



# Northern Vermont History of Western Music I

UNIVERSITY

*MUS 3031, NJ01: 3 credits*

*Fall 2019 Tuesday-Thursday 1:00–2:15 Bentley 207*

**Instructor** Steven Light

**Office** 223 Dibden Center for the Arts

**Office Phone** (802) 635-1370

**Mobile Phone** (802) 498-3173 (texts are fine)

**E-mail** [steven.light@northernvermont.edu](mailto:steven.light@northernvermont.edu)

**Course Website** <http://www.fyreandlightning.org/jsc/HOWMI/historyofwesternmusicI.html>

**Office Hours** Tuesdays-11:00-12:30, 5:00-5:30 and Thursdays-11:00-11:30, 5:00-6:00 by appointment (just talk to me before or after class to schedule). Feel free to call, text or email anytime. 802 498-3173, [steven.light@northernvermont.edu](mailto:steven.light@northernvermont.edu)

**Prerequisites** Music Theory and Skills Core IV

**Course Description** This first semester of Western Music History covers the time period from about 500–1750. It begins with an introduction to ancient music and continues through the periods of the Middle Ages, Renaissance and Baroque. The course addresses the musical characteristics, instruments and theory of each period as well as the cultural and historical contexts including philosophy, religion, politics, art, architecture, and daily life. Connections are made to music from other cultures as well as contemporary musical styles.

**Core Goal** Upon successful completion of this course students will have a deep understanding of the West's rich musical history and attain these skills:

- Student Learning Outcomes**
1. ***Music historical and stylistic literacy:*** Basic knowledge concerning the canon of Western Music and the main contexts out of which it has been formed and continues to flourish is a fundamental starting point for more advanced study and success as a professional or academic musician. Students will familiarize themselves with the central repertoire of the Western art music canon in order to acquire this basic literacy and develop a set of foundational skills to be applied to further music study in this and other repertoires. The main skills to be focused on this semester include those listed in the following learning outcomes.
  2. ***Stylistic listening, score reading, and analysis skills:*** The ability to describe, analyze, and make critical assessments of compositional style requires familiarity with a wide range of repertoires and compositional techniques. Understanding the context of these techniques further enriches the ability to make creative musical decisions in one's own work. Students will work to recognize the diverse musical styles and genres studied through listening and score study and will be asked to apply this knowledge to unfamiliar repertoire

in order to be able to make well founded critical and aesthetic judgments of diverse music in future study or professional work.

3. **Critical thinking and communication skills:** Thinking critically—and even philosophically—about the music that one plays, writes, studies, or teaches and being able to successfully communicate these thoughts to others is one of the deep hallmarks of a thinking musician. In addition, learning to approach the relationship between music and broader cultural contexts and ideas with a critical mind helps to develop skills that can be applied to a broad range of interdisciplinary studies and career activities. Through class discussion, workshops, two short papers, and exam essay questions, students will engage critically with diverse ideas about the relationship of music and culture in order to develop critical thinking and successful verbal and written communication skills that can be applied in future study and intellectual engagement throughout life.

**Students will be able to** Describe general stylistic characteristics of music and influential composers of the Ancient, Medieval, Renaissance and Baroque periods.

- Identify various musical styles and genres, extending and enriching their comprehension and enjoyment of music
- Apply their knowledge of elements of musical style to identify musical works by historical period and genre
- Comprehend the historical development of musical style in western culture in relation to political, economic, social and religious developments and values of various periods in history
- Expand their familiarity with concert music repertoire through study of a broad sampling of major works, composers, styles and genres
- Discern the quality of musical performance from the perspectives of artistic merit and appropriate historical performance practices
- Comprehend and analyze important primary source materials written by composers, theorists, performers, critics, historians and diarists of various musical eras

**Required Material** *A History of Western Music*, 10<sup>th</sup> edition, Burkholder, Grout, & Palisca *with online access*  
Binder for notes and miscellaneous handouts.

**Course Content and Methods** Students will be introduced to the course subject matter through the following content:

Class Lectures and Discussions: Lectures will be accompanied by PowerPoint presentations illustrating the lecture topic. Questions and discussions related to the lecture topics will be encouraged.

Directed Listening: musical examples illustrating various musical genres and styles will be played and analyzed in class and will be made available to students for further study outside of class.

Course textbook and Supplementary Reading: students will develop greater

familiarity with course topics through the reading of the course textbook as well as selected reading of primary source materials in music history, criticism and aesthetics.

**Participation** Active and respectful participations in all aspects of the course is essential. Students are expected to participate in all group discussions and activities, communicate electronically appropriately, complete independent work thoroughly, and present it with care and attention to detail. Participation should be grounded in knowledge and insights gained from course readings and previous class discussions and activities. Requests for alterations of assignments, extensions, or a review of problems should be made with the instructor during office hours.

