



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number
MUS225

Course Title
**Music History and Literature II –
Baroque through Modern**

Credits
3

Hours:
Lecture/Lab/Other
3 lecture

Co- or Pre-requisite
Pre-requisite: MUS224
or equivalent experience

Implementation
Semester & Year
Spring 2022

Catalog description:

Continued study of the evolution of Western European music from the classical period, with its roots in the Enlightenment and culmination in Romanticism, through its variegated manifestations in the 20th century. Basic music theory background desirable.

General Education Category:

Goal 6: Humanities

Course coordinator:

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Required texts & Other materials:

Hanning, Barbara Concise History of Western Music (*5th edition Anthology update*), W.W. Norton & Company, 2014. ISBN: 978-0-393-42168-2

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Recognize the ideological and historical origins of the Classical period and subsequent phases of evolution through the Romantic and post-Romantic periods, Impressionism, Nationalism, through the experimentalism of the 20th and 21st centuries. [Supports ILGs #4,6,7,8,11; PLOs #3,6]
2. Analyze the expressive elements of the musical language of the Western tradition in all its stylistic manifestations throughout the aforementioned periods. [Supports ILGs #6,8,11; PLOs #1,2,3,6]
3. Demonstrate the interrelationship between specific social, historical, and cultural conditions and the concomitant developments in musical styles, as well as parallel developments in other art forms. [Supports ILGs #1,6,7,8,9,11; PLOs #2,6]
4. Differentiate between the major composers of each period along with their most significant compositions, within the context of sociohistorical forces influencing their creative output. [Supports ILGs #1,4,5,6,7,8,10,11; PLO #6]
5. Demonstrate the contemporary relevance of the music of the Western European tradition as it continues to inform and energize the music of American pop culture. [Supports ILGs #1,6,7,8,10,11; PLOs #3,6]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Music AS Program (PLO)

1. Demonstrate a professional level of fluency in both the reading and writing of musical notation.
2. Demonstrate a working knowledge of the theoretical principles that underlie all the primary genres of music of Western culture, including scale and chord construction; the tonal system of keys and chord relationships; harmonic analysis; figured bass; the principles and procedures of four-part writing; and modulation.
3. Analyze excerpts of musical compositions, working from a printed score, on the levels of harmony, rhythm, melodic contour, phrase structure, and large-scale formal structure.
6. Identify and distinguish the major periods in the history of Western music from the Middle Ages into the 21st century and cite the primary composers whose works exemplify the stylistic trends of each period.

Units of study in detail – Unit Student Learning Outcomes:

Unit I [The Eighteenth Century] [Supports Course SLOs #1,2,3,4]

Learning Objectives

The student will be able to:

- Distinguish between Rococo and Galant styles and the changes brought about in vocal music at the end of the Baroque period.
- Identify changes in instrumental music forms and structure.
- Explain the origins of the symphony and string quartet.
- Describe the importance of Haydn's career both in Hungary and London.
- Recognize the changes brought to vocal and instrumental music by Mozart.
- Distinguish the early works of Beethoven in his "first period".

Unit II [The Nineteenth Century: The Age of Romanticism] [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Describe the changes in form, structure, and harmony brought by Beethoven's second period.

- Distinguish between the between the first, second, and third periods of Beethoven.
- Describe the effect that Beethoven’s music had in ushering in the Romantic period.
- Explain the importance Schubert’s compositions, especially his pieces for solo piano and voice.
- Differentiate between idee fixe, concert overture, symphonic poem, thematic transformation, lied and lieder, mazurka, polonaise, rubato, nocturne, ballade, etude, and song cycle.
- Interpret the changes in the piano and the music written for the piano during the Romantic period.

Unit III [The Twentieth Century and Today] [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Categorize the general characteristics of Twentieth century music.
- Explain the differences in compositional techniques: imitation and canon, ostinato, inversion of melodic material, polytonality, primitivism, tone rows, atonality.
- Identify and discuss the similarities and differences among the Russian five.
- Explain the growing changes to the American Art Music.
- Define musique concrete, electronic music, synthesizers, indeterminacy.
- Describe the compositional style of ragtime, blues, jazz, rhythm and blues and its changes to American music.

Evaluation of student learning: [Evaluates SLOs # 1,2,3,4,5]

- Weekly reading and listening assignments.
- The maintaining of a journal into which weekly written assignments and observations pertaining to listening selections are to be entered. Journals will be collected and graded periodically throughout the semester.
- Attendance at two concerts featuring authentic performances of repertoire from the historical periods covered in class and a two-to-three-page report on each.
- Four tests inclusive of a comprehensive final covering factual and historical material covered in class taken from lectures and reading, as well as at least two listening quizzes involving identification of repertoire from weekly listening assignments.
- A 7-10-page research paper on a composer or technique from the periods studied.

Evaluation Tools	% of Grade
Assignments	15%
Journal	15%
Concert Reports	20%
Tests – Listening and Chapter	20%
Attendance	10%
Final Paper	20%
Total	100%