



Bethesda University

730 North Euclid Street, Anaheim, California 92801 Tel: (714)517-1945, Fax: (714)683-1440

MU541 Music of the Nineteenth Century

*The discrepancies between the two groups will be specified throughout the course, but in general, the M.A. students will have approximately 25% more assigned work and testing.

Professor. Jenny Jee-El Park			
Class Hour:	Monday 6:00pm - 8:30 pm	Class Room:	TBA
Office:	N/A	Phone:	714-474-4465
Office Hours/ Consultation: By appointment only		E-mail:	jparkpiano@yahoo.com
TA: TBA (To Be Arranged)		Credit Unit:	3

A. Bethesda University Mission Statement

Bethesda University is a Christ-centered community of higher education preparing Korean/English speaking men and women with professional competence, academic excellence, and spiritual integrity to be servant leaders in the Church, community, and global society.

B. Relationship of Course to Bethesda University's Mission

The study of 19th Century music history (primarily of Europe) is an essential knowledge base for all music majors and minors. Much of music practices of our contemporary society can trace its roots to the aesthetic, harmonic, artistic and social developments of the era. Understanding history would enable students to critically examine, reflect and envision their place in history and venture to make the connection with the "grand narrative" of God's redemptive history.

C. Course Description

This course will focus on musical developments of 19-th century Europe in relation to the political and social changes of the same era. Major composers and their works will be studied as a way to understand the gradual changes within the musical community and its over-arching influences upon the society at large. Examinations of our current thoughts and practices in light of the historical data will be a key component of the course.

D. Course Objectives & Student Outcomes

The course objective is three-fold:

- 1) Establish the knowledge base of historical developments of 19th century
- 2) Develop critical-thinking and research skills to integrate and personalize historic data
- 3) Strategize creative and practical ways to improve individual student's musical life



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	Expected Student Outcomes	Assessment Used to Measure Outcomes
Spiritually	Think about the spirituality of each composition/composers studied and how it affected the self and others	Reflection essay writing upon reading and listening major works
Intellectually	Formulate an opinion and be able to support it with historic data and facts	Critique a performance Defend the merits of a lesser known composer
Socio-Emotively	Understand the intricate web of relationships among socio-, economic-, politico-, and aesthetic changes that produce culture changes in music	Create a “maps-and-dates chart” that help understand the geography and chronology of historical events an present a list of observations
Vocationally	Contemporize the historic knowledge by seeking relevance and practical application	Write a program note for student recital; Devise a thematic lecture recital involving multiple performers

E. Teaching/Learning Methods

The instructor will broadly adapt Bloom’s taxonomy and Bruner’s spiral learning model of:

- 1) Knowledge
- 2) Understanding
- 3) Application
- 4) Analysis
- 5) Synthesis
- 6) Evaluation

F. Required Textbook(s)

No.	Title	Author	Publisher	Library code	Year
1	The Development of Western Music (A History)	K. Marie Stolba	Wm. C. Brown Publishers	88-71254	1990

G. Recommended Reading and Other Course Resources (All reserved for reading)

No.	Title	Author	Publisher	Library code	Year
1	Music in the Western World (A History in Documents)	Piero Weiss & Richard Taruskin	Schirmer Books	83-16171	1984
2	A History of Western Music	Donald Jay Grout	W.W. Norton		1960
3	Romantic Music (A	Leon Plantinga	W.W.		1985



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	History of Musical Style in Nineteen-Century Europe)		Norton		
4	Strunk's Source Reading in Music History: The Nineteenth Century (Revised Edition)	Ruth A. Solie	W.W. Norton		1997

H. Course Calendar/Schedule, include the following

N	Date	Theme	Reading	Assignments
1	8/24	Review of syllabus and school policies; Late Classical period and the emergence of Romanticism	p.535-p.539	Format maps-and-dates chart
2	8/31	Survey of life and work of Ludwig van Beethoven; significance of Vienna and its developments	p.539-p.577	PCR (Pre-Class Reading) Assignment
3	9/14	Spirituality and music; the Heiligenstadt Testament; Beethoven's contemporaries	p.577-p.611	PCR Assignment Reflection paper on the reading of the Heiligenstadt letter
4	9/21	Music in Italy, Iberia and America in the early nineteenth century; musical inventions and terminology review	p.611-p.622	PCR Assignment Listening assignment and reflection paper
5	9/28	Musical expansion of mid-19 th century; women in music; orchestral instruments and its developments	p.623-p.657	PCR Assignment Comparative-listening paper of different keyboard instruments
6	10/5	Opera's dominance and development; music and commercialism; music and social responsibility; oral presentation	p.657-p.682	PCR Assignment Story-telling of an opera (oral presentation)
7	10/12	Wagner and Verdi operas; art, literature and music; oral presentation; in-class group work for lecture concert project	p.683-p.698	PCR Assignment Watch a YouTube video of Wagner or Verdi's opera excerpt and write a reflection paper
8	10/19	Liszt and Brahms; Chopin's diary; brief history of the piano and piano-makers	p.699-p.724	PCR Assignment Submit ideas for program notes
9	10/26	Late 19 th century to early 20 th century; nationalism; Russian composers; Europe before the Congress of Vienna	p.725-p.755	PCR Assignment Update maps-and-dates chart
10	11/2	German and Austrian music; French Impressionism; Technological advances	p.755-p.798	PCR Assignment Listening assignment and music



