University of Waterloo, Department of Music

Music 100: Understanding Music

Syllabus (Fall 2021)

Lectures: Asynchronous via Music 100 Learn site

Instructor: Dr. Laura Gray, Associate Professor, Music

Email: ljgray@uwaterloo.ca

Office Hours: By appointment for video conferencing, or by email anytime.

Course Delivery
This course will be taught via the Music 100 LEARN website. This site will provide the syllabus and schedule, lecture presentations, access to the Revel version of the textbook, quizzes, assignment instructions, audio and video links, and other materials. Weekly announcements will also be posted on the course Learn site, so please check in regularly. Instructions about accessing course materials are posted under contents. If you are new to Learn or need some expert guidance on how to navigate the service, please see the help site.

Course Description:
This course is designed to develop students’ listening and critical thinking skills by introducing them to a range of music from around the world, with a concentration on the Western art music tradition from the Middle Ages to the present. Students will examine how music has transformed and functioned throughout history in response to cultural shifts and investigate how music conveys different meanings. Though the focus is on the music of a particular tradition, the technical and theoretical concepts introduced in this course are fundamental to music discourse in general and can contribute to knowledgeable listening in a variety of genres.

Prerequisites:
None. This course is designed for students will little or no musical background, and the ability to read music notation is not required.

Course Goals and Learning Outcomes:
Upon the successful completion of this course, students will be able to:

- Identify (by listening) and describe the various core elements of music, such as melody, harmony, rhythm, texture, timbre, and form, and understand how they work together to convey meaning through music
- Articulate the overarching style characteristics of the six major historical periods of Western art music
- Evaluate the contributions of specific composers and performers throughout history
• Connect specific pieces of music with their historical and aesthetic contexts
• Understand how various social, political, economic, and technological factors have influenced the development of Western art and popular music (and vice versa)
• Draw musical and cultural connections among Western art music, popular music, and non-Western music.

Course Materials & Required Text:
Required Text: Jeremy Yudkin, Revel for Understanding Music, 8th edition with E-Text

• You are required to purchase the REVEL version of Understanding Music, 8th edition, for this course.
• Purchase a REVEL access code from the campus bookstore here. (Bookstore discount: CA $49.95)
• Access to the REVEL textbook is through our class Learn site (Contents → “Yudkin text (Revel) Access”).
• Watch a short video on how to register and access your REVEL text here.
• I will assign readings and quizzes in REVEL (worth 20% of your grade)
• Access to a computer or mobile electronic device (tablet or smartphone) with internet access is required to complete your REVEL assignments. But listening guides may only be viewable on a desktop/laptop.
• There is a mobile app here.
• If you encounter any issues, support materials are available here, including a call in number: 855-875-1801.

Additional materials will be available on the Learn site for Music 100.

Course Requirements and Assessments

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>DUE DATE (ALL DUE BY 11:59PM ET ON DUE DATE)</th>
<th>GRADE WEIGHT</th>
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<tbody>
<tr>
<td>BRIEF QUIZZES IN REVEL</td>
<td>Various: see assignment due dates in Revel &amp; course schedule below. Submit quizzes directly in REVEL text.</td>
<td>20%</td>
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<tr>
<td>3 LISTENING &amp; SHORT-ANSWER</td>
<td>Quiz #1: Friday, October 8 Quiz #2: Friday, November 12 Quiz #3: Friday, December 3</td>
<td>45% (3 x 15%)</td>
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<tr>
<td>QUIZZES ON LEARN</td>
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<tr>
<td>1 BRIEF WRITTEN ASSIGNMENT</td>
<td>Friday, October 29</td>
<td>15%</td>
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<tr>
<td>CONCERT REVIEW</td>
<td>Friday, December 10</td>
<td>20%</td>
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<tr>
<td>TOTAL GRADE</td>
<td></td>
<td>100%</td>
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</table>
Notes on Assignments and Assessments:

REVEL quizzes (20%):
- There are several quizzes (brief section quizzes and chapter multiple-choice tests) that are embedded right in your text.
- Each assigned quiz is indicated in your textbook, as well as the due date and time.
- The due dates can also be found in your class schedule below.
- Submit the quizzes in your Revel text when you are done. You have 2 tries for each quiz.
- You are required to complete all REVEL assignments before the due date. Late submissions will receive 20% penalty.
- The 2 lowest-scoring quizzes will be dropped.
- Log into REVEL frequently to ensure you are keeping up with the assignments.

