MUS 326: Music History I

Instructor: Dr. Joseph Taff
Email: taffj@thomasmore.edu
Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description:

In this course, students will explore the development of Western Music from its ancient Greek roots through the 18th century (ca. 1770). The course will use readings, discussions, videos, listening, and musical analysis to address such important trends as the development of music notation, the emergence of polyphony and tonal harmony, and the evolution of the aesthetics of the Renaissance and Baroque periods. Students who successfully complete the course will understand how social, religious, political, and economic factors have shaped music history, and how those factors collectively influence music in the contemporary Western world.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:
KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:
1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
2) Develop skills to interact comfortably in a global setting.
3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

3. Course Objectives and Specific Learning Outcomes:

- Increased awareness of the major composers and important musical forms and styles from the Medieval through Baroque periods, and of how they relate to one another
- Familiarity with a core repertoire of representative musical works
- Awareness of the cultural, ideological, and economic conditions that influenced those musical styles and specific works
- Ability to use appropriate stylistic and technical vocabulary to discuss historical music

4. Major Topics covered in the Course:

- Plainchant and the development of monophony
- The development of organum
- The contributions of liturgical function to early music
- The Medieval church modes
- The development of pitch notation
- The development of rhythmic notation
- The Ars Nova
- Musical settings of the mass ordinary
- The Ars Subtilior
- The Italian Trecento
- The Troubadours, Troveres, and Troubaritz
- Humanism and the Protestant Reformation
- Changing views of Consonance and Dissonance
- The contenance Angloise
- Fauxbourdon and Faburden
- Sacred vocal music in the Renaissance
- Instrumental music in the Renaissance
- Intabulations
- The musical Baroque
- The Seconda Prattica
- The Madrigal and Air de Cour
- Predecessors of Opera
- Opera seria, opera comique
- Instrumental music in the Baroque
- Learned and Galant styles in the 18th century

5. Fulfillment of General Education Requirement:

This course fulfills Thomas More University's Inner Core requirement of 3 credits in Fine Arts. It is also a required course for the Music Minor, which fulfills the Outer Core requirement of a second major, minor, or sequence.

6. Required Readings and Materials:

Readings, articles, podcasts, scores, and videos will be made available digitally.

7. Graded Assignments:

- Three exams, worth 50 pts each   150 pts
- Daily preparation and participation   100 pts
- Daily Quizzes, worth 5 pts each   100 pts
- Ten problem set assignments, worth 15 pts each   150 pts
- Excursion reports, worth 100 pts collectively   100 pts
- Class attendance (lack of punctuality affects your grade)

Excursions

A number of excursions, performances, and other place-as-text opportunities for experiential learning are part of this course, both in Salzburg and Vienna. These are not optional: they form the backbone of this course, and should be approached with the same seriousness and responsibility as the classroom content.

Participation Policy

Class discussions and activities are part of a collaborative process which is central to the substance of the course. All students are expected to come to class with the necessary materials, and ready to make appropriate contributions. Below is the scale used for evaluation of class participation:

A = You can always count on me. I contribute to the activities during every class.
B = You can usually count on me. It is a rare class when I don't contribute to the activities.
C = I don't always contribute, but I do speak up once or twice a week.
D = I almost never volunteer a contribution, but I do answer if you ask me a direct question.
F = I won't say anything, even if you call on me.

Preparation Policy

The progress each student makes occurs as a direct result of the hours spent outside of class, preparing the readings, assignments, and projects for class. Therefore, each assignment will be evaluated according to evidence of preparation, following directions, careful attention to detail, and the quality of the final result, according to the following rubric:

Unambiguously well prepared, followed directions, all requested elements provided, clear attention to detail, outstanding result	= 100%
Seems to be well prepared, followed directions, all requested elements provided, reasonable attention to detail, good result	= 90%
Seems to be well prepared, followed directions, all requested elements provided, inconsistent attention to detail or fair result	= 80%
Shows clear signs of preparation, followed directions, some elements missing, inconsistent attention to detail or result lacking	= 70%
Incompletely prepared, failed to follow directions, elements missing, inconsistent attention to detail or result incomplete	= 60%
Unprepared	< 60%

Deadlines

Exams, quizzes, projects, and assignments with a firm due date may not be rescheduled nor made up, except under the most extreme circumstances. Potential conflicts can be resolved as long as the student speaks to the instructor in advance.

Overall grading

Work will be graded on this scale:
A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = Below 60

This course will be graded on this basis, without regard to other scales (i.e., plus-and-minus) which may apply at your college or university. Note KIIS/WKU does not award +/- grades, only full letter grades.

8. Generative AI Policy:

Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.

Students are allowed, encouraged, and even required to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can "hallucinate" (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. Examples of citing AI are available at: https://libguides.wku.edu/stylewrite/ai.

Students are permitted and encouraged to use generative AI in the following ways:

- Brainstorming: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a steppingstone, not a final product.
- Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
- Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You may not use generative AI in coursework in the following ways:

- Plagiarism: Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
- Data Manipulation: Using AI tools to alter data or create misleading information.

- <u>Misrepresentation of Skills:</u> Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- <u>Confidentiality Breach:</u> Using AI tools that might violate KIIS/university policies or laws related to data privacy and confidentiality.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

"I used generative AI [INSERT NAME OF PLATFORM] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]."

9. Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

10. Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, https://www.kiis.org/about-kiis/contact-us/campus-representatives/ early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

11. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigator, Michael Crowe (270-745-5429 / michael.crowe@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, https://www.wku.edu/heretohelp/ at 270-745-3159.

For more information on KIIS Title IX, see https://www.kiis.org/students/health-safety/title-ix-clery/; additional Title IX resources can be found here https://www.wku.edu/titleix/titleixbrochure2020.pdf.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.