# MUSC 335, History of Music II, Spring 2020 – Hybrid Course

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* Preferred Method of Contact: email
* Office Hours: by appointment 8 AM-5 PM M-F or via *Skype for Business* or *Zoom*
* Classroom Day/Time: M 9:30-10:45 AM, Most Wednesday material online (see below)
* Classroom Location: Duerksen Fine Arts Center B101
* Prerequisites: MUSC 113, 228, or instructor’s consent.

# Course Information

**Course Description***General education humanities and fine arts advanced further study course*. Surveys the evolution of musical styles and practices in the Western world from 1750 to the present. Includes lectures, reference readings, and studies representative examples of music.

## Prerequisite Knowledge

You will need to be able to read, write, and perform music in order to be successful in this class. Although some of the sources you may encounter in your research may be non-English languages (French, German, Italian, Latin, etc.), you are not required to be able to read any non-English language to complete this course.

## Course Format

This course is being taught as a hybrid course. That means that instead of meeting in-person on most Wednesdays (exceptions are: the first day of class, the Midterm, and the last day of class), **all of that day’s class instruction will be delivered online** via videos, readings, discussion forums, etc. The **Monday sessions will be in-person (Final is also in part in person)**. There we will have deeper dives into specific musical works and you will have the chance to ask specific information that was not clear in the online materials.

You are expected to follow the “To Do” list in Blackboard for each class before each in-person class on Monday. It includes:

* Reading the assigned chapter(s) or part of chapter
* Watching the lecture videos
* Listening to recordings of the assigned pieces while following along with the scores.

### **Course Objectives**

By the end of this course, you will demonstrate an understanding of Western music after 1750 by:

* **Describing** music using established terminology objectively
* **Differentiating** the periods of music, composers, and compositions in Western Europe up to from 1750 to today.
* **Evaluating** the changes and developments of the styles and uses of music in this era.
* **Analyzing** the political, cultural, and economic factors and trends that impacted the development of music in this era.
* **Creating** a research project or liner/program notes around a single topic related to the course.

### **Course Outline**

See spreadsheet posted online at: [Course outline spreadsheet](https://drive.google.com/file/d/1JNBtYLJo-1i1NB4QiXl6qm2o7BXSvhio/view?usp=sharing)

### **Units**

#### 1. Classical Era: 1750-1800

***Learning Objectives***

At the end of the unit, you should be able to:

1. Identify and describe the intellectual, cultural, and aesthetic background to music in the Classic period.
2. Describe the careers, music styles, and major works of the music of prominent composers active in from 1750 to 1800 in Western Europe and the Americas.
3. Assess the development of predominant compositional styles that arose in the Classical Era and how those were different from earlier periods.

#### 2. Romantic Era: 1800-1900

***Learning Objectives***

At the end of the unit, you should be able to:

1. Identify and describe the influences on the culture and music of the late eighteenth and early nineteenth centuries and how these differed from the Classical Era.
2. Describe the careers, new music styles, and major works of the music of prominent composers active in from 1800 to 1900 in Western Europe and the Americas.
3. Analyze the role of national styles and identity and how musical styles were shaped by it from 1800 to 1900 in Europe and America.
4. Evaluate the influence of patronage and performance space (chamber, stage, concert hall, church, etc.) on the development of music from 1800 to 1900 in Europe and America.

#### 3. 20th-21st Century

***Learning Objectives***

At the end of the unit, you should be able to:

1. Identify and describe some of the factors that led to a diversity of musical and artistic styles and techniques in the twentieth and twenty-first centuries.
2. Describe the people, works, and schools of composition that played a major role in the development of popular and concert music in the twentieth and twenty-first centuries.
3. Evaluate the role that women and non-European composers played in the development of Western music since 1900.
4. Assess the development and influence of atonality and responses to it that spurred new musical styles since 1900.

