



KIIS Salzburg Program , Summer 2027

MUS 327 Music History II

Instructor: Jonathan McIntyre

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Instructor's office hours: on site and by appointment

Syllabus subject to change

Course Description:

In this course, students will explore the development of Western Music in western civilization from the Late-Classical Period (ca. 1850) to the Modern Period (ca. 1950). The course will use readings, discussions, videos, podcasts, and musical analysis to address such important trends as the development of music notation, the practices of diatonic tonality, the application of chromaticism in late-Romantic compositions, the emergence of atonality, and the evolution of the aesthetics of the Romantic and Modern periods. Students who successfully complete the course will have a clear understanding of how social, religious, political, and economic factors have shaped music history, and how those factors collectively influence music in the Western world of the twenty-first century.

Course Prerequisites: successful completion of MUS 201, or by permission of the instructor.

Required Text(s) and Supplies:

- PDF scans of daily lesson guides
- PDF scans of selected musical scores
- Mp3 files of selected musical recordings
- Computer or tablet for reading and listening
- MuseScore application

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.

Course Objectives and Specific Learning Outcomes:

- Increased awareness of the major composers and important musical forms from Late-Classical to Modern Periods (including the Romantic Period).
- Familiarity with the most significant musical works of those periods.
- Awareness of the social, historical, and philosophical ideas that influenced those musical styles and specific works.

EVALUATION:

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

Grading Policy:

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F < 60%

Major Topics covered in the Course:

- Instrumental Form and Genre in the Classical Era such as Sonata, String Quartet, Symphony, and Concerto
- The rise of Opera Buffa
- The Opera Wars and Gluck's Opera Reform
- Mozart's Synthesis of Operatic Styles
- Literary Traditions in the Romantic Period and their influence on the Music of the time
- Programmatic v. Absolute Music and the "War of the Romantics"
- The Industrial Revolution and its impact on musical instruments and traditions
- The life and work of Ludwig van Beethoven
- The Rise of the Virtuoso
- The Symphonic Poems in the style of *Zukunftsmusik*
- Opera and politics of the 19th Century
- French Grand Opéra and Opéra Comique
- The elements of Wagnerian Musical Drama and their influence in film scoring today
- The "death" of Tonality and the Tristan Chord
- Parlor and Concert Hall Song Forms in Germany, France, and the United States

- The Proliferation of Wind Band performance in an industrializing society
- Combining literary, pictorial, and musical ideas with the Symphonic Poem
- The rising tides of musical Nationalism through the Symphonic medium
- The impact of recording technologies in the 20th Century
- Musical Pluralism as a Musical Modernism and the importance of authenticity
- Impressionism and its influence into Early Jazz Music
- Challenges to Tonality: the rise of atonal conceptions of music within the serial compositions of The New Viennese School
- Applications of Polytonality in the Music of Charles Ives
- Primitivism and Stravinsky's *Rite of Spring*
- The Introduction of American Popular Music through the proliferation of Jazz
- 20th Century Musical Theater and Early Film Compositions

Procedure:

- Readings, lectures, discussions, podcasts, videos, analysis, and score study
- Individual and group projects / presentations
- Concert attendance

Required Readings and Materials:

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

Excursions

- A number of excursions, performances, and other places-as-text opportunities for experiential learning are an essential part of this course in Salzburg, Vienna, and Munich. These are not optional and must be approached with the same seriousness and responsibility as the classroom content.

Participation Policy:

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 if you call on me.

Preparation Policy:

- The progress each student makes occurs as a direct result of hours spent outside of class, preparing the readings, assignments, and projects for class. There is a direct correlation between a student's work ethic and the final result. Therefore, each individual assignment will be evaluated according to evidence of participation, following the directions, careful attention to detail, and the quality of the final result according to the

rubric below. No late work will be accepted beyond the due date except under the most extreme circumstances.

Grading Rubric for Assignments

- 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, 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%**
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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.

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 Assistant Director, Maria Canning, or 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 Assistant Director, Maria Canning, or 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.

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 (270-7456867 / 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 270745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ixclery/>; additional Title IX resources can be found here <https://www.wku.edu/eo/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.

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.
- 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.
- With Instructor Approval: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors when permitted by the instructor.

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

- Plagiarism: Using AI-generated content as your original work. This includes essays, papers, presentations, and exam answers.
- Data Manipulation: Using AI tools to alter data or create misleading information.
- Misrepresentation of Skills: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- Confidentiality Breach: 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, concept understanding, and research assistance, etc]."