

TCORE 114: Intro to Humanities ~ Winter Quarter 2016

Listening Outside the Box: Concert Music in the 21st Century

Instructor: Kim Davenport

Class Time/Location	Mondays/Wednesdays 1:30-3:35pm GWP 101
Office Hours	Thursdays 11:00-12:00, or by appointment My office is in MDS 307c
Contact	kimmd@uw.edu or Canvas message

Course Description

With only ten weeks to explore the world of ‘classical music,’ we will immerse ourselves in a multitude of listening experiences, to include concert attendance and live in-class performances. Building on this foundation, we will explore the impact of today's global society on this musical tradition: to what extent have new technologies, increased communication and the ensuing democratization of music impacted the ways in which we relate to ‘concert music’? Does this music still have relevance in our lives? Our final project will provide you with the opportunity to create your own musical work, inspired by the musical and philosophical ideas of the 20th Century composer John Cage.

Core

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, together with the other Core courses you will take, fulfills the university’s general education requirements in each of the areas of knowledge plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you’ll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

Learning Objectives

Inquiry and Critical Thinking

- *synthesis & context*: make meaningful connections among assignments and readings in order to develop a sense of the ‘big picture.’

Communication/Self-Expression

- *analysis*: identify, analyze, and summarize/represent the key elements of a text.
- *expression of ideas*: express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.

Global Perspective – Diversity – Civic Engagement

- *disciplinary perspective*: understand events and processes as ‘disciplinarily’ situated.
- *global perspective*: interact with concepts, ideas, and processes related to the interdependences between personal, local, and global relationships.
- *diversity*: think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.

Introduction to Humanities (VLPA)

- Demonstrate an ability to situate one's self in relation to a broader human context
- Demonstrate an ability to critically read an artistic, literary, or historical text or artifact

Texts and Materials

The following **required** texts are available at the University Bookstore:

- Gann, Kyle. *No Such Thing As Silence: John Cage's 4'33"*.
- Marsalis, Wynton. *Moving to Higher Ground: How Jazz Can Change Your Life*.

Additional required readings and listening materials will be made available throughout the quarter on Canvas.

Please also bookmark two websites which we will use during the quarter:

- My Poll Everywhere site, which we will use in class: pollev.com/kimdavenport
- Fold, which you will utilize for one of your projects: <https://fold.cm/>

Course Requirements

Workload in this course is divided into several areas, as described below. Additional details about each assignment will be posted on Canvas and discussed in class.

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| • Participation/in-class assignments | 15% |
| • Listening reflection journal | 20% |
| • Wikipedia group research project | 20% |
| • Concert attendance & report | 15% |
| • John Cage final project | 30% |

Participation/in-class assignments – 15% of grade

In order for you and your fellow students to get the most from this class, you are expected to come to class prepared, having completed all of the assigned reading and listening, and be an active, informed participant in all class activities.

Your participation grade will be based on the following:

- In-class assignments: consist of small group work, individual writing, hands-on activities, etc. These assignments cannot be made up, although two can be missed with no impact to your grade.

- Discussion questions: at **four** points during the quarter, you will submit discussion questions pertaining to a reading/set of readings. Complete guidelines and due dates are posted on Canvas.

Listening reflection journal – 20% of grade

Weekly journal assignments, which are 1-2 page informal papers, will give you the opportunity to reflect on music listening experiences both in and out of class. Specific prompts will be posted on Canvas and discussed in class. Journal assignments are due by class time each Wednesday.

Wikipedia group research project – 20% of grade

This group project will result in your own contribution to Wikipedia in the form of a biographical entry about a classical composer. Along the way, we will build skills in conducting research, citing sources, writing to Wikipedia article standards, and assessing the quality and appropriateness of different types of research tools for various academic tasks. In addition, we will learn more about Wikipedia's systemic bias – how bias and structure merge to create unequal presentation of topics and interests. This project will take place over several weeks of the quarter.

Concert attendance & report – 15% of grade

In addition to the music listening experiences that you will have in the classroom and as homework, you will attend a live concert of classical music. You will then write a formal report about the concert, to include factual information about the music as well as your own personal reflection on the experience. Detailed requirements for this report are posted on Canvas.

