

MUS 3381 HISTORY OF MUSIC I
FLORIDA SOUTHERN COLLEGE
Fall 2011, MWF 12- 1:10

Professor: Dr. Mira Mintcheva
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Office Hours: By Appointment

COURSE DESCRIPTION: Four Hours. Prerequisite: six hours of music theory and successful completion of coursework that satisfies Effective Communication SLOs A and B. This course focuses on the development of musical thought and composition from Antiquity through the Baroque Era, as illustrated by the study of representative styles and genres.

TEXT: A History of Western Music. 8th ed. J. Peter Burkholder, et al. W.W. Norton, New York, 2010.

GENERAL EDUCATION STUDENT LEARNING OUTCOME CATEGORIES SATISFIED: A. Knowledge of Human Cultures and the Physical/Natural World: B – The Social World: 1. Awareness of the social world; 2. Analysis of the social world; 3. Application of Knowledge of the Social World.

STUDENT LEARNING OUTCOMES/OBJECTIVES: course objectives reflect current language and requirements for the Florida Essential Competencies in music. These are related primarily to Section I, Cultural and Historical Understandings, but also those sections which address Conducting, Form and Analysis, Basic Artistry, and Music Education. In this course students will:

- Identify and describe important cultural influences in European history, as evidenced in political, aesthetic, and scientific arenas.
- Identify, discriminate among, and describe stylistic features, principal forms, and contributions of representative composers of the traditional stylistic eras of Western Music.
- Identify and discriminate among standard musical forms: binary, ternary, fugue, rondo, sonata, suite, concerto, symphony, and theme and variations.
- Develop the tools and vocabulary for music research, as well as the recognition, analysis, and evaluation of historical techniques and styles.
- Students will engage in research activities defining musical stylistic periods from Antiquity through the Rococo.
- Students will present musical examples with explanation of musical forms as they pertain to the specific period examined.
- Students will develop skills in writing about musical styles and historical context.
- Students will acquire listening skills to enable aural discernment of musical styles.
- Students will engage in research focused on individual composers as exemplars of specific periods.

Course activities will include class lectures and discussion, written assignments, listening, and analysis. These activities are geared towards creating both historical awareness and understanding, as well as stylistic awareness, appreciation, and interpretation of music. Students are taught to understand the meaning of music or musical styles and traditions as the creation of a human culture, which signifies beliefs, assumptions, concerns, etc. of that culture. Through lectures, discussions, readings, and concert attendance, students will

become aware of characteristic cultural, political, religious, and existential perceptions of the chain of historical eras that span from the Antiquity to the middle of the 18th century. Students are taught to interpret works of music based on analysis of methods of composition, formal design, historical and social context, and the meaning, value, and assumptions of the time and how it relates to the musical world of today. Evaluation of students' accomplishment of this learning outcome will be measured by exams, paper writing, and presentations.

REQUIREMENTS: In order to fulfill the requirements of the course and General Education SLO's, much of the content sharing of the course will be student-driven through group and individual research. A series of papers which will total no less than 3000 words will be accomplished by the end of the semester. A series of presentations (to include at least one power-point presentation and at least two audio examples) totaling a minimum of twenty minutes of presentation time is required. Additionally, outside class listening assignments will be required with online quizzes to be completed. Textbook readings should inform and aid in research for presentations and will include "Objective Questions" for each chapter to be turned in for each chapter assigned.

ASSESSMENT:

Presentations = 25%

Papers = 25%

Class Quizzes (Listening and Short Essay) = 20%

Objective Questions = 10%

Online Listening Quizzes = 10%

Attendance = 10%

GRADING:

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = below 60

Papers will be submitted to turnitin.com. Listening exams are taken online at the textbook listening lab site. Presentations will be graded by the professor and comments will be provided, which can then be implemented in future presentations. Objective questions are all multiple-choice and will be graded accordingly.

