

Survey of Music History 1

MUH 3211, Section Number REG1

M/W/F + 10:40-11:30 am

MUB 120

Instructor Information

Dr. Laura Dallman

Email: ldallman.rorick@ufl.edu or lroric@arts.ufl.edu

Office: Yon Hall 434 and Virtual (Zoom), <https://ufl.zoom.us/j/3760877816>

Office Phone: 352-273-4995

Office Hours: M Period 6 (12:50-1:40 pm) and By Appointment

Zoom has a waiting room. Please be patient; Dr. Dallman may be with another student!

Teaching Assistant Information

TBD each semester (see Canvas)

Course Description

This course is a survey of music literature, styles, and techniques from antiquity to c. 1750. We will examine representative repertoire from historical, theoretical, and cultural contexts and develop critical thinking skills in reading, writing, analysis, and listening. Prerequisites: music majors, MUT 1111 and MUT 1112 with a minimum grade of C. (H and N, WR) Credits: 3

Required Textbooks and Materials

1. J. Peter Burkholder, Donald J. Grout, and Claude V. Palisca, *A History of Western Music*, 10th edition.
2. J. Peter Burkholder and Claude V. Palisca, *Norton Anthology of Western Music*, 8th edition, volume 1: Ancient to Baroque.
2. J. Peter Burkholder and Claude V. Palisca, *Norton Anthology of Western Music*, 8th edition, volume 2: Classic to Romantic.

You can access the textbook and the recordings through the Norton website: <https://digital.wwnorton.com/hwm10>. You can also create your own listening lists through YouTube or Naxos; however, if you do create your own lists through YouTube or Naxos, please note that the recordings used in class and on the exams will sound slightly different.

Canvas (e-learning, <https://lss.at.ufl.edu>) is an important online component of the course. Current information about and activities for the course, including copies of the syllabus, course schedule, assignments, and quizzes, will be posted on Canvas. Grades will be posted on Canvas so that you can keep track of your progress.

Additional materials may be placed on reserve in the AFA Library. Announcements will be made in Canvas if that occurs.

Please pay regular attention to your ufl email account! I will send class emails through Canvas regularly and individual emails to students as necessary.

Materials and Supplies Fees

There are no materials or supplies fees for MUH 3211. Additional course fees are \$90.00.

Humanities General Education Descriptions and Student Learning Outcomes (SLOs)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases, and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. See <https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/> for additional details.

Humanities SLOs

- Content: Identify, describe, and explain the history, underlying theory, and methodologies used in the course disciplines.
- Critical Thinking: Identify and analyze key elements, biases, and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.
- Communication: Communicate knowledge, thoughts, and reasoning clearly and effectively.

International SLOs

- Content: Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.
- Critical Thinking: Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.
- Communication: The international designation is always in conjunction with another category. Communication outcomes are listed in those subject areas.

Course Objectives and Goals

Throughout the course students should develop an understanding of Western art music of the Medieval, Renaissance, and Baroque Periods through:

- recognizing key musical works, genres, styles, and composers in both aural and written formats (GE-H Content SLO),
- identifying markers of genre and style in both aural and written formats, and associating markers with appropriate composers (GE-H Content and Critical Thinking SLOs),
- reading and discussing musical scores and recordings (GE-H Content and Critical Thinking SLOs; GE-I Content SLO),

- describing, discussing, and writing about historical and musical concepts (GE-H Content, Critical Thinking, and Communication SLOs; GE-I Content and Critical Thinking SLOs).

Diversity and Inclusion Statement

I encourage students of all ethnicities, religions, genders, sexual orientations, classes, ages, and abilities to express their opinions, viewpoints, and experiences. Every person has something valuable to offer to their peers and the instructors in this course! If at any time you have a question or concern about diversity or inclusion, please email or set up a meeting to talk with Dr. Dallman.

Disability Accommodations

Students with disabilities that are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to Dr. Dallman when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Assignments

Unless otherwise noted, assignments are due at 11:59 PM on the date specified on the Course Schedule and published on Canvas and must be submitted through Canvas. Information on semester grades is available under Grading.

