

COURSE SYLLABUS



COURSE TITLE: MUSC-124: Music Before 1600

CLASS SECTION:

TERM: 2024F

COURSE CREDITS: 3

DELIVERY METHOD(S): ONLINE

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME: ROBERT HOLLISTON

EMAIL: keyboard.classical@vcm.bc.ca

OFFICE: 304 and online

HOURS: Mondays 11:00-1:00 and Tuesdays 10:00-12:00 (usually online; in-person appointments available upon request)

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Music from Classical Antiquity through the Renaissance is studied in historical and sociological contexts. Emphasis is on musical styles and trends, use of musical materials, and contributions by central musicians of the age. Performance practice revealed through investigation of source material and masterworks of the musical repertoire is highlighted.

PREREQUISITE(S):

One of:

- C in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

All of:

- C in MUSC 110

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Recognize and discuss traits of major musical styles of the Western world from its traceable beginnings to 1600 CE.
2. Research, study, and analyze masterworks of the period for elements of musical style and relate findings in written discourse.
3. Discuss and demonstrate performance practice of music of this time including reading of period notation with assistance, improvising in a stylistically appropriate style, and postulating historically responsive solutions to performance problems of the period.
4. Discriminate by ear characteristics of period style for representative works of this time.
5. Place significant musical contributors of this time in relationship to one another geographically, chronologically, politically, spiritually, and musically.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Taruskin, Richard, Gibbs, Christopher H. The Oxford History of Western Music: College Edition.
Second Edition New York: Oxford University Press, 2019

Taruskin, Richard, Gibbs, Christopher H. The Oxford History of Western Music: College Edition.
First Edition New York: Oxford University Press, 2013

NOTE: Copies of both editions are available for loan or onsite use at the VCM library. Applicable page numbers for both editions will be distributed throughout the term (page numbers in the course schedule below refer to the 2nd edition)

Additional materials provided by instructor

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
September 3-12	<p style="text-align: center;">ANCIENT AND MEDIEVAL MUSIC</p> <p>1. Music from Antiquity to Gregorian Chant (ca. 1200 BCE to ca. 1200 CE) (Taruskin Chapter One, pp. 1-34)</p> <p>ANCIENT GREEK MUSIC: First Delphic Hymn to Apollo Seikilos 'Epitaph/Skolion of Seikilos Stasimon Chorus from Euripides 'Orestes (chromatic and enharmonic versions)</p> <p>GREGORIAN CHANT: Kyrie, Gloria and Agnus Dei (Mass TBA)</p> <p>GREGORIAN CHANT: Alleluia: "Adorabo ad templum sanctum tuum"</p> <p>HILDEGARD OF BINGEN</p> <p>EARLY NOTATION</p>	
September 17-24	<p>2. Secular and Cathedral Music in the Middle Ages (ca. 1100 to ca. 1300) (Taruskin Chapter Two, pp. 35-71)</p> <p>TROUBADOURS: RAIMBAUT de VAQUIERAS and GIRAUT DE BORNELH</p> <p>TROUVÈRES: ADAM DE LA HALLE: excerpts from Le jeu de Robin et Marion</p> <p>GREGORIAN CHANT: Viderunt omnes (Gradual for Christmas Day)</p> <p>ELEVENTH-CENTURY FRENCH ORGANUM (Two-voice): from Messe de la Nativité: "Viderunt omnes"</p> <p>NOTRE DAME ORGANUM: LÉONIN: Viderunt omnes PÉROTIN: Viderunt omnes</p> <p>THE LATE THIRTEENTH-CENTURY MOTET</p>	
September 26-October 3	<p>3. The Ars Nova: Musical Developments in the Fourteenth Century (Taruskin Chapter 3, pp. 72-100)</p> <p>Excerpts from LE ROMAN DE FAUVEL and PHILIPPE DE VITRY</p> <p>GUILLAUME DE MACHAUT: Excerpt from MESSE DE NOSTRE DAME: Kyrie Isorhythmic Motets Monophonic and Polyphonic Chansons</p> <p>THE ITALIAN ARS NOVA (TRECENTO): FRANCESCO LANDINI and JACOPO DA BOLOGNA</p>	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
October 8-10	Review Quiz #1	Listening examples based on what has been studied throughout part one of the term
October 15	Mid-Term Exam	Listening examples and related questions from the material studied throughout the term
October 17-29	<p>THE RENAISSANCE (Taruskin pp. 101-102)</p> <p>4. Music in Europe: Toward an International Style, 1300-1500 (Taruskin Chapter Four, pp. 103-132)</p> <p>ENGLISH POLYPHONY: Sumer is icumen in (ROUND): JOHN DUNSTABLE</p> <p>BURGUNDIAN SCHOOL GUILLAUME DUFAY and GILLES BINCHOIS</p> <p>COMPOSERS FROM THE NORTH JOHANNES OCKEGHEM</p>	
October 31-November 12	<p>5. Church Polyphony in the Late Fifteenth and Sixteenth Centuries (ca. 1475-1600) (Taruskin Chapter 5 pp. 133-162)</p> <p>JOSQUIN DES PREZ (Motets and Chansons) and his influence</p> <p>PALESTRINA: The Reformation and Counter-Reformation (Missa Papae Marcelli)</p> <p>ENGLISH (ELIZABETHAN) CHURCH MUSIC</p>	
November 14-28	<p>6. Religious and Secular Music of the Sixteenth and early Seventeenth Centuries (Taruskin Chapter Six, pp. 163-189)</p> <p>ORLANDE DE LASSUS ("Carmina chromatico" from Prophetiæ Sibyllarum)</p> <p>Polychoral Music: GIOVANNI GABRIELI (Sacrae Symphoniae)</p> <p>ITALIAN MADRIGALS: CARLO GESUALDO and CLAUDIO MONTEVERDI</p> <p>ENGLISH MADRIGALS: THOMAS MORLEY and THOMAS WEELES</p> <p>LUTE SONGS: JOHN DOWLAND</p> <p>Selections from the Fitzwilliam Virginal Book</p> <p>MONTEVERDI: Vespers (1610)</p>	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
December 3	Review and Exam preparation	
December 5	Quiz #2	Listening examples based on what has been studied throughout part two of the term