# Required Materials

**TEXT**

J. Peter Burkholder, Donald Jay Grout, Claude V. Palisca, *A History of Western Music*, 10th Edition, (W.W. Norton: New York, 2019).

ISBN: 9780393623949 (hardcover)

ISBN: 9780393668186 (e-book)

It is available for rent, used, or new. I will accept slightly older editions, but you will need to check with me first.

**SCORES**

J. Peter Burkholder, Claude V. Palisca, *Norton Anthology of Western Music: Volume Three, The Twentieth Century and After*, 8th Edition, (W.W. Norton: New York, 2019).

ISBN: 9780393656435 (spiral bound)

Music scores pre-1900 will be made available in Blackboard. You may also use a copy of the *Norton Anthology of Western Music, Volume 2*, but it you aren’t required to purchase it.

**RECORDINGS**

I recommend that you purchase a Spotify Premium for Students: [spotify premium](https://www.spotify.com/us/student/) $4.99/month

A playlist of recordings referred to in the text is publicly available as WSU\_MUSC335-Spring2020: [WSU MUSC335 spotify playlist](https://open.spotify.com/playlist/0KScJbYak9O2Nsnf0MPZ9U?si=d2bdQXg9R7K8-xU1Qel6hg)

**AMAZON VIDEO**

One of the required videos for the course is only available to rent (under $5) or stream via Amazon Prime, so you will need to have access to or create an account where you can watch the video. The link to the specific video will be provided in Blackboard.

All other course materials for this workshop will be available through links to library databases or documents provided within the Blackboard course environment at no additional cost to you.

# Technology Requirements

**Internet**: You will need reliable access to a high-speed internet. You will need to watch several long videos, so you will not want to use a limited data plan, but access WiFi wherever possible.

**Office**: You will need access to Microsoft Office for papers and exams. You can access Office365 free through the myWSU portal.

**Blackboard**: Go to[blackboard.wichita.edu](http://blackboard.wichita.edu/) to login into Blackboard.  It is important that if you are doing any exams or anything that may be timed that you do not log in to Blackboard through your myWSU account because that login will expire after 20 minutes and you have to sign in again and it could cause problems with your exam and quiz submissions.

**Browser**: You may use any web browser for Blackboard. However, it is highly recommended that you use a recent version of Mozilla Firefox or Google Chrome to use the drag and drop capabilities for fast upload.

# Grading

|  |  |
| --- | --- |
| **Pts.** | **Assessment** |
| 150 | Preparation and Participation |
| 150 | Comprehension Quizzes |
| 300 | Paper or Program/Liner Notes |
| 400 | Exams |
| 1000 | Total |

## **Grading Scale**

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Grade Points** | **Percentage** |
| A | 4.00 | 93-100% |
| A- | 3.70 | 90-92% |
| B+ | 3.30 | 87-89% |
| B | 3.00 | 83-86% |
| B- | 2.70 | 80-82% |
| C+ | 2.30 | 77-79% |
| C | 2.00 | 73-76% |
| C- | 1.70 | 70-72% |
| D | 1.00 | 60-69% |
| F | 0.00 | 59% and below |

# Course Policies

## **Participation**

Success in this 3-credit hour 16-week course is based on the expectation that students will spend 9 hours per week for instruction and interaction (including online work), preparation/studying, and attending events for a total of 135 hours for the course. Part of the success is participating in classroom discussion. You will be graded on your individual participation in class as part of your overall grade. You are expected to prepare for class by reading and listening the pieces following along with the scores. By preparing, you’ll be prepared each class day to participate and your grade will reflect how you prepared, attended, and participated in class and in online discussions.

### **Communication Guidelines**

In all electronic and written communication (email, discussion forum, blogs, wikis, etc.) for this course you are expected to adhere to standard English conventions of spellings, capitalization and grammar. Please do not use slang or text shortcuts in any communications in this course (lol, imo, omg, n00b, etc.). Please also be considerate of others and treat what they write or communicate with respect. It is fine to disagree, but please, do so in a constructive and civil manner.  
  
