TCORE 114: Intro to Humanities ~ Winter Quarter 2018

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

Instructor: Kim Davenport

Class Time/Location
TCORE 114F
T/Th 10:15-12:20

Class Location
WCG 103

Office Hours
By appointment

Contact
kimmd@uw.edu or Canvas message

Course Description
Explores the world of "Classical Music" and its role in our world today, through a multitude of listening experiences and hands-on projects.

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’’*
- Margolick, David. *Strange Fruit: The Biography of a Song*

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.

- 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:* group work, individual writing, hands-on activities, etc. These assignments cannot be made up, but 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 papers, 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 each Thursday.
Wikipedia research project – 20% of grade
This 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 your 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.

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**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Th 1/4</td>
<td>Course Introduction</td>
<td>Access Canvas &amp; purchase books</td>
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<tr>
<td>2</td>
<td>T 1/9</td>
<td>Intro to ‘Classical Music’</td>
<td>Review concert calendar What is ‘Classical Music’?</td>
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<td></td>
<td>Th 1/11</td>
<td>Crash Course in Music History: Middle Ages, Renaissance, Baroque</td>
<td>Crash Course Part 1 Journal Entry 1</td>
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<td></td>
<td>T 1/16</td>
<td>Crash Course in Music History: Classical, Romantic, Contemporary</td>
<td>Crash Course Part 2</td>
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<td>Th 1/18</td>
<td>Beethoven - <em>Eroica</em></td>
<td>Heiligenstadt Testament Journal Entry 2</td>
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<td>3</td>
<td>T 1/23</td>
<td>Intro to Wikipedia Project</td>
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<td></td>
<td>Th 1/25</td>
<td>Close Listening Activity</td>
<td>Journal Entry 3</td>
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<td>5</td>
<td>T 1/30</td>
<td>Challenges in the classical music ‘biz’ ‘Indie’ classical music</td>
<td>Wikipedia Training</td>
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<td>Th 2/1</td>
<td>Classical Music around the world</td>
<td>Week 5 Readings Discussion Questions: Set 1 Journal Entry 4</td>
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<td>6</td>
<td>T 2/6</td>
<td>Sincerest Form of Flattery: Imitation, Quotation, Covers, and Homage</td>
<td><em>No Such Thing As Silence</em>: Ch. 1-2 Discussion Questions: Set 2</td>
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<td>Th 2/8</td>
<td>John Cage: the musical philosopher Intro to John Cage Project</td>
<td><em>No Such Thing As Silence</em>: Ch. 3-4 Journal Entry 5</td>
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<td>7</td>
<td>T 2/13</td>
<td><em>CLASS MEETS IN WG 210</em> Wikipedia Project: identifying reliable</td>
<td><em>No Such Thing As Silence</em>: Ch. 5-6 Wikipedia Project Proposal</td>
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<td>Th 2/15</td>
<td>Music and Technology</td>
<td>Week 7 Readings Discussion Questions: Set 3 Journal Entry 6</td>
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<td>8</td>
<td>T 2/20</td>
<td>Intro to Jazz &amp; Listening Activity</td>
<td><em>Strange Fruit</em>, p. 1-52 John Cage Project Proposal</td>
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<td>Th 2/22</td>
<td>Discussion: <em>Strange Fruit</em></td>
<td><em>Strange Fruit</em>, p. 55-127 Discussion Questions: Set 4 Journal Entry 7</td>
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<td>9</td>
<td>T 2/27</td>
<td>The Power of Music: Beyond Sound</td>
<td><em>Wikipedia Bibliography &amp; Outline</em></td>
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<td>Th 3/1</td>
<td>Wikipedia Project: sharing drafts in class</td>
<td>Journal Entry 8</td>
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<td>10</td>
<td>T 3/6</td>
<td>John Cage project presentations</td>
<td>John Cage Project</td>
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<td>Th 3/8</td>
<td>John Cage project presentations</td>
<td>Journal Entry 9</td>
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<td><strong>Finals Week</strong></td>
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<td>No final exam or class meetings, but note assignments due</td>
<td>Journal Entry 10 Concert Report Wikipedia Project</td>
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* 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 by class time 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