Museum Project: In the first part of the semester, students will be working on a multi-stage project connected to influential families and/or cities of the Renaissance Period. The project is broken into several smaller submissions due on Fridays. Students will be assigned a team based on their requests. The project will culminate in a presentation day in the format of a museum exhibit, which will be evaluated by both peer reviews and Dr. Dallman. (GE-H Content, Critical Thinking, and Communication SLOs)

Program Notes: In the last part of the semester, each student will be required to take one work from their lesson repertoire and create program notes for the work. The assignment will include an initial submission, peer and instructor reviews, and a revised submission. If the work can correspond to one of the time periods covered in MUH 3211, then great! Knowing, though, that some instruments do not have repertoire from the Medieval, Renaissance, or Baroque periods, works within these time periods are not required. (GE-H Content, Critical Thinking, and Communication SLOs; GE-I Content SLO)

Score Study Sheets: These worksheets target style characteristics of a work and tie these characteristics to specific composers, time periods, and genres. These worksheets will address both known and unknown scores and are designed to help students prepare for score-based questions on exams. Score Study Sheets are due each Wednesday. (GE-H Content and Critical Thinking SLOs)

In-Class Assignments/Class Discussions: Occasional assignments will be completed during class time and are designed to address targeted concepts. These assignments may include group and individual work. These assignments are not always listed in the syllabus; regardless of their listing, students must have an excused absence to make up in-class work. Class discussion topics are listed in the syllabus. On these days, students will either complete group or individual work that contributes to the class discussion. This discussion-based work will be graded as participatory. (GE-H Content, Critical Thinking, and Communication SLOs; GE-I Critical Thinking SLO)

Wrapper: After the first exam, students will complete a self-evaluation of their performance on the exam and also provide feedback on the clarity of the exam.

Extra Credit: Office hour visits with Dr. Dallman or your TA will bump your grade. You can earn extra credit for up to four visits. Each visit will count for 0.25 points, adding up to no more than 1.00. In an office hour visit, **you must have a point besides coming for the extra credit.** You can have a casual conversation about life or school or you can come with a specific question regarding course material. Meetings are expected to last, at a minimum, five minutes.

Quizzes/Exams

Chapter Quizzes: Quizzes for each chapter must be completed through Canvas. You may use your book as you take each quiz. Quizzes are due by 11:59 every Sunday evening. Quizzes will not be timed. Your lowest quiz score, like your lowest Score Study Sheet score, will be dropped. (GE-H Content and Critical Thinking SLOs)

Listening Quizzes: Listening Quizzes will occur throughout the course of the semester during regular class times. Titles of the works will be provided on each quiz; students must provide composers and a timeline of works. Notes and other resources are not allowed on Listening Quizzes. (GE-H Content and Critical Thinking SLOs)

Exams: There will be three exams during the semester. Each exam will each have two parts. The first part of each exam will cover course content in the form of matching, multiple-choice, and true/false questions. The second part of each exam will cover course content in the form of short answers and essays. Like Chapter Quizzes, exams will not be timed; however, they will have a specific window of time - at least 48 hours - in which they will be open for completion and submission. Dr. Dallman and your TA will grade stringently on exams, as students have open-access to all course resources. (GE-H Content, Critical Thinking, and Communication SLOs)

Writing Requirement

This course meets the UF Writing Requirement for 2,000 written words. The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Keep in mind, too, that course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher **and** a satisfactory completion of the writing component of the course.

Dr. Dallman will evaluate and provide feedback on all students' written assignments that count toward the writing requirement with respect to grammar, punctuation, clarity, coherence, and

organization. For MUH 3211, the assignment word counts and submission deadlines are as follows:

Why Should I Listen Critically? (300 words, Due Week 3)

Students will construct a three-pronged argument as to why critical listening is significant.

Deeper Listening: Syllabus Works (2 @ 400 words each, Due Weeks 5, 7, and 9)

Students will choose three musical works from the syllabus and listen critically to these works. After listening, students must identify three time spans or time points in the musical recording and describe, in detail, why these moments caught their aural attention. Students may choose to focus on elements such as melodic content, harmonic content, texture, instrumentation, and rhythmic complexity and they may choose to give detailed descriptions or make comparative commentary. As this is not an exhaustive list, additional critical observations are welcome, but at no point in the essay should the student's writing double material discussed in class meetings. The essay should conclude with a paragraph that recognizes if and how this deep listening exercise has altered the student's aural relationship with this work.

