Bergen Community College  
Division of Arts & Humanities  
Department of Performing Arts  
Course Syllabus  
MUS-110 Music Art and Drama

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:**


- You may purchase/rent the book at the Bergen bookstore.
- You are also free to purchase/rent your text at any other store which carries this title, and it is probably possible to find it cheaper online (although it may be used)
- *Make sure to buy/rent the correct edition*

Please bring the text to each class.

Additional reading and/or listening materials from other sources will also be assigned during the course of the semester, and will be posted on Moodle.

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-110 Music, Art, and Drama
This course is designed to promote an understanding and appreciation of the human cultural heritage and concentrates upon major developments in music, art, and drama during the Baroque, Classical, Romantic, and Contemporary periods. >General Education Course. Lecture (3.00).

Writing and Critical Thinking Requirement(s)

Because MUS-101 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.

Objectives:

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

1. identify the roles of perception and reaction as essential components of the musical, artistic and dramatic experience.

2. demonstrate aesthetic judgments according to the fundamental components and elements considered for music, art and drama through analysis of selected art works

3. interpret and summarize the general functions and specific workings of the elements out of which all pieces of music art and drama are made.

4. recall distinctive musical characteristics of each of the following historical styles: Medieval, Renaissance Baroque, Classical, Romantic, and 20th Century

5. develop a working vocabulary of terminology and utilize this vocabulary during discussions, class analysis, and written essay responses for music, art and drama

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.
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 skills of the interpretations of art, music and drama.
B. To increase student's knowledge of the major historical style periods.
C. To increase students comprehension of the rudiments and basic vocabulary of art music and drama.
- **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:

<table>
<thead>
<tr>
<th>Student and Faculty Support Services</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Distance Learning Office – for any problems you may have accessing your online courses</td>
<td>C-334</td>
<td>201-612-5581</td>
<td><a href="mailto:psimms@bergen.edu">psimms@bergen.edu</a></td>
</tr>
<tr>
<td>The Tutoring Center</td>
<td>L-125</td>
<td>201-447-7908</td>
<td></td>
</tr>
<tr>
<td>The Writing Center</td>
<td>L-125</td>
<td>201-447-7908</td>
<td></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>
<td></td>
</tr>
<tr>
<td>The Office of Specialized Services (for Students with Disabilities)</td>
<td>S-131</td>
<td>201-612-5270</td>
<td><a href="http://www.bergen.edu/oss">www.bergen.edu/oss</a></td>
</tr>
<tr>
<td>The Sidney Silverman Library – Reference Desk</td>
<td>L-226</td>
<td>201-447-7436</td>
<td></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

Music Art and Drama

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.

Schedule of Classes and Reading Assignments

| WEEK | Learning Objective: 1 & 5 | Introduction and Course Overview |
|------|-------------------------|---------------------------------
|      |                         | What are the “humanities?”       |
|      |                         | What will we study, and why?     |
|      |                         | General theoretical concerns and vocabulary |

<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>Learning Objective: 1 - 5</th>
<th>Painting and Visual Art</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Read: Sporre, Ch. 1</td>
<td>Read: Tolstoi, Ch. 10</td>
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<table>
<thead>
<tr>
<th>WEEK 3</th>
<th>Learning Objective: 1 - 5</th>
<th>Painting and Visual Art, cont’d</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read: Sporre, Ch. 2</td>
<td>Read: Steadman</td>
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<tr>
<td></td>
<td>Read: Benjamin</td>
<td>(summary)</td>
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<tr>
<th>WEEK 4</th>
<th>Learning Objective: 1 - 5</th>
<th>Documentary film, <em>The Wrecking Crew</em> @ the Ciccone Theatre – extra credit</th>
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</thead>
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<table>
<thead>
<tr>
<th>WEEK 5</th>
<th>10.05.11 Learning Objective: 1 - 5</th>
<th>Architecture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read: Sporre, Ch. 4</td>
<td>Read: Kamin</td>
</tr>
<tr>
<td></td>
<td>Read: Adler, “Plans for N.Y. Mosque” (NPR)</td>
<td>Read: Benjamin (summary)</td>
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<tr>
<td></td>
<td>Web: <a href="http://www.thehighline.org">www.thehighline.org</a></td>
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<table>
<thead>
<tr>
<th>WEEK 6</th>
<th>10.12.11 Learning Objective: 1 - 5</th>
<th>EXAM #1</th>
</tr>
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<table>
<thead>
<tr>
<th>WEEK 7</th>
<th>Learning Objective: 1 - 5</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read: Sporre, Ch. 5</td>
<td>Read: Grove, “Castrato”</td>
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<tr>
<td></td>
<td>Read: Sacks</td>
<td>Viewing: Documentary on Derek Paravinici</td>
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<tr>
<td></td>
<td>View: Stomp</td>
<td>Viewing: Documentary on Castrati</td>
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</tbody>
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<table>
<thead>
<tr>
<th>WEEK 8</th>
<th>Learning Objective: 1 - 5</th>
<th>Dance</th>
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<tbody>
<tr>
<td></td>
<td>Read: Sporre, Ch. 9</td>
<td>Read: Chao, pp. 14-18</td>
</tr>
<tr>
<td></td>
<td>Read: Lomax, pp. 2-9</td>
<td>View: Stomp</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 9</th>
<th>Learning Objective: 1 - 5</th>
<th>Theatre and Musical Theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read: Wollman</td>
<td>Read: Reviews, <em>Glee</em></td>
</tr>
<tr>
<td></td>
<td>Read: <em>Glee</em></td>
<td>View: <em>Glee</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 10</th>
<th>Learning Objective: 1 - 5</th>
<th>Cinema and Video</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read: Sporre, Ch. 8</td>
<td>Read: <em>Documentary Film</em>, introduction</td>
</tr>
<tr>
<td></td>
<td>Read: <em>Born Into Brothels</em></td>
<td>Read: <em>Born Into Brothels</em></td>
</tr>
</tbody>
</table>
WRITTEN ASSIGNMENT #1 DUE

WEEK 11
Learning Objective:
1 - 5
11.16.11

EXAM #2

WEEK 12
HAPPY THANKSGIVING (no class)

WEEK 13
Learning Objective:
1 - 5

“Popular Drama” – Reality Television
Read: Stahl
Read: Weber
Read: Lotz
View: Work of Art

WEEK 14
Learning Objective:
1 - 5

Self as Performance – Fashion
Read: Svendson
Read: Kawamura
Read: Goffman
Read: Avedon
View: Masters of Style

WEEK 15
Learning Objective:
1 - 5

“The Real Thing” – Art and Forgery
Read: Solomon
View: Origins of Pleasure
View: Artful Codgers

WRITTEN ASSIGNMENT #2 DUE

WEEK 16
EXAM #3

Recommended Readings and Sources

www.bergen.edu can take you to electronic resources through the BCC library including Groves Dictionary of Music and Musicians


• www.bergen.edu can take you to electronic resources through the BCC library including Groves Dictionary of Music and Musicians

• http://www.artlex.com is a good resource for visual arts terminology