Recommended concerts are posted on the Canvas Calendar, with links to venue and ticket information. You can also choose concerts not on this list, with my advance approval. You will have the entire quarter to complete this requirement, but I would encourage you to review your options and make plans early on, both so that you can pick something that interests you, and also so that the deadline doesn't sneak up on you!

John Cage final project – 30% of grade

After studying the revolutionary musical philosophy and compositional methods of John Cage, you will design, create, document, and perform a new musical work in homage to Mr. Cage. We will spend a great deal of time in class discussing this project, and detailed guidelines will be posted on Canvas.



Course Schedule *subject to change*****

Week	Date	Topic	Readings/Assignments Due
1	M 1/4	Course Introduction	Be sure you can access Canvas!
	W 1/6	Crash Course in Music History – Part 1: Middle Ages, Renaissance, Baroque	Read/Listen: NAXOS Baroque Tour Journal Entry 1 due
2	M 1/11	Crash Course in Music History – Part 2: Classical, Romantic, 20 th -21 st Century	Read/Listen: NAXOS Classical & Romantic Tours
	W 1/13	Intro to Wikipedia Project Intro to ‘Close Listening’	Journal Entry 2 Due Enroll in Wikipedia Course Page
3	M 1/18	UW Holiday – no class	
	W 1/20	Beethoven’s <i>Eroica</i> : Listening and discussion	Reading: Heiligenstadt Testament Wikipedia Training Due Journal Entry 3 due
4	M 1/25	Death to the orchestra? Challenges in the classical music biz	Reading: Week 4 Articles Discussion Questions: Set 1 due
	W 1/27	‘Indie’ Classical Music: New life for an old artform	<i>No Such Thing As Silence</i> : Ch. 1-2 Wikipedia Project Proposal due Journal Entry 4 due
5	M 2/1	John Cage: the musical philosopher	<i>No Such Thing As Silence</i> : Ch. 3-4 Discussion Questions: Set 2 due
	W 2/3	Intro to John Cage Project	<i>No Such Thing As Silence</i> : Ch. 5-6 Journal Entry 5 due
6	M 2/8	Wikipedia Project: in-class group work	
	W 2/10	Music and Technology	Reading: Sousa Journal Entry 6 due
7	M 2/15	UW Holiday – no class	
	W 2/17	Imitation, Quotation, Covers, and Homage	<i>Moving to Higher Ground</i> : Ch. 1-2 Journal Entry 7 due
8	M 2/22	Intro to Jazz / Blues Jazz Listening Activity	<i>Moving to Higher Ground</i> : Ch. 3-5 Discussion Questions: Set 3 due Wikipedia Bibliography & Outline Due
	W 2/24	<i>Moving to Higher Ground</i> : Discussion	<i>Moving to Higher Ground</i> : Ch. 6-7 Journal Entry 8 due
9	M 2/29	John Cage Project – sharing drafts in class	John Cage Project Proposal due
	W 3/2	Classical music around the world	Reading: Week 9 Articles Discussion Questions: Set 4 due Journal Entry 9 due
10	M 3/7	John Cage project presentations	John Cage Project Artistic Statement & Score Due
	W 3/9	John Cage project presentations	Journal Entry 10 due
Finals Week		No final exam or class meetings, but note assignment deadline →	Concert Report Due Wikipedia Project Due

Class Policies and Expectations

Due Dates & Late Work

Readings should be completed by the date listed on the syllabus. Unless otherwise noted, assignments are due at the beginning of class on the date noted on the syllabus. **Late work will not be accepted** except by pre-arrangement with the instructor or in the case of a documented emergency.

Communication

Email or Canvas message is the best way to reach me, and you should expect a response within 24 hours (24-48 hours on weekends). I will also send announcements to the class and to individual students via Canvas, so I encourage you to check Canvas regularly and check your notification settings to insure that you receive announcements promptly.

If you have questions or concerns that you would rather discuss in person, you are welcome to drop by during my office hours, or contact me to schedule an appointment.

