

University of Utah * School of Music
MUSC 6500: Graduate Survey of Music Theory (3 cr.)
 Fall 2019 * Thursdays 4:10pm-6:40pm * DGH 410

Instructor: Dr. Luke Dahn * DGH 438 * Email: luke.dahn@utah.edu (preferred contact) * Office phone: 801.585.3720 * **Office Hours:** TBA

TEXTS AND MATERIALS

1. Laitz, Steven and Christopher Bartlette. *Graduate Review of Tonal Theory*. (New York: Oxford University Press, 2010) ISBN: 978-0-19-537698-2
2. Laitz, Steven and Christopher Bartlette. *Graduate Review of Tonal Theory, Student Workbook*. (New York: Oxford University Press, 2010) ISBN: 978-0-19-537699-9
3. Staff paper (a notebook, or download some here: <http://www.musicseaf.com/>)
4. Pencils for writing music. Part-writing and other compositional assignments should always be done in pencil.
5. Tablet or binder for taking notes.

ADDITIONAL TEXTS (not required)

1. Hepokoski, James and Warren Darcy. *Elements of Sonata Theory*. (Oxford University Press, 2011).
2. Cook, Nicholas. *A Guide to Musical Analysis*. (Norton, 1992)

Pre-requisites: None. This is a remedial course required of entering graduate students who did not attain the necessary score on the Graduate Entrance Placement Exam in Music Theory. Students must pass this course with a 'B-' or higher before enrolling in any graduate theory seminar. **Note:** MUSC 6500 does not fulfill your degree requirements as a graduate theory seminar; rather, MUSC 6500 itself is a pre-requisite to graduate-level seminars that ensures you will be prepared to engage the material and get the most from those courses. However, the work done in this course must reflect the standards of a graduate-level seminar.

CATALOG COURSE DESCRIPTION

Remediation in music theory including a review of common practice techniques in tonal harmony (emphasizing both written and aural skills), musical forms of the eighteenth and nineteenth centuries, and a preliminary introduction to theoretical approaches in the analysis of works from the common-practice period.

FULL COURSE DESCRIPTION

This course is intended to provide a brief review of basic voice-leading procedures, of harmonic analysis (specifically, roman-numeral/figured bass analysis) and to familiarize students with the forms and practices common to tonal music of the "common-practice period" (roughly mid-Baroque to the late nineteenth century). As part of the study of form, we will review tonal harmony within the phrase model, with special attention given to cadence types, voice-leading norms, and chromatic harmony. We will examine standard phrase forms, smaller and larger musical forms and their formal/functional properties. Students will be expected to recognize, analyze and write (compose) short phrases and passages displaying their understanding of chromaticism as found in music of the common-practice period.

COURSE OBJECTIVES

The goal of this course is to prepare students for a more rigorous study of harmonic syntax and musical form in MUS 6550 (Advanced Formal Procedures) and other graduate seminars. Students will learn how to analyze formal structures by studying scores without the aid of recordings or performance and improve their speed at doing so. They will learn how phrases combine to create larger units, which themselves combine to create a unit at a meta-level. They will gain experience analyzing multi-movement works and writing analytical papers.

COURSE WORK

Homework assignments (30% of overall grade)

You will be given weekly homework assignments, and all assignments must be turned in on time. Late assignments submitted within a few days of the due date are subject to a grade penalty. In addition, late assignments may not be returned. Most assignments will come from the workbook that accompanies the course text, though additional assignment handouts may also be given. We will frequently work through homework problems in class, but we will only do this as long as I sense that everyone is coming to class well prepared. All part-writing assignments must be done **in pencil**.

Three Exams (45% of overall grade (15% each))

There will be three scheduled exams, the first two of which will contain both a take-home portion and an in-class portion. Take-home portions will involve both part-writing exercises and more lengthy analysis questions. In-class portions will include various shorter exercises and possibly aural components related to course content as well (e.g. aural detection of cadences, modulation, form, etc.). Each exam is worth 15% of your overall grade.

