



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
MUS224	Music History and Literature I – Antiquity through the Baroque	3
Hours: Lecture/Lab/Other 3 lecture	Co- or Pre-requisite Pre-requisite: MUS103 and MUS105 or equivalent experience	Implementation Semester & Year Spring 2022

Catalog description:

Study of the evolution of Western European music from its ideological and practical origins in ancient Greece and Rome through the Medieval, Renaissance, and Baroque periods, in the context of sociohistorical forces and events affecting its development. 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 origins and evolution of the major stylistic phases of Western European art music beginning with musical practice and ideologies of ancient Greece and Rome and ending with the Baroque period. [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 Ancient and Medieval Worlds] [Supports Course SLOs #1,2,3,4]

Learning Objectives

The student will be able to:

- Distinguish between the musical thought and practice in Antiquity and the Early Middle Ages.
- Identify changes in Gregorian chant, tropes, sequences, and compare them with the music and poetry of the goliards, jongleurs, troubadours, etc.
- Recognize the origins of polyphony, organum and the importance of Notre Dame polyphony.
- Explain the musical change at the end of the Middle Ages and Ars Nova.

Unit II [The Age of the Renaissance] [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Compare the music of the Middle ages and the changes brought about during the dawn of the Renaissance.

- Distinguish between the English influence and the Franco-Flemish influence on the music of the Renaissance.
- Describe the culmination and perfection of the 15th century contrapuntal style of Josquin.
- Explain the importance of the printing press and its relationship to music.
- Differentiate between the various forms that the madrigal takes and the importance of it to Italian composers.

Unit III **[The Long Seventeenth Century]** [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Categorize the general characteristics of Baroque music, basso continuo, major and minor key systems, etc.
- Demonstrate a knowledge of early opera and the composers involved: Peri, Caccini, Monteverdi.
- Differentiate between early opera and oratorio.
- Explain the growing changes to instrumental music and its place in society.
- Organize the main forms of the dance suite.
- Describe the major composers of the Baroque era: Handel, Vivaldi, Bach and be able to discuss the importance of each.

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 5-7-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%