

TCORE 104: Intro to Humanities ~ Autumn Quarter 2016

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

Instructor: Kim Davenport

Class Time/Location	TCORE 104A M/W/F 9:30-10:50	TCORE 104C M/W/F 8:00-9:20
Class Location	KEY 102 (Carwein Auditorium)	
Office Hours	By appointment	
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 posted on Canvas.

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 Friday.

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	W 9/28	Course Introduction	Access Canvas & purchase books
	F 9/30	'Close Listening' intro & activity	Journal Entry 1
2	M 10/3	Crash Course in Music History: Middle Ages, Renaissance, Baroque	Middle Ages & Renaissance Reading/Listening
	W 10/5	Crash Course in Music History: Classical & Romantic	Classical & Romantic Reading/Listening
	F 10/7	Crash Course in Music History: 20 th – 21 st Centuries	20 th -21 st Centuries Reading/Listening Journal Entry 2
3	M 10/10	Beethoven – <i>Eroica</i>	Heiligenstadt Testament
	W 10/12	Stravinsky – <i>The Rite of Spring</i>	Rite of Spring: 100 years ago today
	F 10/14	Intro to Wikipedia Project	Journal Entry 3
4	M 10/17	Death to the orchestra? Challenges in the classical music biz	Week 4 Readings (all) Discussion Questions: Set 1
	W 10/19	'Indie' Classical: new life for an old art form	Wikipedia Training
	F 10/21	Close Listening Activity	<i>No Such Thing as Silence</i> : Ch. 1-2 Journal Entry 4
5	M 10/24	John Cage: the musical philosopher	<i>No Such Thing as Silence</i> : Ch. 3-4 Discussion Questions: Set 2
	W 10/26	Intro to John Cage Project	<i>No Such Thing as Silence</i> : Ch. 5-6 Wikipedia Project Proposal
	F 10/28	Close Listening Activity	Journal Entry 5
6	M 10/31	Sincerest Form of Flattery:	Have you attended a concert yet?
	W 11/2	Imitation, Quotation, Covers, and Homage	
	F 11/4	Wikipedia group work – DOU 101	Journal Entry 6
7	M 11/7	Music and Technology	Week 7 Readings (all) Discussion Questions: Set 3
	W 11/9	Intro to Jazz/Blues	<i>Moving to Higher Ground</i> : Ch. 1-2
	F 11/11	<i>UW Holiday – no class</i>	Journal Entry 7
8	M 11/14	Jazz Listening Activity	<i>Moving to Higher Ground</i> : Ch. 3-5
	W 11/16	Discussion: Wynton Marsalis text	<i>Moving to Higher Ground</i> : Ch. 6-7 Discussion Questions: Set 4
	F 11/18	Wikipedia group work – DOU 101	Journal Entry 8
9	M 11/21	Classical music around the world	Week 9 Readings (all) Wikipedia Bibliography & Outline
	W 11/23	John Cage project: sharing drafts in class	John Cage Proposal due
	F 11/25	<i>UW Holiday – no class</i>	
10	M 11/28	The Power of Music: beyond sound	Have you attended a concert yet?
	W 11/30		
	F 12/2	Wikipedia group work – DOU 101	Journal Entry 9
11	M 12/5	Wikipedia project: sharing drafts in class	
	W 12/7	John Cage project presentations	John Cage Project due
	F 12/9		Journal Entry 10
Finals Week		No final exam or class meetings, but note assignments due →	Concert Report due Wikipedia Project due

* **Bold indicates an assignment is due**; normal text indicates readings.

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!

Numerous campus resources are available to support your academic and personal success. Know your options and seek help and resources when needed.

The following page on the UWT website contains an organized list of links to these resources:

<http://tinyurl.com/uwtgethelp>