ATTENDANCE: Regular attendance in class is expected. You are allowed 3 absences. Each absence after that will reduce your final course grade by a letter grade. NO EXCEPTIONS.

STATEMENT ON THE HONOR CODE:

As an academic community, Florida Southern College is firmly committed to honor and integrity in the pursuit of knowledge. Therefore, as a member of this academic community, each student acknowledges responsibility for his or her actions and commits to the highest standards of integrity. In doing so through the Honor Code, each student makes a covenant with the college not to engage in any form of academic dishonesty, fraud, cheating, or theft. Further information on the Honor Code is available in the current Catalog. Faculty members may provide additional information about academic dishonesty or penalties.

STUDENTS WITH DISABILITIES ACCOMMODATION STATEMENT: Florida Southern College does not have a special program for students with learning disabilities; however, reasonable accommodations may be requested in this course by students who have documentation of a disability on file in the PSYCHOLOGICAL TESTING OFFICE

located in the Thrift Building (Main Floor) – 863 680-4196. It is the responsibility of the student to make his or her condition known to the college, to take the initiative in requesting desired appropriate accommodations, and to have the pertinent diagnostic tests or other professional evaluations to verify the need for academic accommodations. A release statement signed by the student is required each semester before documentation and requested accommodations can be shared with the student's instructors. It is the student's responsibility to meet with the instructor to determine which of the requested accommodations can be made in each class. For more information on how to apply for accommodations please contact Dr. Richard Burnette, Psychological Testing Office, in person or online at <http://www.flsouthern.edu/academics/students/disabilityservices.htm>. If there are concerns about accommodations decisions, students may request a review by contacting FSC Compliance Officer Dr. Marcie Pospichal, Associate Vice President for student solutions, 863 680-4197.

ENGAGED LEARNING ACTIVITIES: Students will be responsible for peer teaching through presentations. Group activities analyzing music throughout the course will be used. There will be self-directed listening assignments on the internet. It is important to understand that this IS AN ENGAGED LEARNING COURSE.

ASSIGNMENTS: You will be assigned to a small working group which will change on a regular basis. In some cases you will investigate a person, sometimes a style, and sometimes a specific work. Mondays will begin with a brief overview of the general subject followed by time to begin research. Wednesdays and/or Fridays will be devoted to presentations and discussion of findings. I will assign the groups and subjects for the presentations. After each project, you should write an individual summary of your personal findings. Keep these in a file to turn in as requested. The final paper summarizing the semester's research will be submitted on turnitin.com . In addition, each chapter will be read individually and objective questions turned in at the end of each chapter. Some weeks will by necessity cover more than one chapter. Be prepared to set aside reading time for this task. Listening assignments are online and will be clarified (as to number of questions and which quizzes) as we approach each section.

COURSE CALENDAR:

Week 1 Antiquity

Week 2 Middle Ages

Week 3 Gothic to Early Renaissance

Week 4 Reformation/Counterreformation; Byrd, Palestrina, Luther, Calvin

Week 5 Late Renaissance madrigals, Gesualdo, Morley, Rore, Dowland

Week 6 Instrumental Music of the late Renaissance; Gabrielli, Gervaise

Week 7 Transitions from the Renaissance to the Baroque

Week 8 The invention of Opera; Monteverdi, Caccini

Week 9 Chamber and Church music of the 17th century; Frescobaldi, Schutz, Strozzi

Week 10 English Baroque Music (Purcell); French Baroque Music (Lully)

Week 11 Italy and Germany in the late 17th century; Corelli, Stradivarius, Scarlatti

Week 12 German composers of the late Baroque; J.S. Bach, Handel; French and Italian composers of the Early 18th century: Couperin, Rameau, Vivaldi

Week 13 Opera and Vocal Music in the Early Classical Period. Opera buffa, Opera seria. Metastasio, Gluck, Pergolesi

Week 14 Mannheim School, J.C. Bach, birth of the symphony and string quartet; Mid 18th-century Concerto

Week 15 Final Presentations