3 Listening & Short-Answer Quizzes (3 x 15% = 45%):
- These quizzes focus mainly on the musical features of works studied in class, and include multiple-choice, true-false, and short-answer questions on other historical and stylistic discussions in the text and lectures. They are not cumulative.
- Quizzes and instruction will be posted on Learn.
- Complete and submit each listening quiz in Learn by the due date and time indicated.
- They are not timed, proctored, or directly administered.
- Due dates:
  - Quiz 1: Friday October 8 (material from weeks 1-4)
  - Quiz 2: Friday November 12 (material from weeks 5-8)
  - Quiz 3: Friday December 3 (material from weeks 9-12)

Brief Written Assignment (15%):
- A written response to one question that involves larger-scale questions of music, and artistic, philosophical, and social trends.
- You will have a choice between 2 question prompts.
- Questions and instructions will be posted on Learn well ahead of the deadline and available in the Assignments module.
- Length: maximum 1 page
- Due: Friday, October 29

Concert Review (20%):
- A report on a full in-person or online concert you have attended in full during the term and that features music related to the music studied in class.
- Under “concert links” module under contents, I will post local in-person concerts as information becomes available. There will also be links to a selection of online (live-streamed or recorded) concerts.
- If you are wondering whether a concert is appropriate for the report, please check with me by email to ensure that the repertoire is in keeping with the assignment.
- Instructions and concert-review details will be available in the Assignments module.
- Length: minimum 3 pages, maximum 4 pages.
- Due: Friday, Dec 10th
Class Expectations: MUTUAL RESPECT

Communicating with respect:

- In all of our communications, we need to treat each other with respect and conduct ourselves professionally (including students and your teachers too).
- Music can generate strong feelings and opinions and debate among people and sometimes online communications can include comments that we would not use in face-to-face conversations.
- If you have experienced any disrespectful behaviour in our class, please contact me so that we can resolve this.
- The Centre for Teaching Excellence has a helpful guide for appropriate communication practices.

Communicating with your teacher:

- Please keep in touch! I will endeavour to keep the lines of communication open and flowing.
- This is a large class, so please don’t get lost in the crowd! Please be proactive and communicate with me about any difficulties meeting due dates.
- You can contact me by email: ljgray@uwaterloo.ca to ask a question or set up a video or phone meeting.
- I will post weekly greetings and reminders about upcoming due dates, concerts, or other course news to help to keep us all on track.

Due dates and Penalties:

- Students are expected to submit assignments by the time and day indicated on the class schedule and on each assignment. All deadlines are 11:59pm ET on the due date. (For consistency, all due dates are Fridays.)
- Please submit all assignments directly in your text for Revel assignments, directly in Learn for listening quizzes, and in the appropriate folder in the Dropbox for the written assignments.
- 20% will be deducted for late submissions of the Revel in-text assessments. (The two lowest-scoring assessments will be dropped.)
- 10% per week (or portion of a week) will be deducted from all other late assignments and quizzes without official documentation (self-declaration or Verification of Illness if longer than 14 days).
- Please see the accommodation for illness and self-declaring illness here and follow the instructions if you are feeling unwell.

UW Policies on Academic Integrity & Campus Resources:

**Academic Integrity**

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Check the Office of Academic Integrity webpage for more information.

**Discipline**

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. Check the Office of Academic Integrity for more information. A student
who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences
(e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course
professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have
occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on
categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical
penalties check Guidelines for the Assessment of Penalties.

Grievance
A student who believes that a decision affecting some aspect of his/her university life has been unfair or
unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances,
Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will
provide further assistance.

Appeals
A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or
Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes they have a ground
for an appeal should refer to Policy 72 - Student Appeals.

Note for Students with Disabilities
The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates
with all academic departments to arrange appropriate accommodations for students with disabilities without
compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the
impact of your disability, please register with the AS office at the beginning of each academic term.

Chosen/Preferred First Name:
If you want professors and interviewers to call you by a different first name, take a minute now to verify or tell
us your chosen/preferred first name by logging into WatIAM. Your chosen/preferred first name listed in WatIAM
will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first
name will always be used on certain official documents. For more details, visit Updating Personal Information.

Accommodation for Illness:
The University has made the University of Waterloo Verification of Illness form for students a self-declaration,
which means students do not need a doctor’s note for accommodation if they become ill. Students are
encouraged to contact their professors via email to let them know of their illness. Students should also self-declare
on Quest if they want to receive academic accommodations for testing positive. Go here.

UW Coronavirus Information
Please find information about COVID-19 protocols at this link.
The Writing and Communication Centre:
The Writing and Communication Centre is an academic support unit that supports students, staff, and faculty as they build communication excellence at the University of Waterloo. Writing a paper? Designing a portfolio? Giving a presentation? We're here to help you to work through all stages of the communication process. Visit www.uwaterloo.ca/writing-centre

Mental Health Support
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

**Due to COVID-19 and campus closures, services are available only online or by phone.**

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- **MATES**: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources (PDF)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

Territorial Acknowledgement
We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River. For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory](#).