During the week (Monday-Friday), I will check and respond to all communications for this class between 8 AM and 5 PM. This should ensure that you get a 24-hour turn-around time on all correspondence, except on the weekend or holidays. **On Saturdays I will check my email and voicemail and respond only if necessary, but, as a rule, I will not respond on Sundays or on holidays - please plan accordingly.**

### **Grading Turn-around Time**

I will grade your assignments and exams no more than 2 weeks from the day they are due.

### **Library Assistance**

At any point in this class you may wish to get assistance from the Wichita State University Librarians. The library provides walk-in assistance for research, as well as the “Ask A Librarian” service through online chat: [Ablah library](http://libraries.wichita.edu/ablah/)

### **Class Cancellation**

If there is a University-driven class cancellation, please check Blackboard for information on what changes will be made to the class structure.

### **Copyright Notice**

presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

# Assessments

In order to ensure that you are meeting the course objectives, a variety of assessments will be used to measure your overall educational experience in this class. These may include in-class presentations, quizzes and exams, assignments, and research projects.

## Quizzes and Exams

Each chapter will have a 10-point comprehension quiz made up with matching, true-false, and multiple-choice questions and available on Blackboard. Quizzes are open book and you will be able to complete them multiple times until you have demonstrated competency with no adverse effects on your grade. You will also have a mid-term and a final exam that will be completed part online (essays) and part in class (score and listening identification). In all quizzes and exams, you will need to identify salient features of the music of this era through scores, recordings, and general knowledge.

### **Research Paper**

Being able to communicate ideas in a written form is an important part of music history. To do this, you can complete either a research paper or a program/liner notes project.

The research paper should be on a topic involving a specific deeper dive into an aspect of music history before 1750. You will turn it in using the “Assignments” tool in Blackboard. It will:

1. Be on a pre-approved topic
2. Be formatted:
   1. At least 5 pages long, excluding Bibliography
   2. Double spaced
   3. 1 inch margins
   4. 12 point Arial font
3. Include a bibliography of at least 5 sources from a variety of types of scholarly writings, such as articles, chapters, books, encyclopedias, dissertations, etc.:
   1. **none of which can be Wikipedia, Blog, or non-approved user-created website**
   2. **you may not use your textbook as a resource.**
   3. only one of which may be from an encyclopedia or dictionary of music
   4. At least one single-author book should be cited and consulted
4. Contain proper citations in either APA or Turabian style for bibliography, all ideas, and direct quotations.

The paper will be divided into four submissions:

1. 5% Topic and Thesis
2. 10% Bibliography
3. 60% First Draft
4. 25% Final Draft – significant revisions are required between the first and final draft for complete credit.

An example of an appropriate research paper is available in the Course Information section of our course.

### **Program/Liner Notes Assignment**

As a performer, you will need to be able to write cohesive and interesting program/liner notes that an audience member or someone listening to a recording can read to enhance their experience.

To complete this assignment, you will need to select about 60 minutes’ worth of music for your instrument or voice that you could perform or record. These could be pieces you already have mastered, or aspirational pieces that you someday soon hope to be able to master. Your project needs to include at least 3 works by different composers since 1750.

For each composition, create a set of objectively-described program notes that explain the context of the works, including the composer’s birth/death dates, nationality, and the date of the composition. You then should answer the following questions:

1. What do I want the audience to know about this piece? Including why or for whom the work was written.
2. What should they listen for when they hear it? Including some simple theoretical details that a lay audience member could follow
3. What is the most significant feature of this piece?

For this project, more descriptive language may be used than you would use in a research paper. Here’s an example of a passage describing a significant feature of Howard Hansen’s Symphony No. 2, first movement.