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		and its affects on art and music		critique writing
11	11/9	In-class activity of consolidating maps-and-dates chart; Visiting the library to gather resources for program notes and lecture concerts	From the "Recommended Reading List"	Outline and rough draft of individual/group project
12	11/16	Collective formation of study guide; consolidating maps-and-dates chart; discussion of contemporizing history	Reading selections TBA	Integration and application paper on a related topic
13	11/23	Thanksgiving Break		
14	11/30	Lecture Recital Presentation		
15	12/7	Lecture Recital Presentation; Review Session	Study Guide	Review and study for final exam
16	12/14	Final		

I. Assignments

- Pre-class reading assignments and worksheets (due weekly)
- Reflection paper on listening of live and/or recorded musical performances
- Maps-and-dates chart (note-taking required throughout the semester)
- Individual project of writing a program note
- Group project of "producing" a lecture concert

J. Evaluation/Assessment Rationale for Grade Determination

1. Grade Assessment

Attendance and Class Participation	25%
Pre-class reading and worksheets	20%
Maps-and-dates chart and Class notes	10%
Active listening and reflection papers	10%
Individual/group project	15%
Final Exam	20%

2. Grade definition

A = Excellent; B = Good; C = Satisfactory; D = Poor; F = Failure

3. Grade scale

Letter Grade	Numeric Grade	Grade Point
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A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-75	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	59 or below	0

K. Course Policies

1. Attendance, Preparation, and Participation:

- Attendance and active participation for all classes. Participation in class is imperative for the acquisition of knowledge and development skills. The instructor will evaluate classroom participation as an important aspect of the student's overall grade.
- Preparation for class is expected and will be demonstrated through pre-class assignments and worksheets. Pop quizzes may be given if deemed necessary.
- Organized course notebook should accompany the maps-and-dates chart and will be evaluated throughout the course and at the end of the semester.
- Professionalism in handing in written materials is critical and will be reflected in the grade. Written assignments will NOT be accepted after the deadline (at the head of the class) and will not receive any credit.
- Opportunities to redo assignments and to do extra-credit work may be offered at the



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discretion of the instructor.

2. **Deadlines:** All course work is due on the date and time assigned by the professor. Students who do not hand in assignments on time will be subject to the professor's late grading policies. In all other cases and unless otherwise stated by the instructor, all course work is due by 4:00 p.m. of the last day of the semester. Incompletes will only be awarded to a student who cannot physically finish all their course work by the last day of the semester. (It is too late to request an incomplete after the semester has ended.) Incompletes must first be approved by the Academic Dean's office. To apply, fill out an incomplete request form from the office. After receiving approval from the Academic Dean's office, the student then must obtain approval from the instructor. Incompletes will not be awarded merely because of poor time management. Students who assume that an incomplete will be issued because they did not finish their course work by the end of the semester will automatically receive the grade of "F"
3. **Advance Assistance:** Will be assessed and decided on case-by-case basis. For students demonstrating lack of proficiency in English language, vocabulary-building assignments and less stringent writing assignments could replace some of the work that assumes language proficiency.
4. **Assignment Options:** All students will be required to follow the class outline and adhere to the schedule without any exception. Request for Advance Assistance should be made in writing prior to the second class date.
5. **Make up work:** Make up work will be allowed for students experiencing unexpected physical and psychological illnesses, accidents, or family emergencies.
6. **Extra-credit work:** Will be assessed and decided on case-by-case basis
7. **Emergency procedures:** The students should contact the school and inform the instructor via email, text message and/or voice call.
8. **Other policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures** refer to the Student Handbooks and Catalog. The class will follow and adhere to the policies of Bethesda University.

L. Support Services

In cases of significant difficulties experienced by the student due to illness or family emergency, the instructor will recommend remedial help and/or give reasonable extensions on deadlines in order to finish the course successfully. However, the responsibilities and requirements of the coursework will remain the same.



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