Deeper Listening: Student Choice (400 words, Due Week 11)

Students will choose a musical work written between 1600 and 1750 that is not listed on the syllabus or course anthology and listen critically to the work. After listening, students must identify three time spans or time points in the musical recording and describe, in detail, why these moments caught their aural attention. Students may choose to focus on elements such as melodic content, harmonic content, texture, instrumentation, and rhythmic complexity and they may choose to give detailed descriptions or make comparative commentary. As this is not an exhaustive list, additional critical observations are welcome. The essay should conclude with a paragraph that recognizes if and how this deep listening exercise has altered the student's aural relationship with this work.

Revision Opportunity (400 words, Due Monday of Week 13)

Students may choose to revise one of their Deeper Listening assignments and resubmit it on this date. In the case of resubmission, the resubmission will count toward the 2000-word count instead of the original. It is not required that students resubmit their writing, but it is highly encouraged.

Practical Application (500 words, Due Monday of Finals Week)

Students will choose one of the four works they have considered during the listening project and use this work as the basis for a newly designed public presentation. Music educators will put together a lesson plan for teaching about the chosen work at an appropriate grade level, describing a detailed plan in written format. Performance majors will use the chosen work as the basis of a larger concert program, describing how the chosen work serves as a central or launching point for the rest of the program. Theory and composition majors will address why or how their chosen work has a compelling compositional procedure or harmonic underpinning. Students completing a degree in music and an outside field have a choice. They can 1) relate their chosen work to some aspect of their outside field or 2) follow the requirements for any of the other majors (education, performance, or theory/composition).

To best understand how writing will be evaluated, consult the Writing Assessment Rubric on the following page:

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit critical evaluation of musical sound and provide at least an adequate discussion showing a basic understanding of musical terminology, scores, and recordings.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas.
ORGANIZATION & COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT & SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the field of music. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the field of music. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Students that have concerns about writing should contact and/or make an appointment with the UF Writing Studio (<https://writing.ufl.edu/writing-studio/>). All feedback on assignments will be provided electronically (through Canvas) by the end of the semester.

Recommended writing/style manual: *The Chicago Manual of Style*, available on campus of off-campus using a VPN at https://www.chicagomanualofstyle.org/tools_citationguide.html

Assignment Submissions and Late Work Policy

To be able to receive full credit, assignments have to be submitted through Canvas on time. This generally means 11:59 PM on the dates published to Canvas. A general schedule of topics and due dates is available at the end of the syllabus.

To deter late submissions, late work will receive deductions, which will be applied automatically through Canvas. For every hour work is late, the overall assignment grade will be reduced by 0.75%. Work submitted after 72 hours from the original due date and time will not be accepted.

Please make sure your assignment uploads! If a submission is missing, you will receive a zero grade, so again, please make sure your assignment uploads correctly! If you cannot make a submission through Canvas due to a technical difficulty, email your assignment directly to Dr. Dallman.

Writing assignments will be evaluated both on content and technical elements. All writing should follow the rules of standard English and will be evaluated with respect to proper spelling, grammar, punctuation, word usage, clarity, coherence, and organization. If writing is not your forte, please consider using the services provided by the UF Writing Studio (<https://writing.ufl.edu/writing-studio/>). The staff at the Writing Studio will assist with questions related to your writing, but will not proofread or edit your work for you. The Writing Studio also has valuable resources in the form of citation guides and helpful videos on subjects including time management, note taking, citation/plagiarism, and study tips.

Academic Conduct

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Cheating on exams and using someone else’s ideas in a written paper without providing proper recognition of the source (plagiarizing) are serious matters. Anyone caught cheating or plagiarizing is subject to an automatic E and further disciplinary action. All violations of academic honesty will be referred to the Dean of Students Office for disciplinary action without exception. Instances of plagiarism will be treated on an individual basis, but can result in a failing grade for the course.

If you are repeating this course, please be aware that turning in any part of any written assignment that you submitted for this course in the past also constitutes academic misconduct. See “Scope and Violations” under the Honor Code above.

Class Attendance and Make-Up Policy

Consistent and punctual class attendance is expected and attendance will be taken for each class meeting by the TA. Although attendance is not counted in the grade allocations, more than three unexcused absences or habitual tardiness may negatively impact your grade. Missed class results in missed class discussions and students may find it difficult to catch up successfully with course materials. Additionally, **students are not allowed to make up in-class group work or listening quizzes without a documented excused absence.**

Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation. You may make up any activities from class meetings on a day you have a documented excused absence. Your make-up work must be submitted no later than a week after the assignment was originally given.