**Readings and Assignments** Weekly readings and online review quizzes are posted on the class website ([fyreandlightning.org/jsc](http://fyreandlightning.org/jsc)). You are responsible for attending class and monitoring your NVU email to learn of changes. You should read the scheduled items in advance and come ready to engage in discussion or tasks about the readings on the day they are due. Additional details will be provided for each of the assignments. All assignments are due by class time on the due date. Extensions may be granted *only* if requested.

**Attitude and Professionalism** In addition to the quality of assignments submitted, factors such as attitude and professionalism in the classroom can affect the final grade.

<b>Assignments and Grading</b>	<p><i>Major assignments include:</i>.....Percent of grade</p> <p>Chapter reading and responses (in the form of written questions and online review quizzes).....20</p> <p>Tests on each major period (Middle Ages, Renaissance, Baroque).....30</p> <p>Research paper on a specific choice topic (see <a href="http://courses.music.indiana.edu/m401/M401how2.html">http://courses.music.indiana.edu/m401/M401how2.html</a> for detailed information).....20</p> <p>Final Exam .....20</p> <p><i>Grading is also based on:</i></p> <p>Class participation .....5</p> <p>Attitude and Professionalism .....5</p> <p>Attendance .....3 points deducted for each unexcused absence</p> <p><i>All assignments and aspects of the course will be explained in detail during class</i></p>
--------------------------------	--

**Attendance and Submission Policies** Missing class will effect your grade. Please notify the instructor of any unavoidable absences *before* the class and arrange to obtain any handouts. In case of illnesses or emergencies, contact the instructor on or immediately after the absence.

Turn in assignments on the posted due dates. Submitting assignments after the due date will affect your grade. In general, turning work in late means losing some or all credit for it. If you need to submit work late due to illness, or family or other emergency, please contact the instructor by phone or email, during office hours, before or after class—preferably before the due date. Excused late submissions must be complete within one week of the due date; check in with instructor as to whether this may be done by email. Resubmissions of unacceptable work will be arranged on a case-by-case basis.

**YOU ARE RESPONSIBLE FOR CHECKING YOUR NVU E-MAIL ACCOUNT.**

Students are expected to conform to the highest standards of academic honesty in all their academic work at Johnson State College. Academic dishonesty in any form is prohibited and unacceptable. Acts of dishonesty for which a student may be disciplined include, but are not limited to, receiving or providing unauthorized assistance on an examination and plagiarizing the work of others in writing assignments. The American Heritage Dictionary defines plagiarism in the following way: "To steal or use (the ideas or writings of another) as one's own." Students are responsible for knowing what specific acts constitute plagiarism; if students are uncertain whether a particular act constitutes plagiarism, they should consult with their instructors before turning in assigned work. Any suspicion of academic dishonesty will result in the commencement of a college investigation as outlined in the student handbook. See the link below for additional information: <http://www.jsc.edu/Academics/CourseCatalogues/2009UGradCatalogue/1597.htm>

**Nondiscrimination Policy**

The Vermont State Colleges ("VSC") and each member College do not engage in unlawful discrimination based on race, color, creed, ancestry, ethnicity, national origin, place of birth, sex, sexual orientation, disability, age, veteran status, marital status or any other status protected by law. Sexual harassment, racial harassment, and harassment of persons based upon other protected categories are forms of discrimination and will not be tolerated. Also, inappropriate sexual relationships between staff and students, although they may not rise to the level of sexual harassment, are prohibited. Further, the VSC and each member College, in accordance with Vermont law, do not discriminate against any person on the basis of the person having a positive HIV-related blood test. For additional details see the college catalog, <http://www.jsc.edu/Academics/CollegeCatalogs/2011UgradCatalog/index.htm> or [www.jsc.edu/VSCP/Policy311](http://www.jsc.edu/VSCP/Policy311)

**Policy on Students with Disabilities**

Northern Vermont University is committed to creating an accessible college community where students with disabilities have equal opportunity to participate in all aspects of the educational environment. If you are a student with a documented disability, you may be eligible for coursework accommodations provided current and comprehensive documentation is presented. Disclosure of a disability is voluntary; however, it is encouraged so students may access accommodations and services as soon as possible. If you feel comfortable, please make an appointment with your instructor to discuss your learning needs. For more information or to schedule an appointment with NVU's Learning Specialist, contact 802-635-1259. For additional information see the NVU Policy & Procedures manual or the Academic Support Services website.

