

EXISTING COURSE ADOPTION PROCEDURE (ECAP)
REVISED PROCEDURE FOR BRINGING COURSES OFF THE MASTER COURSE LIST
Drafted by Curriculum Committee, Indiana University East, Sept. 2002

Please fill out the following form when sending courses to the Curriculum Committee for consideration:

PART 1:

Course number: **MUS-M404** Course Title: **History of Music II**
Credit hours: **3** Division offering: **HSS**

MUS-M404 is a study of music in the Western tradition from the first half of the 18th Century to the first half of the 20th Century.

Faculty member submitting this proposal: **Elliott Miles McKinley**

PART 2:

Have you contacted all campuses in the IU system who are currently teaching this course and examined their methods of teaching this course? (you should consult the office of the Vice Chancellor of Academic Affairs for help in contacting campuses and procuring sample syllabi)

Yes

Below, please list all those campuses that teach the course in question:

IU Bloomington, IU South Bend, IU Southeast

PART 3:

1) Describe the course content and your rationale for bringing it forward:

This course is an intensive survey of Western music from about 1750 (the end of the Baroque/death of J.S. Bach) to about 1945 (end of World-War II). Rationale: This is a core component of the music program. Music and the arts generally serve to enhance the intrinsic life of individuals and their communities. Since the study of music primarily focuses on creativity and expression, students from any degree program can gain significant experience that can then enhance the quality of their lives no matter the field of study or career choice.

2) Describe the course's placement in the program, including its intended audience and any prerequisites:

A required course in the music program for all minors and majors. May be taken by motivated non-music students with instructor or program director consent. Prerequisites: MUS-M403

3) List the anticipated student learning objectives and outcomes:

The student will have learned the key historical moments, trends, movements in art, figures, composers, and musical works in the Western tradition from the middle of the 18th Century to the first half of the 20th Century.

4) Discuss any special features of the course (eg. a service learning component):

none

5) **Attach a proposed syllabus for the course as it would be taught on the IU East campus:**

Attached.

PART 4:

Representatives of your Division need to examine the sample syllabi and other materials from these campuses and determine whether your approach will be comparable. Please describe below your Division's final determination on this point and provide the chair's signature.

I approve the above-mentioned course as following the model framework given by other campuses in the IU system.

Division Chair

Date

**INDIANA UNIVERSITY EAST
COURSE OUTLINE OF RECORD**
(Submit with ECAP form)

MUS-M404 HISTORY OF MUSIC II

COURSE TITLE: History of Music II

COURSE NUMBER: MUS-M404

CREDIT HOURS: 3

SCHOOL: HSS

PROGRAM: Music

COURSE CATALOG DESCRIPTION: This course is an intensive survey of music in Western (European-American) culture and traditions from the mid-18th Century (end of the Baroque, cca. 1750) to the early 20th Century (prior to World-War II). While the focus will be on Western music, the impact of music from the rest of the world on Western music will be addressed (especially that of the African diaspora).

PREREQUISITES: MUS-M403.

ANTICIPATED CLASS FORMAT (Online, Classroom, Hybrid): Classroom

CONTACT TYPE (Lecture, Lab, Other): Lecture

TEXTBOOK(S) FOR FIRST OFFERING: Appropriate texts are currently under review. The student will have one or two texts along with listening assignments.

TOPICS TO BE ADDRESSED: (Narrative and/or bullet points)

- Historical overview of time periods and philosophical/artistic trends in Europe during the discussed time period.
- Introduction to the important persons in music (composers, theorists, philosophers) during this time period and their impact on the development of Western music
- Discussion and examination of the major works and defining musical literature during the discussed time period.
- Impact of non-European music on Western music during the discussed time period.

IU EAST CAMPUS LEARNING OBJECTIVES:

Educated people should:

[Type text]

1. Be exposed to a broad variety of academic fields traditionally known as the Liberal Arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of a diversity of ideas and creative expression.
2. Have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development.
3. Be able to express themselves clearly, completely, and accurately. Effective communication entails the successful sharing through a wide variety of techniques, including reading writing, speaking and technology.
4. Be able to relate computational skills to all fields so that they are able to think with numbers. At minimum students should be able to carry out basic arithmetical and algebraic functions; they should have a working concept of simple statistics; and they should be able to interpret and use data in various forms.
5. Have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation and creativity.
6. Develop the skills to understand, accept and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities and value systems.
7. Be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus to be able to make discriminating moral and ethical choices.

LIST COURSE OBJECTIVES (with a notation indicating which Campus Learning Objective is met.)

- Develop a greater appreciation and understanding of Western music during the discussed time period (1,2,6,7)
- Develop skills and strategies for listening to music (3,6)
- Develop critical thinking and strategies for discussing and writing about music and art during the discussed time period (1,3,5)
- A greater appreciation of the historical impact of music and associated artistic and philosophical ideas on Western history and our collective cultural perspective (1,2,7)

DATE OF COURSE IMPLEMENTATION: Fall 2009

DATE OF LAST REVISION (IF ANY):

Actual Course Syllabus May Contain Additional Materials

Submitted by: Elliott Miles McKinley Date: November 1, 2008