The best practice when you are absent is to email Dr. Dallman through Canvas to explain your absence. It is better to be in contact with your professor about your absence than to be silent about it. If you do not explain an absence, it is automatically recorded as unexcused.

Also keep in mind that you are responsible for all assigned work regardless of attendance or punctuality. If you miss a class for any reason, you are still responsible for submitting out-of-class assignments and getting notes from a classmate. If you need help procuring notes, Dr. Dallman will help you find a classmate to ask for notes.

Grading

Dr. Dallman and your TA will work to grade your assignments and exams in an efficient manner. Please keep in mind, though, that Dr. Dallman and your TA have to balance your class with several additional responsibilities. All graded work will have feedback. If points are deducted, there should be a clear explanation. If not, contact Dr. Dallman or your TA.

Grades for this course are allocated as follows:

18% = Exams 1, 2 (9% each)	12% = Listening Quizzes
15% = Museum Project	10% = Program Notes
13% = Final Exam	10% = Content Quizzes
12% = Score Study Sheets	10% = In-Class Work, Wrapper

Final grades will be calculated according to the percentage system below. The Gradebook in Canvas will be updated regularly to show your current grade. If you are doing poorly near the withdrawal deadline, please discuss your progress with Dr. Dallman.

Grading Scale (%) for UF Music History Classes:

94.00-100.00	A	74.00-76.99	C
91.00-93.99	A-	71.00-73.99	C-
87.00-90.99	B+	67.00-70.99	D+

84.00-86.99	B	64.00-66.99	D
81.00-83.99	B-	61.00-63.99	D-
77.00-80.99	C+	0-60.99	E

Keep in mind that music majors must receive a C or above to pass MUH 3211. A minimum grade of C is also required for general education credit. A C- is not a passing grade. Information on the conversion of grades to the University of Florida's grade point averages can be found at <https://student.ufl.edu/minusgrades.html>.

More information on grades and grading policies is available here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Please note: specific grade questions and concerns will only be discussed with the student. Due to the 1974 Family Educational Rights and Privacy Act, Dr. Dallman cannot and will not discuss your progress or grades with your parents. For more information on FERPA, please visit <http://www.registrar.ufl.edu/ferpa.html>. Any correspondence received from your parents or guardians will be responded to with a link to the FERPA information site and nothing more.

COVID-19 Procedures

Please use the following policies and information to help maintain a safe environment in your living space, your social space, and in our shared classroom space.

- If you are experiencing COVID-19 symptoms, please use the UF Health screening system and follow the instructions on whether you are able to attend class. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
- CDC guidance on symptoms of COVID-19: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>
- UF general website on COVID-19: <https://coronavirus.ufl.edu>
- UF Health Guidance on experiencing COVID-19 or exposure to COVID-19: <https://coronavirus.ufhealth.org/screen-test-protect-2/frequently-asked-questions/covid-19-exposure-and-symptoms-who-do-i-call-if/>

Additional Policies

Zoom Meetings: In the event that we need to have Zoom class sessions, they will be audio-visually recorded and available on a Canvas page. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Zoom Etiquette: The following information is excerpted and adapted from the Netiquette Guide for Online Courses: It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. When attending a Zoom class or meeting, you should:

- not share your Zoom classroom link or password with others.
- dress appropriately. Even though you may be alone at home, your professor and classmates can see you! While attending class in your pajamas is tempting, you may want to reconsider wearing them. Also remember that clothing for Zoom class meetings is required; wearing clothing is not optional.
- be aware of your surroundings. Your professor and classmates can see what is behind you. Make sure the background is not distracting or something you would not want your classmates to see. (When in doubt use a virtual background.)
- test any virtual background out first to make sure your device can support it. Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- mute your microphone. Don't leave your microphone open because of noise interference.
- raise your hand if you want to speak (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is

posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Technology Policy: Internet access is required this semester, as is access to Canvas and Zoom. Students with financial hardships that make regular computer access difficult should speak with Dr. Dallman immediately. To respect the instructor and other students, mute your microphone when entering a Zoom class meeting. Please refrain from visiting social media or other websites and checking email during class meetings. When you are engaged with other sites, you are not engaged with the class!

For E-learning technical support contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu. The Help Desk website is <https://helpdesk.ufl.edu>.

