Music History Survey Part II: The 18th-Century through the Present
MUMH 3302, Section 001 and 002 – Fall 2020

Instructor: Dr. Margaret Fay
Office: Room 270 Music Building
Virtual Office Hours over Zoom: Mondays 10-10:50 a.m AND Thursdays 1:00-1:50 p.m. or by appointment (Link to Virtual Office Hours Zoom room is on Brightspace on the course homepage under “Upcoming Events.”)
Email: margaret.fay@sfasu.edu

Location and Time

Section 001: Zoom Meeting Room (Meeting code is on Brightspace) OR Room Music 170, MWF 9:00-9:50 AM
CRN: 10103; 3 credit hours

Section 002: Zoom Meeting Room (Meeting code is on Brightspace) OR Room Music 152, MWF 11:00 - 11:50 AM
CRN: 10104; 3 credit hours

SYLLABUS

Course Description

History of Music II - Survey of music from the music of Haydn to the present. Prerequisite: MUMH 3301 or MHL 345.

MUMH 3302 “Music History Survey Part II: The 18th-Century through the Present” meets three times each week (Monday/Wednesday/Friday) in 50-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments, several assignments, five quizzes, two mid-term examinations, and a final examination, and are required to complete a major research paper in which they interpret key information from the literature. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Contacting the Instructor

Please feel free to contact me with any questions or concerns via e-mail, or in person during virtual office hours on Mondays 10-10:50 a.m. AND Thursdays 1:00-1:50 p.m. If you are not available during my virtual office hours, please e-mail me to set up an alternate time. I will do my best to respond to emails quickly, but please allow up to 48 hours for questions that require a detailed
response. Please note that unless it is an urgent matter, I will not be responding to emails from Saturday at 5:00 p.m. to Sunday at 5:00 p.m.

**Required Course Materials**

2. *Norton Anthology of Western Music*, 7th or 8th edition, vols. 2-3 (NAWM)
3. *Norton Recorded Anthology of Western Music* (9 CDs), Vols. 2-3 **OR** access to the online textbook resources, which includes access to a complete playlist (ISBN: 9780393868999 – loose leaf copy & access card / 9780393869125 – eBook copy & access card)

All books can be purchased at the Barnes and Noble in the UC, and are on reserve in the music section at the Library. All items are required.

**Program Learning Outcomes**

- The student will demonstrate a working knowledge of music history and literature from the Western art tradition with supported related studies in non-western traditions, practices, and cultures.
- The student will successfully complete an academic capstone project that demonstrates written language skills, citations, analysis, musical examples, and organization.

**Student Learning Objectives**

- Students will learn to understand and identify characteristics and principles important to each of the musical periods discussed in the course.
- Students will learn to identify the most important scholarly questions associated with music history of the nineteenth through the twenty-first centuries.
- Students will learn to identify and analyze representative works from the nineteenth, twentieth, and twenty-first centuries within the Western art music canon.
- Students will learn to research composers and musical works using primary and secondary sources, and will document the results of this research in clear academic prose. This activity will prepare students for the eventual completion of the capstone project at the four-hundred level.
- Students will learn to think critically about music in its social, political, geographic and historical contexts, and to form scholarly questions about its reception and value.

**Personal Teaching Approach**

My goal is to create an environment in which all of my students feel comfortable asking and answering questions, offering opinions or hypotheses, and making mistakes without fear of judgement. I will do my best to encourage a congenial atmosphere and I ask that all students
enrolled in this class be respectful towards and supportive of each other. I have prepared this syllabus carefully and I hope you will find the activities in this course engaging and meaningful.