**Knowledge & Performance Standard**

Successfully completing this course enables students to meet the following Knowledge & Performance Standard for Vermont Educators:  
 MUED-K1a - The historical development and role of music in [contemporary and] past cultures (Course grade)

**NVU Gen Ed Designation**

This course meets the General Education requirement for *Social and Historical Perspectives*.

**Class Meeting Times and Schedule****Fall 2019 Tuesday-Thursday 1:00–2:15***\*Schedule, topics and assignments are subject to change\***All readings and associated quizzes are from the assigned textbook and are due the following Tuesday by 9:00am*

<b>Week/Date</b>	<b>Topics</b>	<b>Assignments</b>
<b>1-Aug. 27/29</b>	Introduction, instructor philosophy, Syllabus & Websites, Orientation to text and online resources, The Big, Medium & Little Pictures, Antiquity and the Greeks	Chapter 1 - Music in Antiquity • Do Chapter 1 quizzes
<b>2-Sept. 3/5</b>	Chant, Church Modes, Music Notation, Theory, Solmization, We learn the "Gamut" and sing a chant	Chapter 2 - The First Millenium • Do Chapter 2 quizzes Chapter 3 - Roman Litugy • Do Chapter 3 quizzes
<b>3-Sept. 10/12</b>	The Middle Ages - Monophonic Song & Dance, Troubadours & Trouveres, Medieval society, political/economic structures	Chapter 4 - Song and Dance • Do Chapter 4 quizzes
<b>4-Sept. 17/19</b>	The Middle Ages - Early Polyphony, Organum, Conductus, Rhythmic Modes, Motets, The power of the church	Chapter 5 - Thirteenth Century • Do Chapter 5 quizzes
<b>5-Sept. 24/26</b>	The Middle Ages - The Ars Nova - 14 <sup>th</sup> century, Music notation, France & Italy	Chapter 6 - Fourteenth Century • Do Chapter 6 quizzes <b>Study for Middle Ages test</b>
<b>6-Oct. 1/3</b>	The Transition to the Renaissance, Instruments of the Middle Ages and Renaissance, Middle Ages Test	Chapter 7 - Music and the Renaissance • Do Chapter 7 quizzes Choose topic for research paper ( <b>Due 10/15 — Email to me by 9:00am</b> )
<b>Oct. 8/10</b>	<i>Fall Break</i>	Choose topic for research paper — Due 10/15
<b>7-Oct. 15/17</b>	The Renaissance - 15 <sup>th</sup> Century, England & Burgundy (Dunstable, Binchois, Du Fay), Developments in polyphony & "harmonic" content	Chapter 8 - Fifteenth Century • Do Chapter 8 quizzes
<b>8-Oct. 22/24</b>	The Renaissance - Franco-Flemish Period, Further developments in polyphony, Song forms, Sacred and secular developments	Chapter 9 - Franco-Flemish Composers 1450-1520 • Do Chapter 9 quizzes
<b>9-Oct. 29/31</b>	The Renaissance - Sacred Music of the 16 <sup>th</sup> Century	Chapter 10 - Madrigal and Secular Song • Do Chapter 10 quizzes

Week/Date	Topics	Assignments
10-Nov. 5/7	The Renaissance - Secular Music of the 16 <sup>th</sup> Century, Instrumental Music	Chapter 11 - The Reformation • Do Chapter 11 quizzes Chapter 12 - The Rise of Instrumental Music • Do Chapter 12 quizzes <i>Study for test on the Renaissance</i>
11-Nov. 12/14	Renaissance Test, The beginnings of the Baroque	Chapter 13 - Seventeenth Century • Do Chapter 13 quizzes Prepare <i>Outline</i> of Research paper (Due 12/3 — Emailed to me by 9:00am)
12-Nov. 19/21	• The Baroque - Early 17 <sup>th</sup> Century, Opera, Monteverdi, Chamber ensembles, live performance	Chapter 14 - Opera • Do Chapter 14 quizzes Chapter 15 - Chamber Music • Do Chapter 15 quizzes
Nov. 26/28	<i>Thanksgiving Break</i>	Outline of Research paper — Due 12/3
13-Dec. 3/5	The Baroque - National Styles and developments, Later 17 <sup>th</sup> Century, Glimpses of later Baroque	Chapter 16 - France, England, Spain, New World • Do Chapter 16 quizzes Chapter 17 - Italy and Germany • Do Chapter 17 quizzes
14-Dec. 10/12	Catch up, miscellany and review	Complete Research paper (Emailed to me by Friday 12/13 at 9:00am) <b>Study for exam</b> (either 12/17 or 19 TBA)
Dec. 17 or 19	<i>Final Exam</i>	