Communication and Correspondence: Dr. Dallman will communicate primarily through Canvas. Any changes to the course schedule or due dates, along with new resources and other course information, will be provided in an announcement on Canvas. For Discussion Board policies, see the Canvas File labeled “Discussion Boards.” Emails can be sent through Canvas or directly to Dr. Dallman or your TA. When writing emails, think about how you are presenting yourself through your email. Aim for clarity and use a professional tone. You are emailing your instructors, not your pals that you are meeting later for coffee or ... other beverages.

Comprehension and Responsibility: Students are responsible for understanding the policies and procedures in this syllabus. If you do not understand something, please ask Dr. Dallman for clarification!

Additional policy resources are available as Pages in our Canvas course website.

Additional Resources

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-294-2273 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/> or 352-392-1575
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 352-392-1161
- University Police Department: <http://www.police.ufl.edu>, 352-392-1111 or 911 for emergencies

Academic Resources

- E-learning Technical Support: <https://lss.at.ufl.edu/help.shtml>, 352-392-4357, or email Learning-support@ufl.edu
- Library Support: To receive assistance with the finding resources or using the library, use this link - <http://cms.uflib.ufl.edu/ask>.
- Student Complaints (Campus): <https://registrar.ufl.edu/complaint.html>

Course Schedule

Any adjustments to the schedule will be made at Dr. Dallman's discretion and will be announced ahead of time both in class and by Canvas announcements. **Please make sure you know what happens in every class!** You are responsible for knowing about any changes to the schedule whether or not you are in each class meeting.

Anthologies are essential for answering questions and benefiting from discussion of the music. **Have your anthology (scores) with you for every class meeting.** Chapters from the *History of Western Music* (HWM) will be assigned at the beginning of each week that correspond with topics for the week. Students can break up reading chapter sections at their convenience, but will be expected to read the whole chapter by the end of each week

Assignments are listed in bold on the schedule. Content Quizzes are due each Monday night, Score Study Sheets are due each Wednesday night, and project assignments (Museum Project, Program Notes) are due Friday nights. When we have an in-class listening quiz, it will happen at the top of the hour and will conclude by the first 20 minutes of class.

Assignments are to be submitted through Canvas by 11:59 PM on the dates published to Canvas. **Please make sure your assignment uploads!** If you cannot make a submission through Canvas due to a technical difficulty, email your assignment directly to Dr. Dallman.

Works by composers from the following list may appear in the course content, but works are not limited to these composers:

Hildegard of Bingen	Luca Marenzio	Giovanni Gabrielli
Bernart de Ventadorn	Carlo Gesulado	Claudio Monteverdi
Comtessa de Dia	Giovanni Gastoldi	Jacopo Peri
Adam de la Halle	Thomas Morley	Barbara Strozzi
Leoninus	Thomas Weelkes	Heinrich Schütz
Perotinus	John Dowland	Biagio Marini
Philippe de Vitry	Martin Luther	Jean-Baptiste Lully
Guillaume de Machaut	Thomas Tallis	Elisabeth de la Guerre
Francesco Landini	William Byrd	Henry Purcell
John Dunstable	Giovanni Palestrina	Alessandro Scarlatti
Guillaume Du Fay	Tomás Luis de Victoria	Arcangelo Corelli
Henricus Isaac	Orlande de Lassus	Antonio Vivaldi
Josquin Desprez	Tielman Susato	Jean-Philippe Rameau
Juan del Encina	Anthony Holborne	J. S. Bach
Jacques Arcadelt	Luis de Narváez	George Frideric Handel

----- The Medieval Period -----

Week 1	Monday	Introduction to Music History <i>Read HWM Chapter 1: Music in Antiquity</i>
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	Wednesday	Music of Ancient Greece Score Study Sheet 1
	Friday	The Catholic Mass Additional Assignment: Notation, Quick & Dirty
Week 2	Monday	The Catholic Mass <i>Read HWM Chapter 3: Roman Liturgy and Chant</i> Content Quiz 1
	Wednesday	Jewish Sacred Music Score Study Sheet 2
	Friday	Islamic Sacred Music Museum Project 1: Group Requests
Week 3	Monday	Monophonic Song <i>Read HWM Chapter 4: Song and Dance Music to 1300</i> IN CLASS: Listening Quiz 1 Content Quiz 2 Writing Requirement: Why Should I Listen Critically?
	Wednesday	Instrumental Music Score Study Sheet 3
	Friday	Instrumental Music Museum Project 2: Resource Management 1
Week 4	Monday	Organum <i>Read HWM Chapter 5: Polyphony through the 13th Century</i> Content Quiz 3
	Wednesday	Notre Dame Polyphony Score Study Sheet 4
	Friday	Motets Museum Project 3: Resource Management 2