### Grading Breakdown

<table>
<thead>
<tr>
<th>Task</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>5%</td>
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<tr>
<td>FlipGrid Introduction</td>
<td>3%</td>
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<tr>
<td>Underrepresented Composers Assignment</td>
<td>10%</td>
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<tr>
<td>- Proposal</td>
<td>3%</td>
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<tr>
<td>- Final Version</td>
<td>7%</td>
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<tr>
<td>Final Paper</td>
<td>35%</td>
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<tr>
<td>- Proposal</td>
<td>5%</td>
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<tr>
<td>- Bibliography</td>
<td>5%</td>
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<tr>
<td>- Draft</td>
<td>5%</td>
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<tr>
<td>- Peer Review</td>
<td>5%</td>
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<tr>
<td>- Final Version</td>
<td>15%</td>
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<tr>
<td>5 Quizzes (lowest one dropped)</td>
<td>12%</td>
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<tr>
<td>2 Midterm exams (10% each)</td>
<td>20%</td>
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<tr>
<td>Cumulative final exam</td>
<td>15%</td>
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**Participation (5%)**

In order to get the most of out of this course, you should arrive for class with the assigned reading and listening complete and a willingness to participate. Participation and course engagement come in many forms. Whether attending in person or via Zoom, I expect students to listening attentively, ask questions, offer opinions and ideas, and be supportive of classmates. When attending class via Zoom, your participation will be monitored through Zoom polls. If you find speaking in the Zoom meeting difficult, consider writing your questions or comments in the Zoom chat window.

**FlipGrid Introduction (3%)**

In the first week of classes, please make a 1-2 minute video introducing yourself. The purpose of this assignment is to give me an opportunity to get to know each of my students. With so much of our course interaction taking place online, it will be more difficult than usual for me to learn everyone's names and create a sense of classroom community, and I would like to counter this by whatever means I can. Include the following:

1. Your name, where you are from, something about your home town
2. Your major, what you play or do at SFA
3. Why you chose to come to SFA
4. Something you’d like me to know about you, music related or otherwise

*DUE Friday, August 28, 9:00 p.m.*
Underrepresented Composers Assignment (10%)
While our course textbook is a carefully written 700-page tome, it barely scratches the surface in terms of the musical accomplishments that have transpired over the past thousand years. The reality is that the musical activities of the many great composers, performers, pedagogues, and conductors who have lived over the centuries cannot possibly be adequately captured in a single volume. In your textbook, many excellent composers are mentioned briefly or perhaps not at all. For this assignment, you will select one composer that you feel is underrepresented and write a 500-700 word paper outlining the composer’s life and career, the style characteristics and attributes of one representative work, and how you think your composer has made a meaningful contribution to music as an art form. Please also make a case for whether or not this composer should have a larger place in a music history survey textbook. The stance you take will not affect your grade on this assignment. The important thing is that you defend your stance as strongly as possible. You must cite at least five sources, one of which can be the score of your chosen work. All citations should follow the guidelines found in Jamie Weaver and David Howard’s *A Manual for Writing*. You will be graded equally on the content of your paper and the quality of the writing. Please edit carefully and thoroughly!

- **Proposal = 3%**  
  *Due Friday, Sept. 4, 9:00 p.m.*
- **Final Version = 7%**  
  *Due Friday, Sept. 25, 9:00 p.m.*

Final Paper (35%)
In an effort to encourage thoughtful work over the course of the semester, the final paper has been divided into five smaller assignments. The motivation for your research paper should stem from a question you have about a musical figure, genre, composition, body of repertoire, or musical event from one of the three periods of music covered in the course (Classical, Romantic, Twentieth and Twenty-First Century). You will receive detailed instructions on what is expected for each component of this project over the course of the semester. The final version of your paper should be 8-10 pages long, not including the bibliography, and all citations should follow the guidelines found in Jamie Weaver and David Howard’s *A Manual for Writing*.

