

TCORE 114c: Intro to Humanities ~ Winter Quarter 2014

## Listening Outside the Box: Concert Music in the 21<sup>st</sup> Century

Instructor: Kim Davenport

<b>Class Times</b>	Tuesday/Thursday, 1:30-3:35pm
<b>Class Location</b>	KEY 102 (Carwein Auditorium)
<b>Office Hours</b>	Thursday, 12:30-1:20, or by appointment
<b>Contact</b>	<a href="mailto:kimmd@uw.edu">kimmd@uw.edu</a> or (253) 692-4741

### 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 live concert attendance and in-class performances by local musicians. 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? How have other cultures embraced this tradition, and how has the music of other cultures influenced composition and performance in this genre?

### Core

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, fulfills one of 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

### **Required Texts and Materials**

The following required texts are available at the University Bookstore:

- Lopez, Steve. The Soloist.
- Mozart, W.A. Letters.
- The Harvard Concise Dictionary of Music and Musicians.
- Rossini, Gioacchino. The Barber of Seville.

Additional readings will be made available throughout the quarter on the course Canvas site.

### **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 15%
- Journal 30%
- Research assignment 15%
- *The Soloist* paper 15%
- Final Exam 25%

### Participation

Each student is expected to:

- come to class prepared, having completed all of the assigned readings;
- contribute to class discussions and be respectful of differing opinions; and
- be an active, informed participant in all class activities.

### Journal

Students will keep a journal throughout the quarter, to reflect on music listening experiences, lecture topics, and readings. Journals will be turned in each Tuesday and returned to students each Thursday. There will be a specific writing prompt given each week, posted on Canvas and discussed in class.

### Research Assignment

Students will answer questions about music history, utilizing two resources:

- Harvard Concise Dictionary of Music and Musicians (required text)
- Grove Music Online (UW-licensed online resource)

In addition to answering each question, students will be required to accurately cite their source(s). Research questions and detailed instructions will be posted on Canvas. The research assignment will be due in week 4.

### The Soloist Paper

Each student will choose a theme from *The Soloist* about which to write a 4-6 page paper, citing *The Soloist* and at least two other sources. Additional guidelines will be discussed in class and posted on Canvas. The paper will be due in week 9.

### Final Exam

A final exam containing listening responses, short-answer, and essay questions will be given during finals week. The content for the exam will be drawn from lectures, readings, and musical experiences from both in and out of class.

### **Grading**

<http://www.tacoma.uw.edu/enrollment-services/grading-policies>

### **Late Work**

Late work will not be accepted except by pre-arrangement or in the case of a documented emergency.

### **Writing Requirements**

As detailed above, most of the requirements for this class involve writing in some form or another, from journaling to a formal paper to essay questions on the final exam. Detailed instructions will be provided for each of these assignments. Students are encouraged to visit me during office hours with any questions, and also to visit the Teaching & Learning Center for writing support!

### **Course Schedule**

#### WEEK 1

Tuesday 1/7 Course Introduction / Overview of requirements

Thursday 1/9

Crash Course in Music History – Part 1

**Reading:** Music History 102 – Middle Ages, Renaissance, Baroque

#### WEEK 2

Tuesday 1/14

Crash Course in Music History – Part 2

**Reading:** Music History 102 – Classical, Romantic, Twentieth Century

**Journal Entry 1 Due**

Thursday 1/16

Visiting singers from the Tacoma Opera!

