be expected to present about their project at a future meeting, to be determined in collaboration with the ISC (Internationalization Steering Committee).
- Applications will be reviewed, and awards determined by members of the ISC.
- Payment will be made after the project is completed and copies of the curriculum that was developed are submitted.
- Applicants are encouraged to ask for feedback while creating their application.
- The award amount is \$500.
- All work must be completed by Sunday, May 16, 2023.

Please answer the questions on the next page. Add space or pages as needed.

1. Title of Project: Case Studies On Musics of the Global South

2. Course you propose to Internationalize: MUC219 - Sonic Constructs of Identity.

3. Description of project (summary):

Through this project the course undergoes a comprehensive internationalization initiative, offering students a multifaceted exploration of global musics and their profound impact on identity formation. Through a series of curated case studies, the course transcends cultural boundaries, providing a rich tapestry of sonic expressions from diverse corners of the world. Students delve into the intricate relationships between music and identity, examining how various societies and communities utilize sound as a powerful tool for self-expression and cultural representation. The project not only broadens the scope of the course but also fosters a global perspective, encouraging students to appreciate the intricate nuances of identity as shaped by the sonic landscapes of different regions.

By incorporating case studies from a myriad of global musics, the internationalized course creates an immersive learning experience that transcends geographical and cultural confines. Focusing on musics of the global south and eschewing western tradition, students gain a profound understanding of how sonic elements contribute to the construction and negotiation of identity across borders. Through interactive discussions, projects, and hands-on experiences, the project aims to foster a sense of cultural empathy and appreciation for the diverse ways in which music becomes a mirror reflecting the deep variety of human identity. This internationalization endeavor not only enhances the academic rigor of the course but also equips students with a global mindset, preparing them to navigate the interconnected world of music and identity with a newfound depth of knowledge and cultural sensitivity.

4. Details of the project

a. Outcomes/learning objectives

- **Cultural Awareness and Sensitivity:** Develop an enhanced cultural awareness and sensitivity by exploring case studies of global musics, understanding how diverse societies use sonic constructs to express and shape their identities.
- **Comparative Analysis of Sonic Identities:** Conduct a comparative analysis of sonic identities across different regions, examining the unique characteristics and commonalities that contribute to the formation of musical expressions within various cultural contexts.
- **Critical Thinking in Musicology:** Cultivate critical thinking skills in the field of music humanities by evaluating the socio-cultural implications of sonic constructs, recognizing the historical and contemporary significance of music in shaping individual and collective identities.
- **Collaborative Exploration:** Engage in collaborative exploration through projects and discussions, fostering a dynamic learning environment where students actively share insights and perspectives on the diverse case studies presented in the course.
- **Application of Theoretical Frameworks:** Apply theoretical frameworks in the analysis of sonic constructs of identity, drawing connections between academic concepts and real-world examples to deepen comprehension and develop the ability to articulate informed interpretations.

- **Global Perspective Integration:** Integrate a global perspective into the understanding of sonic constructs of identity, demonstrating an ability to appreciate and respect the richness of cultural diversity in music while recognizing the global interconnectedness of these sonic expressions.

b. Detailed outline of classroom methodologies/activities, including any products produced by the students

Case studies will require listening and reading to facilitate in class discussions. Relevant research articles and listening will be suggested and presented by students. The class will culminate in students presenting their own research/case study incorporating the global perspectives of the project.

c. Curriculum products you plan to develop

Case studies will be based on modules that will contain listening examples, reading, and discussion questions/topics.

d. How will you assess whether the objectives were met?

Students' projects/presentations as well as the trajectory of in-class discussion will be reflective of the efficacy of the project. Course evaluations will also reflect this.

5. Please provide a brief answer to each of the following:

a. Is this project replicable? (preference will be given to projects that can be used in more than one course or by more than one instructor). Please explain.

This project is certainly replicable as its design allows for integration into various academic disciplines, making it applicable across multiple courses and adaptable for use by different instructors. The flexibility lies in its interdisciplinary appeal, enabling educators to effortlessly incorporate the internationalization of "Sonic Constructs of Identity" through diverse case studies into existing curricula or create entirely new courses in fields such as cultural studies, musicology, art and design, technology studies, anthropology, and global studies. The scalability of the project, driven by customizable case studies, further enhances its replicability, providing instructors the freedom to tailor content based on course focus or student interests. Moreover, the collaborative teaching models encouraged by the project facilitate engagement from multiple instructors with expertise in specific musical traditions, fostering a dynamic and enriching educational experience. With its global perspective, the project aligns seamlessly with institutions' global learning initiatives, making it a versatile and valuable resource for educators seeking to enhance cultural understanding and critical thinking skills across diverse academic settings.

b. How would you be able to share what you have done with other faculty at PCC?

The project could be presented or discussed and the materials could be shared, but I hope the best examples will be the student projects.

c. Is there anything in your background or experience that will help you to accomplish this project?

My diverse background and extensive experience as a composer, Carnatic musician, DJ, and academic uniquely position me to accomplish this project. As a composer, I have a profound understanding of sonic elements and their role in shaping musical expressions. My Carnatic music background provides a rich foundation in traditional music forms, offering insights into the cultural and historical dimensions of various musics. Additionally, my experience as a DJ has exposed me to a wide range of global musics, allowing me to appreciate and incorporate diverse sonic influences. My Ph.D. in composition reflects a rigorous academic training, enabling me to apply theoretical frameworks effectively in analyzing sonic identities. Moreover, my interdisciplinary experience equips me to navigate the intersections of musicology, cultural studies, and global perspectives seamlessly. This multifaceted background not only enhances my ability to curate compelling case studies but also enables me to facilitate collaborative learning experiences, fostering a dynamic and inclusive educational environment for students.

Please email your completed application to: Ron Bekey, ISC Chair, rbekey@pcc.edu