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Worksheets (take-home assignments derived from the required Taruskin text books and additional notes designed to help the students become more fluent in the language, terminology, technique, etc., of the compositions studied.) These will correspond to each of the 6 sections outlined above.	Take-home worksheets (6x5): 30%
Quizzes: There will be TWO quizzes comprised of listening examples from music that has NOT been studied or listened to in class. The style, however, will be very similar. These quizzes are designed to help focus students' listening in preparation for the mid-term and final exams.	In-class quizzes (2x5): 10%

DESCRIPTION	WEIGHTING
<p>Research assignment Music 124 RESEARCH ASSIGNMENT</p> <p>PROJECT: To compile an annotated bibliography of writings on a musical topic of your choice pertaining to the periods studied during this term. In choosing your topic, particular attention should be paid to style of performance – i.e., how can you determine how, where, and on which instrument(s) was this music performed during the period in which it was composed? You may consider a composer (e.g. Guillaume de Machaut), a genre (e.g. Italian madrigal), a specific work (e.g. Spem in alium), a collection (e.g. Fitzwilliam Virginal Book), an instrument (e.g. shawm), a treatise (De institutione musica or Musica enchiriadis), etc.</p> <p>The following items will be circulated to the class to help introduce you to the available resource(s) and to the format: Handout from UVic Music Library Chicago-style citation Quick Guide</p> <p>You are required to identify the resource (include title, chapter if applicable, journal if applicable) and give a brief paragraph-long description of its content and value (eg., what material it basically covers, if there are illustrations and/or musical examples, etc.). You should aim for a total of 5-7 sources. Depending on your topic, this could involve some editing on your part: try to ensure that your bibliography would actually be useful to a third party, and therefore avoid including books or articles that only mention or otherwise skim over your topic.</p>	<p>20%</p>
<p>Exams: Both mid-term and final exams will be made up of listening examples taken from the music studied in class. Questions pertaining to these selections will be asked. In addition, there will be a small number of questions with no listening component, such as brief definition questions, mix-and-match, etc. The Final Exam will include a brief, note-form essay, the subjects for which will be given to the class one week prior to the exam</p>	<p>Mid-term exam: 15% Final exam: 25%</p>

DESCRIPTION	WEIGHTING
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Any reading and additional material (listening and reading) will be sent to the class in advance.

As the class is taking place online, it is assumed that students will check their emails regularly.

Unless any student has an objection, Zoom sessions will be recorded and emailed to the class along with the chats.

Students are encouraged to email me with any questions or concerns as soon as these arise so that they may be addressed in as timely and helpful a way as possible.

SCHOOL OR DEPARTMENTAL INFORMATION

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling

Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.