Electronic Devices

Electronic devices (cell phones, tablets, laptops, etc.) may only be used in the classroom with the permission of the instructor. Activities that are not relevant to the course (texting, checking email, playing games, surfing the web, etc.) are considered disruptive activities when class is in session.

Campus Policies, Expectations, and where to get help!

Academic Standards/Plagiarism

A major part of your experience at UW Tacoma will be reading, synthesizing, and using the knowledge and ideas of others. To plagiarize is to use the ideas—or unique phrasing of those ideas—without acknowledging that they originate from someone or someplace other than you. Attributing where you get your information builds your own authority to speak on that topic and provides valuable backing to the arguments you make. Attribution also distinguishes your ideas and words from those of others who came before you. At the University of Washington, plagiarism is a violation of the student conduct code, and the consequences can be serious.

Though citing, quoting, and paraphrasing can be confusing at first, it is essential for your success at UWT that you familiarize yourself with these important conventions of academic writing. Additionally, plagiarism can be understood differently in various disciplines. For instance, the ways in which one summarizes others' ideas in texts, or attributes information from texts in one's own paper, are not the same in the sciences as they are in the humanities, or the social sciences. This means it is vital that you understand the specific expectations and guidelines for writing that will help you avoid plagiarizing in this class. If you have questions about what amounts to plagiarism, you are strongly encouraged to seek guidance from faculty and the Teaching and Learning Center as soon as possible.

Teaching and Learning Center

The Teaching and Learning Center (TLC) offers free academic support for students at all levels. We offer one-on-one consultations and group workshops in writing, math, statistics, science, and Spanish. We also work with students on questions about English grammar & vocabulary, reading, and learning strategies. We are located in Snoqualmie 260 and online. Our schedules for appointments and drop-in visits are posted on our website at www.tacoma.uw.edu/tlc.

UWT Library

The UW Tacoma Library provides resources and services to support finding resources for your assignments. We guide students through the research process, helping you learn how to develop effective strategies and find and evaluate appropriate resources. In addition to research and instructional support, we manage course reserves and print and digital collections and provide spaces for group and individual study. For assistance or more information, visit our service desks, located in SNO and TLB, or our website, <http://www.tacoma.uw.edu/uwt/library>.

UWT E-mail Policy

Make sure you use your UW email for all University correspondence. See the following link for more information:

<http://www.tacoma.uw.edu/information-technology/uw-tacoma-email-policy>

Inclement Weather

In the case of inclement weather, call 253-383-INFO or check the [UW Tacoma homepage](#) to determine whether campus operations have been suspended or delayed. Course-specific announcements will be posted on Canvas once the severity of the situation is known. Most importantly, always be safe: even if campus remains open, it may not be safe for you to travel depending on your location.

Technology Support

Labs, software, equipment checkout and help with Canvas, Google, email, logins, etc.

<http://www.tacoma.uw.edu/it>

Student Counseling Center

The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 253-692-4522, email uwtsaw@uw.edu, or stop by the Student Counseling Center (SCC), located in MAT 354. Additional information can also be found by visiting www.tacoma.uw.edu/counseling.

Disability Support Services (DSS)

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS), located in MAT 354, functions as the focal point for coordination of services for students with disabilities. If you have a physical, emotional, or mental disability that "substantially limits one

or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," and will require accommodation in this class, please contact DSS at (253)692-4508 , email at dssuwt@uw.edu , uwtshaw@uw.edu or visit www.tacoma.uw.edu/dss for assistance.

Campus Safety Information

Escort Service

Safety escorts are available 24 hours a day, 7 days a week, there is no time limit. Call the main office line at 253-692-4416.

In case of a fire alarm

During an emergency evacuation, take your valuables ONLY if it is safe to do so. You could put yourself or someone else at risk by delaying your exit. Plan to return to class once the alarm has stopped. Do not return until you have received an all-clear from somebody "official," the web or email.

In case of an earthquake

DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all-clear from somebody "official," the web or email.

For more information

- [Campus Safety website](#)
- [SafeCampus website](#)