Academic freedom at the University of Waterloo
Policy 33, Ethical Behaviour states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement
between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

**Intellectual Property**

Students should be aware that this course contains the intellectual property of their instructor.

Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof)
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides)
- Questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. Doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lesson Topics (videos &amp; slides on Learn)</th>
<th>Featured Pieces</th>
<th>REVEL Text Reading</th>
<th>Assessments due (see REVEL &amp; Learn)</th>
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</table>
| 1    | Sept 8-10| Introduction to the Course Video: Introduction  
A Turkish call to prayer  
“Mandarendare”, mbira music | Chapter 1 | Due Fri Sept 24: Revel:  
-Chapter 1 test |
| 2    | Sept 13-17| The Elements of Music  
-Quiz 2.2: Elements of Music  
-Quiz 2.3: Musical Form  
-Quiz 2.8: Historical Periods & Styles  
-Chapter 2 test |
| 3    | Sept 20-24| The Art of Listening  
Lesson 3: Focus on Listening | Copland, *Fanfare for the Common Man*  
Ellington, “It Don’t Mean a Thing (If It Ain’t Got That Swing)”  
Mozart, Minuet and Trio from Symphony No. 18 in F Major, K. 130 | Chapter 3 | Due Fri Sept 24: Revel:  
-Chapter 3 test |
| 4    | Sept 27-Oct 1 | The Middle Ages, 400-1400  
Lesson 4: from chant to polyphony | Kyrie (Plainchant)  
Beatriz de Dia, “A Chantar”  
Perotinus, *Viderunt Omnes*  
Machaut, *Doulz Viaire Gracieus* | Chapter 4 | Due Fri Oct 1: Revel:  
-Chapter 4 test |
| 5    | Oct 4-8 | The Renaissance, 1400-1600  
Lesson 5a: Josquin  
Lesson 5b: Palestrina  
Lesson 5c: The English Madrigal – Morley | Josquin Desprez, Kyrie (from *Pange Lingua* Mass)  
Palestrina, Motet, *Exsultate Deo*  
Morley, Two English Madrigals | Chapter 5 | Due Fri Oct 8: Revel:  
-Chapter 5 test  
Learn:  
-Listening Quiz #1 (weeks 1-4) |
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<tr>
<td>8</td>
<td>Nov 1-5</td>
<td><strong>Beethoven</strong>&lt;br&gt;Lesson 8: Beethoven &amp; the Symphony</td>
<td>Beethoven, Symphony No. 5 in C Minor, I-IV</td>
<td>Chapter 8</td>
<td>Due Fri Nov 5: Revel: -Chapter 8 test</td>
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<td>10</td>
<td>Nov 15-19</td>
<td><strong>The Nineteenth Century II: Mid to Late-Romantic Music</strong></td>
<td>Liszt, <em>Transcendental Étude</em> No. 10 in F Minor</td>
<td>Chapter 10</td>
<td>Due Fri Nov 19: Revel:</td>
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<td>Lesson 10a: Late-Romantic instrumental music – Liszt and Brahms</td>
<td>Brahms, Symphony No. 4 in E Minor, IV</td>
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<td>- Chapter 10 test</td>
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<td>Lesson 10b: Late-Romantic Opera – Verdi &amp; Puccini</td>
<td>Verdi, <em>Otello</em> (excerpt)</td>
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<td>Puccini, “Un bel di” (“One Fine Day”) from <em>Madama Butterfly</em></td>
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<td>11</td>
<td>Nov 22-26</td>
<td><strong>The Twentieth Century and Beyond, Part 1</strong></td>
<td>Stravinsky, <em>Le Sacre du Printemps (The Rite of Spring)</em>, Opening Section</td>
<td>Chapter 11</td>
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<td>Lesson 11a: Primitivism – Stravinsky</td>
<td>Schoenberg, “Madonna” from <em>Pierrot Lunaire</em></td>
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<td>12</td>
<td>Nov 29-Dec 7</td>
<td><strong>The Twentieth Century and Beyond, Part 1: continued</strong></td>
<td><em>Boulez, Structures I</em></td>
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<td>Due Fri Dec 3: Learn:</td>
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<td>7</td>
<td>Lesson 11d: After the War, Serialism &amp; the Postmodern – Boulez &amp; Cage</td>
<td>John Cage, Sonata III from <em>Sonatas and Interludes</em> for Prepared Piano</td>
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<td>- Listening Quiz #3 (weeks 9-12)</td>
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<td>Due Fri Dec 10: Concert Review</td>
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