Winterreise Projects (15% of overall grade)

Each student will be assigned an individual song from Schubert's song cycle *Winterreise* (choosing only from movements I, II, III, IV, V, VII, X, XI, XII, XIII, XV, XVII, XX, XXI). This analysis consists of a fully-analyzed score, a discussion of relevant word-painting, and a short written analytical paper highlighting a "musical agent" at work in the piece. Presentations of these projects is scheduled for November 7. More detailed instructions regarding the expectations of this assignment will be given later in the semester.

Attendance & Class work (10% of overall grade)

Attendance and participation in class is expected. Every three weeks, each student will be given an attendance/classwork grade, the average of which will make up 10% of the overall grade. In the past, I have occasionally had a student inform me that they need to leave class early due to a performance that evening. While I strongly encourage doing everything possible to stay for the duration of the class, I understand that sometimes this is unavoidable. Please know that if you miss the final portion of class, you will be responsible for any material missed. Finally, please let me know if you must leave early *before* class. If several of you must leave early, then knowing ahead of time allows us the option of skipping our break and ending class early.

GRADE BREAKDOWN

30%	Homework Assignments	(~10 total)
45%	Three Exams (15% each)	
15%	<i>Winterreise</i> Project	
10%	Attendance & Participation	

100%

Grade Scale: A 100-93; A- 92-90; B+ 89-87; B 86-83; B- 82-80; C+ 79-77; C 76-73; C- 72-70; D+ 69-67; D 66-63; D- 62-60; E 59-0

GENERAL COURSE OUTLINE—MUSC 6500

(Subject to change with advance notice)

Week 1 – August 22

Course Introduction; Foundations & Review; Counterpoint Review
L/B CHAPTERS 1-3; I, V, and V7
L/B CHAPTER 4

Week 2 – August 29

I, V, and V7; Expansions of I & V (63 Chords)
L/B CHAPTERS 4 & 5

Week 3 – September 5

Predominant Chords, the Phrase Model & Embellishments
L/B CHAPTER 6

Week 4 – September 12

64 Chords & Other Diatonic Sevenths; Submediant & Mediant
L/B CHAPTERS 7 & 8

Week 5 – September 19

Test #1: Take-home portion handed out, electronic submission DUE Monday night; In-class portion given in class.
Period Forms; Sequences
L/B CHAPTERS 9 & 10

Week 6 – September 26

Applied Chords
L/B CHAPTER 11

Week 7 – October 3

Modulation & Binary Form
L/B CHAPTER 12

October 10 – Fall Break (**No Class**)

Week 8 – October 17

Mode Mixture & Chromatic Modulation; (Assign *Winterreise* songs)
L/B CHAPTER 13

Week 9 – October 24

Test #2: Take-home portion handed out, electronic submission DUE Monday night; In-class portion given in class.
Augmented 6th Chords & Neapolitan
L/B CHAPTER 14

Week 10 – October 31

Aug. 6th & Neapolitan (cont.); Other Advanced Chromaticism

Week 11 – November 7; **Winterreise Presentations [TBD]**

Week 12 – November 14

Ternary, Sonata, and Other Larger Forms
L/B CHAPTER 15; Hepokoski & Darcy (selections)

Week 13 – November 21 – Thanksgiving (**No Class**)

Week 14 – November 28

Sonata Form (continued)

Week 15 – December 5 TBD

Thursday, December 12 – FINAL EXAM DUE @ 5:00pm

OTHER POLICIES AND STATEMENTS

Americans with Disabilities Act (ADA) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Campus Safety

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Center for Wellness & University Counseling Center

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776; and the University Counseling Center: <http://counselingcenter.utah.edu>, 801-581-6826.

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

LGBT Resource Center

If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone.* Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu>. Please also let me know if there is any additional support you need in this class.

**What is a Safe Zone? The LBGT Resource Center offers Safe Zone trainings for faculty, staff and instructors at the U. The aim of the training is to promote inclusive teaching and foster a respectful, safe environment for lesbian, gay, bisexual, transgender, queer and questioning individuals in our classrooms. In order to define your classroom as a Safe Zone, you need to participate in this training.*

Office of Equity and Diversity

The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and Diversity is proud to lead the University's efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. <http://diversity.utah.edu>, 801-581-7569.

Non-Contract Statement

This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor may modify it at any time with reasonable notice to students. The instructor may also modify the Schedule at any time to accommodate the needs of the class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification.

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