“As Hansen rounds out the first movement, pressure builds through repetitive motives in the upper strings, repeated punctuations in the piccolos and flutes, and bold horn calls, all of which ascend higher and higher and get louder and louder, accompanied by a constant snare drum roll that explodes into a spine-tingling resolution to the tonic and sudden calming by the whole orchestra.”

Syracuse University Library offers some good advice for writing program notes: [Syracuse University library](https://researchguides.library.syr.edu/music/programnotes)

DePaul University Library provides a number of links to well-written program notes from major US ensembles: [DePaul University library](https://libguides.depaul.edu/c.php?g=253599&p=1690795)

See the WSU Libraries Guide for resources that can help you with writing about music: [WSU Libraries guide](https://libraries.wichita.edu/c.php?g=119867&p=782630)

# University Information

## Academic Integrity

Students at Wichita State University are expected to uphold high academic standards. WSU will not tolerate a lack of academic integrity. Students are responsible for knowing and following the Student Code of Conduct [Student Code of Conduct](http://webs.wichita.edu/inaudit/ch8_05.htm)and the Student Academic Honesty policy [Student Academic Honesty Policy](http://webs.wichita.edu/inaudit/ch2_17.htm) When the faculty member determines sanctions are warranted for violations of academic integrity, regardless of severity, the faculty member must report the infraction to the Office of Student Conduct and Community Standards. If you need more information about the process or wish to appeal a decision, please visit [Academic Dishonesty](https://www.wichita.edu/about/student_conduct/AcademicDishonesty.php).

### **Disabilities**

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie, room 203, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

### **Counseling & Preventions Services**

WSU Counseling & Prevention Services (CAPS) provides quality mental health services to enrolled students by licensed providers and presents programs and trainings on topics promoting personal growth and optimal wellbeing. Services are by appointment, low cost and confidential. They are located in room 320 of Grace Wilkie Hall and will move to the new YMCA/Student Wellness Center in January. Their phone number is (316) 978-3440. CAPS is open during regular University business hours. If you have a mental health emergency while Counseling & Prevention Service is not open, please call 911 or COMCARE Crisis Services at (316) 660-7500 for 24 hour assistance.

### **Diversity and Inclusion**

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society.  To further that goal, Wichita State University does not discriminate in its employment practices, educational programs or activities on the basis of age (40 years or older), ancestry, color, disability, gender, gender expression, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, or status as a veteran. Retaliation against an individual filing or cooperating in a complaint process is also prohibited. Complaints or concerns related to alleged discrimination may be directed to the Office of Institutional Equity and Compliance, Wichita State University, 1845 Fairmount, Wichita, KS  67260, telephone 316-978-3187.

### **Intellectual Property**

Wichita State University students are subject to Board of Regents and University policies (see [WSU Intellectual Property Policy](http://webs.wichita.edu/inaudit/ch9_10.htm)) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President’s designee, and such decision will constitute the final decision.

### **Shocker Alert System**

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at [Shocker Alert](http://www.wichita.edu/alert)

### **Title IX**

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual’s ability to benefit from or participate in the University’s educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, go to: [Title IX](http://www.wichita.edu/thisis/home/?u=titleix)

### **CARE Team**

Wichita State University is committed to the safety and success of and cares about all members of the University community. If you or someone you know needs support, is distressed, or exhibits concerning behavior that is interfering with their own or others’ academic or personal success or the safety of members of our community, resources and assistance are available. As your Faculty, I may seek support for you. If you or another member of our campus community is in need of help, please submit a concern at [WSU Care team](http://www.wichita.edu/ubit) or call any CARE team member listed on that webpage. In case of emergency, please call the University Police Department at (316) 978-3450 or 911.

### **Names and Pronouns**

Everyone has the right to be addressed as and referred to by the name and pronouns (including non-binary pronouns) that they choose and that correspond to their gender identity. Class rosters have a student’s legal name and do not include pronouns, therefore, all students will be asked in class to indicate the names and pronouns they use for themselves. A student’s chosen name and pronouns are to be respected at all times in the classroom.