Bergen Community College  
Division of Arts & Humanities  
Department of Performing Arts  
Course Syllabus  
MUS-107  
History of Western Music Before 1750

Semester and year:  
Course and Section Number:  
Meeting Times and Locations:  
Instructor:  
Office Location:  
Phone:  
Departmental Secretary: Mrs. Barbara Bliss WH225  
Office Hours:  
Email Address:

Course Texts and/or Other Study Materials

**Required:**  

**Recommended Text:**  


Special Features of the Course (if any) [to be designated by the instructor]
E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

**Course Description: MUS-107 History of Western Music Before 1750 (3.00 cr.)**
This course is a study of the historical and stylistic development of music from the Gothic period through the Baroque period. General Education Course. Lecture (3.00).

**Course Objectives**
This course is a study of the historical and stylistic development of music of the Western "art" tradition from the Classical period to the present. Through our readings, discussions, and listening/viewing of musical performances, we will explore how the music itself – its forms, compositional techniques, harmonic language, and vocal/instrumental forces – has changed over the course of almost three centuries, as well how the cultural contexts in which it has been produced and consumed (encompassing historical, national, financial, and philosophical variables, among others) have impacted upon musical change.

**Objectives:**
As a result of this course, students will be able to:

1. develop an understanding of the selected period in history through the avenue of music.

2. apply aspects of critical thinking by writing a term paper on a selected topic

3. interpret and summarize the general functions and specific workings of the elements out of which all pieces of music are made: rhythm, melody, harmony, form, and such secondary factors as texture, dynamics and tone color.

4. recall distinctive musical characteristics of each of the following historical styles:

5. develop a working vocabulary of musical terminology and utilize this vocabulary during discussions, class analysis, and written essay response.

The Student Learning Objectives (SLOs) in this course are intended to be aligned with as many of the college's Core Competencies and General Education Goals as possible. They are also correlated with the overall Learning Goals of the Philosophy Program. In addition, student progress in reaching the course's SLOs is to be assessed through a variety of assessment types (tools) and on the basis of a variety of assessment criteria. These alignments and correlations are depicted in this document.
Writing and Critical Thinking Requirement(s)

Because MUS-107 is a General Education course, it requires students to complete a variety of critical thinking and writing assignments. These assignments may include class discussions and analysis of music excerpt requiring the application of critical thinking skills, short in-class essays, out-of-class writing projects, tests and examinations containing essay components, and so forth. Instructors will respond to and comment on students’ writing in detail.

Grading Policy

A student’s final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student’s class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student’s final grade for the course; but a class participation grade will count for no more than fifteen percent (15%) of the final grade.

90-100 = A  86-89 = B+  80-85 = B  76-79 = C+  70 - 75 = C  65-69 = D
Below 64 = R

Official Withdrawal
Incomplete (N) will typically not be given without permission from the instructor

Attendance Policy Attendance Policy in this Course:
[To be designated by the instructor]

BCC Attendance Policy:
All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Zero Tolerance Policy
The instructor reserves the right to ask any student, who is behaving in an inappropriate manner, to leave the room. If a student is asked to leave two times within the semester, the instructor asks that they meet with a school counselor before returning.
* 5 points will be deducted from your midterm or final exam if your cell phone rings in class. Exclusions include EMT workers, medical doctors, or mothers.
If you have a special situation, please see me before class about having your cell phone on.

Procedures, Techniques, Methods:
A. Lectures, discussions, demonstrations, and performances
B. Recordings, video & DVD presentations
Purpose:

A. To increase student's awareness and skill of the art of listening.
B. To increase student's knowledge of the major style periods of music.
C. To increase students comprehension of the rudiments of music.

• Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

Student and Faculty Support Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Distance Learning Office</td>
<td>Room C-334</td>
<td><a href="mailto:psimms@bergen.edu">psimms@bergen.edu</a></td>
</tr>
<tr>
<td>The Tutoring Center</td>
<td>Room L-125</td>
<td>201-447-7908</td>
</tr>
<tr>
<td>The Writing Center</td>
<td>Room L-125</td>
<td>201-447-7908</td>
</tr>
<tr>
<td>The Online Writing Lab (OWL)</td>
<td>On Line at:</td>
<td><a href="http://www.bergen.edu/owl">www.bergen.edu/owl</a></td>
</tr>
<tr>
<td>The Office of Specialized Services</td>
<td>Room S-131</td>
<td>201-612-5270</td>
</tr>
<tr>
<td>(for Students with Disabilities)</td>
<td></td>
<td><a href="http://www.bergen.edu/oss">www.bergen.edu/oss</a></td>
</tr>
<tr>
<td>The Sidney Silverman Library</td>
<td>Room L-226</td>
<td>201-447-7436</td>
</tr>
</tbody>
</table>

Include a Course Outline and Calendar [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

• A daily or (at least) weekly schedule of topics to be covered.

• Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")

• Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.

• Any required special events must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.

• Designation of Student Learning Objectives – by number – for each topic (see sample below).

• A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.
Sample Format for Course Outline and Calendar

COURSE OUTLINE

This course outline serves only as a guideline for weekly assignments and lectures. Topics and assignments may be rearranged according to class needs, and the instructor's discretion.

Week 1
Introduction
Student Learning Objectives: 1 - 5

Course requirements
Pre-course survey
Music as a part of life
  a. emotional
  b. intellectual
Listening to Music
  a. reactions
  The aesthetic response
    1. The sensuous level
    2. The perceptive level
    3. The aesthetic level

Assignment: Prelude to Music Today pg. xxxix-xxxiv

WEEK 2
The Elements Student Learning Objectives: 1 - 5 of Music

A. Vocabulary
  1. melody pg. 1-3
  2. rhythm
  3. harmony
  4. medium
  5. meter
  6. texture
  7. monophony
  8. polyphony
  9. homophony
  10. tonality
  11. dynamics
  12. tempo
  13. form/structure

WEEK 3
Media and Style Student Learning Objectives: 1 - 5

A. Musical Media
   Instruments
   The Orchestra
B. Style and Function of Music in Society
C. Format of Analysis for Historical periods in Music

1. Title/composer/dates
2. Medium
3. Meter and rhythm
4. Tempo
5. Structure
6. Texture
7. Tonality
8. Characteristics of period
9. Performance practices

Assignment: pg. 33-60, 61-65

WEEK 4
The Middle Ages

Student Learning Objectives: 1 - 5

1. QUIZ (take-home)

Example of Greek Music
The Early Middle Ages
500-1000
The Late Middle Ages (Gothic)
1150-1450

Sacred Music and Religious Drama in the Middle Ages
1. Gregorian Chant

Assignment: pg. 67-85

WEEK 5
The Middle Ages

Student Learning Objectives: 1 - 5

Sacred Music and Religious Drama in the Middle Ages

1. Gregorian chant
2. Leonin
3. Petrotin
4. Monastic Life

Assignment: pg. 67-85

WEEK 6
The Middle Ages

Student Learning Objectives: 1 - 5

Secular Music in the Middle Ages

1. Moniot D;Arras - Ce fut en Mai (Trouvere Song)
2. Machaut Hareu! Hareu! Le feu/Helas! /Obediens

Assignment: 86-99
The Renaissance Review and Quiz (take home)
Historical Perspective of the Renaissance
1400-1600

Assignment: pg. 100-106

WEEK 7 Student Learning Objectives: 1 -5
The Renaissance Sacred Music

1. Dufay
2. Josquin Desprez and the Motet
3. Palestrina and the Pope Marcellus Mass

Renaissance Secular Music

1. Instrumental Dance
2. Luca Marenzio
3. The English Madrigal

B. A Comparison of Renaissance and Baroque styles

Assignment: pgs. 107-128

WEEK 8 Student Learning Objectives: 1 -5
Review and Midterm

WEEK 9 Student Learning Objectives: 1 -5
Equal Temperment

b. Musical Systems
   octave
   major scale
   chromatic scale
   I, IV V common practice harmony

Assignment pg. 129-144

WEEK 10 Student Learning Objectives: 1 -5
Historical Perspective on the Baroque Period
The Baroque Period

a. Main Currents in Baroque Music
b. The Doctrine of Affections

Assignment: pgs. 145-157

WEEK 11 Student Learning Objectives: 1 -5
The Baroque
Period: Baroque Vocal Music
Opera
JS. Bach
Cantata

Assignment: pg. 158-169

WEEK 12
The Baroque Period

Student Learning Objectives: 1 - 5

George F. Handel
The Oratorio

Assignment: 180-187

WEEK 13 & 14
The Baroque Period

Student Learning Objectives: 1 - 5

Instrumental Baroque Music
Antonio Vivaldi - The Four Seasons - Concerto Grosso
J.S. Bach - The Brandenburg Concerto No. 2
The Baroque Suite
The Fugue

Assignment: pg. 188-217

WEEK 15

Student Learning Objectives: 1 - 5
Review and Final
Post Course Survey
Student/Faculty meetings
Recommended Texts

The History of Civilization Vol. 4-7 by Will and Ariel Durant. Simon and Schuster, New York 1965