**Reading/listening:** see announcement on canvas about visiting singers.

Researching, writing, and talking about music

**Research Assignment Distributed**

*Visit from Paul Proxiv, Student Engagement*

WEEK 3

Tuesday 1/21

*Amadeus*: movie and discussion

**Reading:** Pushkin's *Mozart and Salieri* and Mozart Letters

**Journal Entry 2 Due**

Thursday 1/23

*Amadeus*: movie and discussion

**Reading:** Mozart Letters

*Visit from Jeff Fitzgerald, Teaching & Learning Center (TLC)*

WEEK 4

Tuesday 1/28

Introduction to *The Barber of Seville*

**Reading:** *Barber of Seville*, pages 9-29

**Journal Entry 3 Due**

*Visit from Erica Tucker, Academic Advising Center (AAC)*

Thursday 1/30

*The Barber of Seville*: listening and discussion

**Reading/Listening:** Overture and Act 1

**Research Assignment Due**

WEEK 5

Tuesday 2/4

*The Barber of Seville*: listening and discussion

**Reading/Listening:** Act 2

**Journal Entry 4 Due**

*Visit from Rob Friedman, Institute of Technology*

*Visit from Mark Pendras, Urban Studies*

Wednesday 2/5

**7pm – Tacoma Opera performance of *Barber of Seville***

Thursday 2/6

*Stravinsky's The Rite of Spring*: movie and discussion

*Visit from Jose Rios, Education*

WEEK 6

Tuesday 2/11

Music and Technology

**Readings:** All articles, links in Canvas Module for this date

**Journal Entry 5 Due**

*Visit from Lynn Hermanson, Social Work/Criminal Justice*

Thursday 2/13

Introduction to *The Soloist*, discussion of paper assignment

**Readings:** *The Soloist*

WEEK 7

Tuesday 2/18

No class – Professor Davenport attending a conference

**Readings:** *The Soloist*

**Journal Entry 6 Due**

Thursday 2/20

Western Music in Global Cities / Death of the Orchestra

**Readings:** All articles, links in Canvas Module for this date

WEEK 8

Tuesday 2/25

*Guest performance/presentation: Pablo Rivera*

Corporate power in today's music

**Readings:** All articles, links in Canvas Module for this date

**Journal Entry 7 Due**

Thursday 2/27

Alternatives to corporate power

**Readings:** All articles, links in Canvas Module for this date

WEEK 9

Tuesday 3/4

Music Criticism / Music in the Media

“Sincerest Form of Flattery”

**Readings:** All articles, links in Canvas Module for this date

**Journal Entry 8 Due**

Thursday 3/6

“Strange Fruit” and Music during the Holocaust

***The Soloist Paper Due***

WEEK 10

Tuesday 3/11

Performance and discussion: Kim Davenport, piano

**Journal Entry 9 Due**

**Course Evaluations**

Thursday 3/13

Review for Final Exam

FINALS WEEK

Tuesday 3/18

Final Exam

**Journal Entry 10 Due**

Thursday 3/20

6:30pm – Professor Davenport talk at Washington State History Museum

Admission – **free**, and it's an **extra credit** opportunity!

## **Teaching and Learning Center**

The TLC provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma. Teaching and learning are ongoing processes that take practice, commitment, and time. We are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services.

<http://www.tacoma.washington.edu/tlc/>

## **Academic Standards/Plagiarism**

All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Consult your professor if you have any questions.

A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation.

For more information, please refer to the "Student Academic Responsibility" document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle:

<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

## **Library**

The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see:

<http://www.tacoma.washington.edu/library/>

## **Electronic Devices**

Electronic devices (including, but not limited to, cell phones, pagers, laptops, and personal digital assistants) may only be used in the classroom with the permission of the instructor. Activities that are non-relevant to the course, such as checking/sending email, playing games, and surfing the web, are considered disruptive activities when class is in session.

## **E-mail Policy**

[http://www.tacoma.washington.edu/policies\\_procedures/E-mail\\_Policy.pdf](http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf)

## **Student Health Services**

Student Health Services (SHS) is committed to providing compassionate, convenient, and affordable health care for University of Washington Tacoma students, from care for illness and minor injury to women's health and preventative medicine, including vaccination services. Insurance is not required. Funded by UW Tacoma student fees, office visits are provided free of charge. Treatment plans may incur costs, such as medications, labs, or vaccines, most of which are offered at discounted rates. For more information, please visit [www.tacoma.uw.edu/shs](http://www.tacoma.uw.edu/shs) or email at [uwshs@uw.edu](mailto:uwshs@uw.edu). If you have questions or would like to schedule an appointment, please call (253) 692-5811 or stop by SHS at the Laborer's Hall on Market Street.

### **Counseling Center (Student Success)**

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 692-4522 or stop by the Student Counseling Center (SCC), located in MAT 354.

[http://www.tacoma.washington.edu/studentaffairs/SHW/scc\\_about.cfm/](http://www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm/)

### **Disability Support Services (Student Success)**

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II of the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," is eligible for services from DSS. If you are wondering if you may be eligible for accommodations on our campus, please contact the DSS reception desk at 692-4522.

[http://www.tacoma.washington.edu/studentaffairs/SHW/dss\\_about.cfm/](http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm/)

### **Campus Safety Information**

<http://www.tacoma.uw.edu/administrative-services/campus-safety>

#### **Safety Escort Program**

For your safety, UW Tacoma encourages students, faculty, staff and visitors to use the Safety Escort Program. Campus Safety Officers are available to walk you to your car or other campus destinations during the following hours: Monday - Thursday — 6 a.m. to 11 p.m.; Friday — 6 a.m. to 10 p.m. The service is free of charge. During busy periods, the Campus Safety Officer may ask you to meet in a common location as to facilitate escorting multiple people. Dial 253-692-4416 to request a Safety Escort.

#### **In case of a fire alarm**

Take your valuables and leave the building. 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.

#### **Inclement Weather**

Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information.