Week 5	Monday	The Late Medieval Catholic Mass <i>Read HWM Chapter 6: New Developments in the 14th Century</i> Content Quiz 4 Writing Requirement: Deeper Listening, Syllabus Work 1
	Wednesday	Formes Fixes Score Study Sheet 4
	Friday	Italian Trecento IN CLASS: Listening Quiz 2 Museum Project 4: Describing the City
	Sunday	EXAM 1

----- **The Renaissance Period** -----

Week 6	Monday	English Music <i>Read HWM Chapter 8: England and Burgundy in the 15th Century</i> Wrapper
	Wednesday	German Lieder Score Study Sheet 5
	Friday	Secular Vocal Music Museum Project 5: People and Institutions
Week 7	Monday	Cantus Firmus Mass <i>Read HWM Chapter 9: Franco-Flemish Composers, 1450-1520</i> Content Quiz 5 Writing Requirement: Deeper Listening, Syllabus Work 2
	Wednesday	Imitation Mass Score Study Sheet 6
	Friday	Paraphrase Mass

Week 8 Monday Protestant Sacred Music
Read HWM Chapter 11: Sacred Music in the Era of the Reformation
IN CLASS: Listening Quiz 3
Content Quiz 6

 Wednesday Anglican Sacred Music
Score Study Sheet 7

 Friday Madrigals
Museum Project 6: Musical Work Analysis

Week 9 Monday Madrigals
Read HWM Chapter 10: Madrigal and Secular Song, 16th Century
Content Quiz 7
Writing Requirement: Deeper Listening, Syllabus Work 3

 Wednesday Renaissance Dance Music
Score Study Sheet 8

 Friday Renaissance Instrumental Music
Museum Project 7: Image Collection

Week 10 Monday Renaissance Instrumental Music
Read HWM Chapter 12: The Rise of Instrumental Music
Content Quiz 8

 Wednesday **MUSEUM DAY**
Museum Project 8: Exhibit and Peer Review

 Friday Early Baroque Vocal Music
IN CLASS: Listening Quiz 4
Museum Project 9: Group Member Review

 Sunday **EXAM 2**

----- **The Baroque Period** -----

Week 11 Monday Early Baroque Opera
Read HWM Chapter 14: The Invention of Opera
Writing Requirement: Deeper Listening, Student Choice

	Wednesday	Early Baroque Sacred Music Score Study Sheet 10
	Friday	Baroque Instrumental Music: Keyboard EXTRA CREDIT - Program Notes: First Submission
Week 12	Monday	Baroque Instrumental Music: Solo Strings <i>Read HWM Chapter 15: Music for Chamber and Church</i> Content Quiz 9
	Wednesday	Baroque Instrumental Music: Trio Sonata Score Study Sheet 11
	Friday	French Baroque Opera Program Notes: First Submission
Week 13	Monday	Italian Baroque Opera <i>Read HWM Chapter 17: Italy and Germany, Late 17th Century</i> IN CLASS: Listening Quiz 5 Content Quiz 10 Writing Requirement: Revision Opportunity
	Wednesday	Late Baroque Sacred Music Score Study Sheet 12
	Friday	The Baroque Oratorio Program Notes: Peer Review
Week 14	Monday	Late Baroque Opera <i>Read HWM Chapter 18: The Early 18th Century, Italy/France</i> Content Quiz 11
	Wednesday	The Baroque Concerto Score Study Sheet 13
	Friday	Baroque Dance Suites Program Notes: Final Submission

Week 15 Monday Case Study: What is Genius?
Content Quiz 12

Wednesday Wrapping Up!
IN CLASS: Listening Quiz 6
Score Study Sheet 14

Friday Reading Day

Exam Week Monday **Writing Requirement: Practical Application**

Exam 3 (Final Exam) Information

Exam 3 is due by 11:59 pm on Wednesday, May 3. The late grace period will only be to 9 am the following morning so that Dr. Dallman can coordinate and grade exams for her classes without creating a heart-attack inducing backlog before final grades are due to the university.

Withdrawal and Drop Information

- January 13: Withdrawal without a fee
- February 3: Withdrawal with 25% refund (W assigned)
- April 14: Withdrawal deadline (W assigned)
- April 26: Drop and Withdrawal after deadline (petition required)