Music History Period Survey: Music of the Romantic Era
MUMH 5323.501 – Summer I 2021

Instructor: Dr. Jamie Weaver
Office: 150A Music Building
Office Hours: TBA
Phone: 936-468-4690
Email: weaverjg@sfasu.edu
Location: All course instruction will take place online
Department: School of Music
CRN: 30877

Contacting the Instructor:
I look forward to working with each of you. Please feel free to contact me with questions, concerns, or interests. Please e-mail or telephone me during the above listed office hours, which are available exclusively for you, or make an alternate appointment more convenient to your time schedule.

Textbook:

This text is required for the course. It may be purchased online, at the Barnes and Noble Bookstore on the SFASU campus and is on reserve in the Steen library at SFASU.

Program Learning Outcomes:
The School of Music has designated the following as learning outcomes appropriate to all graduate level music history courses offered in its curriculum:

Students must demonstrate the ability to place a composition (unknown to the student) into the appropriate stylistic period in music history and name a possible composer for the piece, providing cogent reasons for his or her answer.

Students must effectively communicate musical, analytical, and/or historical concepts using written language.

Course Objectives:
Achievement of the above Program Learning outcomes for this course will be accomplished through the meeting of the following five course objectives:

Students will learn to understand the social, political, and musical trends and principles that influenced music of the Romantic era, and to study music in its context as a component of the humanities.

Students will become familiar with the most influential composers of the nineteenth-century, and with the nature and volume of their works.
Students will learn to be aware of and to address the issues pertinent to current musicological scholarship in the area of nineteenth-century music.

Students will learn to understand and to interpret primary, nineteenth-century sources and to present the results of their research.

Students will learn to teach others about the concepts important to the study of Romantic music.

**Student Learning Outcomes:**

The following learning outcomes, based on the program learning outcomes and stated course objectives will ensure that students demonstrate knowledge of the required skills in a music history course:

Students will demonstrate their ability to communicate musical, analytical, and/or historical concepts using written language by writing several short essays and discussion postings on analytical, historical, and musical concepts pertinent to music of the Romantic era.

Students will display growth in their knowledge of individual composers and their works by achieving appropriate grades on quizzes and writing assignments concerning scores and recorded listening examples of composers of the Romantic era.

In order to show that they have increased their knowledge of social and political issues surrounding nineteenth-century composers and compositions, students will compose written responses to scholarly readings pertinent to this musical period, and achieve appropriate scores on quizzes concerning these readings.

In order to demonstrate consideration of the ways in which the works of nineteenth-century composers may be used in teaching, students will participate in online discussions concerning the teaching of Romantic music to students in the studio or classroom.

**Grading:**

- Quizzes: 30%
- Group discussions: 20%
- Written essays: 25%
- Score ID practice assignments: 10%
- Final exam: 15%

**Course Requirements:**

*Timely Completion of Work:* Your work in each of the learning modules for this course must be completed on time. Because the course is moving very quickly, it will be difficult for you to catch up if you fall behind. One letter grade will be subtracted for each day that an assignment or quiz is submitted late. Saturdays and Sundays count. Please work ahead to make allowances for the computer glitches and family difficulties that are inevitable when taking an online course during the summer.
Discussion Posts: Your postings to any discussion board in this course should be meaningful. Though I am looking for quality, not quantity in postings, I expect the content of your submissions to say something worth reading and responding to. This thoughtful cooperation will require you to read posts submitted by your classmates with care. It will also require responses to the work of your classmates. You may, of course, respond to a posting with a brief statement such as “I agree” but you should not expect to receive points for such statements. Discussion postings should reflect your ideas, your thoughts, your reflections, your questions, and your doubts. Write something that might inspire others to respond.

Group Discussion Conduct: All participation in group discussions will be conducted in an atmosphere of mutual interest and respect. Students will use only language appropriate for class discussion. Address your colleagues the way you would address them if we were all in class together. You may disagree with your classmates about particular points, but these disagreements should be presented in polite, academic terms that challenge the content of the presented statement rather than your classmate’s character. Violations of these parameters will result in failing grades on discussion projects and termination of participation in group discussion opportunities.

Additional Course Readings: Course readings not found in your text book will be located within the content of the appropriate learning modules of the course. Look within individual modules to find readings that are to be read for several of the course assignments described within module lectures.

Course Music Playlist: Please find a complete set of your listening examples within the course. Examples are found either on public links, which are available within content modules or on Naxos, our streaming audio library.

Score ID assignments: At the appropriate times, folders containing scores for you to identify for score identification assignments will appear within course modules. Please choose a score from those provided in the folder. You will be prompted to do this within the appropriate modules.

Course Calendar: To access a full course calendar, please reference the course timeline file uploaded into Brightspace.

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. I will do my utmost to see that your requests for accommodations are met, and to support your goals for success in my course.
Academic Integrity:
The university policy concerning academic integrity includes the following statement: “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/academic_integrity.asp

The instructor’s additional policy on academic integrity is as follows: “All work submitted in this course must be your own and produced exclusively for this course. You must acknowledge and document the ideas and words of others, even if these ideas appear in internet sources. If you have questions about academic integrity please feel free to contact me. Violations are taken seriously and are noted on student disciplinary records. If you are found cheating or plagiarizing in this course, you will automatically fail the assignment or exam in question and you risk failing the entire course. Cheating and plagiarism include the consultation of outside internet sources to provide answers during exams and quizzes. Such activities are prohibited.” This message brought to you by Jamie Weaver.

Policy on Withheld Grades:
In this course, withheld grades will only be granted in exceptional emergency situations (such as death in the immediate family or serious illness—auditions, family visits, conferences, weddings, etc. do not count), when the course work cannot be completed in time. In all other cases your grade will be based upon the work you have completed by the end of the term, which may well result in a failing grade. 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

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SFASU values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student's mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SF ASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741