

Conrad Grebel University College  
University of Waterloo  
Department of Music  
MUSIC 253 Cathedral to Court: Music to 1600  
Fall 2021



*Figure 1 Ceiling of Sainte  
Chapelle, Paris*

**Class Time:** Synchronous Online class Wednesdays, 2:30-3:50, with asynchronous components

**Location:** Zoom and Learn

**Instructor:** Kate Steiner

**Office Hours:** Monday 1:30-2:30

**Office Location:** [Zoom](#)

**Phone:** 519-885-0220 x24244

**Email:** [ksteiner@uwaterloo.ca](mailto:ksteiner@uwaterloo.ca)



Figure 2 Concert in the Egg by Hieronymus Bosch

## Course Description:

An introduction to Western European music from late Antiquity through 1600. The course addresses genres and styles with an emphasis on listening, analytical study of the sources, and cultural studies. Students will gain an understanding of the historical issues, and also a working knowledge of sources and approaches to performance. Topics include the music of the medieval church; the codification and extension of the plainsong repertory and the emergence and development of polyphony; music of the medieval court (troubadours, trouvères, and minnesingers); the ascendancy of secular polyphony in the 14th century; mass and motet, and chanson and madrigal; and the beginnings of an autonomous repertory for instruments in the 16th century.

## Learning Outcomes:

By the end of this course, we will confidently be able to:

1. To learn the basic theory, history and culture of music of the medieval and Renaissance eras in the West.
2. To practice conducting inquiry in the above areas of music scholarship.
3. To understand the issues surrounding performance of early music.
4. To practice historically informed performance.
5. To apply theoretical, historical and cultural knowledge of early music to music listening and analysis.
6. To articulate some of the issues raised by medieval and Renaissance music that are live today.

## Required Texts:

Burkholder, J. Peter, Grout, Donald J., and Palisca, Claude V. *A History of Western Music*. 10th ed. New York: W.W. Norton & Co., 2019. Library Reserve: ML160 .G87 2019)  
*The previous edition, below, may be used, although a few examples will not appear in the book.*  
Burkholder, J. Peter, Grout, Donald J., and Palisca, Claude V. *A History of Western Music*. 9th ed.

## Optional Materials

Burkholder, J. Peter, and Palisca, Claude V., eds. *Norton Anthology of Western Music*. 7th ed. Vol. 1: Ancient to Baroque. New York: W.W. Norton & Co., 2014. [ISBN 978-0-393-92161-8 (pbk.)]

*Norton Recorded Anthology of Western Music*. Vol. 1: *Ancient to Baroque*. New York: Naxos/Norton, 2010. 6 Compact Discs. (Library Reserve: CGC CD800 Nor Mus-4 v.1)

Note: I will do my best to find recordings on youtube that include the score and text and post them to the Learn site.

**Web Page:** This course will be taught on a WATERLOO LEARN website. This site will provide lecture and discussion pages, information for the course, study guides and grades for term tests. Important announcements will also be posted there, so check in regularly.

### Evaluations:

| Assignment        | Weighting | Due Date  |
|-------------------|-----------|---|
| Discussion posts  | 25%       | Each Module has due dates for discussion twice a week: Tuesdays at 11:30pm for new threads, and Wednesday at 1:30pm for responses |
| Module Reviews    | 30%       | Due Fridays by 5pm  |
| Listening Quizzes | 15%       | Due Fridays by 5pm  |
| MyModule          | 30%       | October 29; November 26; December 17  |

### Further information on Evaluations:

1. Discussion posts: For each discussion you should either 1) start a new thread or 2) respond to someone else's thread. These should be roughly equal numbers. They will be graded at the end of the term on a three-point system (poor-fair-good). A good post: 1) gives accurate reference to related sources 2) reflects careful reading of other posts 3) encourages further discussion 4) is on time. Discussion posts are due by 11:30pm on Tuesdays for new threads, and 11:30am Wednesdays for responses.
2. Module Reviews: Module Reviews are short video interviews that respond to a prompt and refer to sources from the Module (including readings, recordings, and tasks). There are 11 modules, but only your best 6 reviews will count towards your grade. You have 4 slip days to use in the semester to finish late with no penalties.
3. Listening Quizzes: These will also include short multiple-choice quizzes in which you will identify key features of music included in the module, such as the composer, title, place of origin. There are 11 module listening quizzes, but only your best 5 quizzes will count towards your grade.

4. **MyModule:** This is a final project in which you design your own module on a topic of your choice related to music in the period up to 1600. Your module should have a structure similar to the ones I have created for the course, but include content, lectures, and music examples that you have chosen. There are three parts to this assignment:

1. **October 29:** Outline one of the modules I have created including titles for the type of information they give or task they perform. Then write a short analysis describing the topic, how I introduced you to it, what sources I pointed you to for more information, and how I created discussion points to further your learning.

2. **November 26:** Provide an outline of your own module, including topic and a couple content items.

3. **December 17:** Submit final module to dropbox in Word, pdf, website link, or an appropriate app (consult with me first).

### Course Expectations:

To be successful in this course, you should

1. **Be active in discussion, preferably using video or audio frequently.** Discussion is an opportunity for you to engage the content I have presented in a thoughtful way. It is how you can process the material and refine your understanding through communication. Many people learn best in a community, so be that community for your peers.
2. **Set aside a regular time for this class.** It is very easy to fall into the trap of working frequently but superficially on an asynchronous class. Instead, dedicate a particular time to this class, and put away all distractions you have control over.
3. **Respect** your classmates and this learning environment. Not everybody is going to post brilliant insights all the time. Sometimes we may misunderstand each other, or even unintentionally hurt each other. Try to read your classmates charitably, and contact me if there is a persistent problem that I have not addressed.

## Grading Scale:

| Assigned Letter Grades | Percentage Range | Average Calculation Values |
|------------------------|------------------|----------------------------|
| A+                     | 90-100           | 95                         |
| A                      | 85-89            | 89                         |
| A-                     | 80-84            | 83                         |
| B+                     | 77-79            | 78                         |
| B                      | 73-76            | 75                         |
| B-                     | 70-72            | 72                         |
| C+                     | 67-69            | 68                         |
| C                      | 63-66            | 65                         |
| C-                     | 60-62            | 62                         |
| D+                     | 57-59            | 58                         |
| D                      | 53-56            | 55                         |
| D-                     | 50-52            | 52                         |
| F+                     | 42-49            | 46                         |
| F                      | 35-41            | 38                         |
| F-                     | 0-34             | 32                         |

## Territorial acknowledgement:

We acknowledge that we live and work on the traditional territory of the Attawandaron (Neutral), Anishinaabeg 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.

## UWaterloo Policies

**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.

Arts: [Academic Integrity website](#) University of Waterloo: [Academic Integrity Office](#)

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. 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.

**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.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

## Other sources of information for students:

**Note for students with learning differences:** The [AccessAbility Services \(AAS\)](#) office, located in Needles Hall Room 1132, 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 ASS office at the beginning of each academic term.

**Counselling Services:** Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: [www.adm.uwaterloo.ca/infocs](http://www.adm.uwaterloo.ca/infocs), ext. 33528, NH Room 2080.

**Accommodation for Illness:** A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

**The Writing Centre:** Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [www.uwaterloo.ca/writing-centre](http://www.uwaterloo.ca/writing-centre)