- **Proposal = 5%**  
  *Due Friday, Oct. 2, 9:00 p.m.*
- **Bibliography = 5%**  
  *Due Friday, Oct. 23, 9:00 p.m.*
- **Draft = 5%**  
  *Due Friday, Nov. 13, 9:00 p.m.*
- **Peer Review = 5%**  
  *Due Friday, Nov. 20, 9:00 p.m.*
- **Final Version = 15%**  
  *Due Friday, Dec. 4, 9:00 p.m.*

Quizzes (12%)
There will be five quizzes over the course of the semester: One in the first unit, and two each in the second and third units of the course. These quizzes will take place directly in Brightspace. For quizzes only, students are welcome to consult the textbook and collaborate with each other. It is your responsibility to ensure that you engage with the material covered in each question. As we all know, computers can crash and internet can go down. Please do your best to avoid leaving these quizzes to the last minute! The lowest quiz score will be dropped.

- **Quiz #1**  
  *Due Sunday, Sept. 6, 9:00 p.m.*
- **Quiz #2**  
  *Due Sunday, Sept. 27, 9:00 p.m.*
- **Quiz #3**  
  *Due Sunday, Oct. 11, 9:00 p.m.*
- **Quiz #4**  
  *Due Sunday, Nov. 1, 9:00 p.m.*
- **Quiz #5**  
  *Due Sunday, Nov. 22, 9:00 p.m.*
Midterm Exams (20%)
There will be two midterm exams, worth 10% each. The midterm exams will take place during the last class day for Units 1 and 2 and will be based exclusively on the material from the unit that just ended. Because there is a final exam during the December exam period, there is no midterm at the end of Unit 3.

- Midterm #1  Friday, Sept. 11
- Midterm #2  Friday, Oct. 16

Cumulative final exam (15%)
The final exam will be cumulative. Because there is no midterm examination at the end of Unit 3, the final exam will be more heavily weighted towards Unit 3 material.

Submitting Assignments

Apart from the FlipGrid Introduction Assignment, all assignments in this course will be submitted via Brightspace. Late assignments will not be accepted without penalty.

1. Please prepare to submit all assignments other than the FlipGrid Introduction in one of the following formats: MS Word or RTF (Rich Text Format), or as a PDF. Most word processors support these formats. Some programs, such as Apple Works, or Claris Works may require additional formatting. If your word-processing program will not support them, please prepare in advance to make alternate arrangements. Documents submitted in other formats will not be accepted, and re-submissions may be considered late. MS Word is available in various Computer Labs on campus.

2. Please label the subject line of your message and the name of your attachment with the name given to the submitted assignment, and your name. Here is an example “Joe Student MUMH 3302 bibliography”.

If you have any questions or concerns about submitting your assignments, please ask me for clarification.

Attendance

Your attendance in lectures is necessary to your understanding of course material and is expected at all class meetings. Class begins promptly at 9:00 a.m. and 11:00 a.m. While I realize that this semester poses many logistical challenges, please make every effort to be on time. You will be allowed only one unexcused absence from class without penalty. The cumulative penalties for missing class due to unexcused absences are as follows:

- 1st absence = no penalty
- 2nd absence = 5 points off your final grade
- 3rd absence = 10 points off your final grade
- 4th absence = 10 points off your final grade
5th absence = Automatic failing grade in the class

In order for an absence to be considered excused, satisfactory documentation of the absence must be submitted to the instructor, and communication prior to the absence must take place whenever possible. Excused absences include only those events documented within the university attendance policy, found at: http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf

In the case of university sanctioned events, such as ensemble tours or performances, the student will arrange to make up missed work at least one week prior to the event.

Excused absences do not include events such as: oversleeping, car trouble, personal issues, auditions, unscheduled performances, make-up lessons, meetings with professors, meeting or advising sessions, undocumented illness, undocumented family emergencies, family events, post-concert exhaustion, or conferences/conventions/etc. for which the student’s name does not appear on the university’s approved list of excused absences.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity (4.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf.
**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. For additional information, go to [http://www.sfasu.edu/policies/course-grades-5.5.pdf](http://www.sfasu.edu/policies/course-grades-5.5.pdf).

**COVID-19 Mask Policy**

Masks (cloth face coverings) must be worn over the nose and mouth at all times when attending this class in person and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


**Policy on disruptive classroom behavior**

The university policy on acceptable student behavior reads as follows:

“Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.”