

University of Utah * School of Music
MUSC 4565: Special Topics in Music Theory
The Chorale in Bach and Beyond
Spring 2016 * MWF 10:45-11:35am * DGH 410

Instructor: Dr. Luke Dahn
Office: DGH 430
Office hours: Monday & Wednesday 1:30-2:30 (or by appt.)
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TEXT AND MATERIALS

1. MUSC 4565 Course Pack: *J.S. Bach Chorales*, ed. Luke Dahn (Available in the University bookstore)
2. Some staff paper (a notebook, or download some here: <http://www.musicshleaf.com/>)
3. Pencils! Please do all analysis and compositional assignments in pencil.
4. A notebook or binder for note-taking.

ADDITIONAL RESOURCES

Translations of Chorale Texts: <http://www.bach-cantatas.com/Texts/IndexTexts-Chorales-Title.htm>
Comprehensive info on the Bach Cantatas: <http://www.bach-cantatas.com/IndexBWV.htm>
History of the Breitkopf Collection of Bach Chorales: <http://www.bach-cantatas.com/Articles/Breitkopf-History.htm>

COURSE DESCRIPTION

The central theme of this course is the Lutheran chorale. Analytical study will begin with chorales in their original contexts then move to works from a variety of composers and historical contexts that utilize chorale tunes. Attention will be devoted to works by Bach, Felix Mendelssohn, Fanny Mendelssohn, Franz Liszt, Johannes Brahms, Max Reger, Alban Berg, Magnus Lindberg and others.

This course will develop many of the concepts, principles, and skills acquired in earlier Music Theory/Musicianship courses through close examinations of wide range of compositions, styles, genres, and composers.

Prerequisite: "C" or better in MUSC 3550.

COURSE WORK

Note on the Course Pack: The course pack is my own edition of the Bach chorales. It is necessary that you bring your hard copy (available for purchase in the University bookstore) to each class as we will frequently be looking at different chorales throughout the semester. In addition, I welcome any feedback you have regarding the edition's format. Bookmark the URL of chorale text translations given under the "Additional Resources" section.

Analysis Assignments (30% of overall grade (~3% each))

You will be required to complete about ten analysis assignments throughout the semester, the majority of which will be of Bach's chorales. It is important that you complete your analyses *on time* as we will likely be discussing portions of these assignments in class on the dates on which they are due. Late assignments will be subject to penalty, and I reserve the right of giving no credit. Analyses should be done in pencil.

The analyses of Bach chorales can be completed in the course pack, then scanned and submitted via Canvas. If beneficial, I can provide separate PDFs of the assigned chorales for the printing of additional copies.

Readings (15% of overall grade (~1.5% each))

There will also be about ten different reading assignments. For these assignments, each student must submit three separate comments about the reading. Comments may include questions that came to mind, passages that you found insightful, passages you found confusing, or any other relevant thoughts. Each comment **must** include a reference to the passage to which your comment relates. Include the page number if not a quotation of the exact passage. Finally, you **must** bring your article to class for discussion (either a hard copy or an electronic copy on computer/iPad). Comments must be submitted by 9:30am on day on which they are due.

Biographical Sketch (5% of overall grade)

Each student will be required to do one biographical sketch of a composer discussed in class. The sketch should consist of a one-page handout and a 5 to 10 minute mini-presentation over the handout. The sketch should include general biographical information as well as any contextual information relevant to the chorale-based piece(s) under discussion in class. I will do the first biographical sketch (Felix Mendelssohn) in order to serve as a model. Composer assignments were done randomly and are indicated with student initials in the course schedule below.

Chorale Composition (15% of overall grade)

Each student will be required to compose one chorale setting in the Bach chorale style. The setting must be of a Lutheran chorale tune studied during the semester. (Instructor must provide final approval of chosen tunes.) These chorales will be included in the class-led Chorale Sing-along. Specific guidelines for this project will be provided.

Final Analysis Project (15% of overall grade)

A final analysis project will be due **Wednesday, May 4 at 12:30pm**. Each student may choose any chorale-based composition from any era for this project. A list of possible pieces will be provided, though students are welcome to find their own. The kinds of analytical techniques used will be dictated by the kind of piece being analyzed whether tonal or post-tonal, and students will be expected to draw upon the techniques learned in past theory classes. Further guidelines for this project will be provided.

Presentation of Final Project (5% of overall grade)

The final weeks of the semester will be devoted to student presentations of final projects. Since these presentations will be given prior to the due date of these projects, students are encouraged (even expected) to incorporate any feedback from classmates. Further details about these presentations will be provided.

Chorale Sing-Along (5% of overall grade)

If determined to be a viable possibility, the class will lead a campus and community-wide chorale sing-along. Students will provide very brief contextual information for each chorale prior to being sung. This event will be discussed and its format determined by the class itself. (There has been some interest in the choral area of possible collaboration.) If this event does not happen, an additional assignment will be created in lieu.

Attendance & Class work (10% of overall grade)

Attendance and participation in class is expected. Every week, each student will be given an attendance/classwork grade, the average of which will make up 10% of the overall grade.

GRADE BREAKDOWN

30%	Analysis Assignments (~10 x ~3%)
15%	Readings (~10 x ~1.5%)
5%	Biographical sketch (1)
15%	Chorale Composition (1)
15%	Final Analysis Project
5%	Presentation of Final Project
5%	Chorale Sing-Along
10%	Attendance & Participation

GENERAL COURSE OUTLINE—MUSC 4565 (UPDATED 2/6)

(Subject to change with advanced notice)

Wk	D	Day	Syllabus	Chorales [Tunes] (BWV)	Assignment R = Reading A = Analysis
1	M	1.11	INTRODUCTION: THE CHORALE		
	W	1.13	Chorale Analysis Methodology		
	F	1.15	History; The Chorales of Martin Luther	“Aus tiefer Not schrei ich zu dir” (156.6, 339) “Vom Himmel hoch” (248.9, 248.17, 248.23) “Christ lag in Todesbanden” (4.8, 158.4, 277, 278, 279)	R1: “Chorale” in New Groves (Sections 1, 3-5, 8, 10-14)
2	M	1.18	<i>MLK DAY * NO CLASS</i>		
	W	1.20	Lutheran Calendar & Service during Bach’s time	“O Gott, du frommer Gott” [melody #4] (45.7, 64.4, 94.8, 128.5, 129.5, 197a.7, 398, Dietel #113)	
	F	1.22	The (Favorite) Chorales of J.S. Bach		R2: Dirst 2012
3	M	1.25			A1: Chorales 1: Vater unser im Himmelreich
	W	1.27	Compositional Process of J.S. Bach		
	F	1.29			R3: Chafe 2000, pp.82-87; Temperley 2006;
4	M	2.1	PART 1: THE CHORALE 1800-1850	“Allein Gott in der Höh so Ehr” (104.6, 112.5, 260); “Wachet auf” (140.7); “Wir glauben all’ an einen Gott” (437)	A2: Chorales 2
	W	2.3			

Wk	D	Day	Syllabus	Chorales [Tunes] (BWV)	Assignment R = Reading A = Analysis
	F	2.5			
5	M	2.8	Mendelssohn: <i>Paulus, Symphony 5, etc.</i> Mendelssohn Bio Sketch (LD)		R4: Mercer-Taylor 1997; Stanley 1987
	W	2.10		"Ein feste Burg" (80.8, 302, 303)	
	F	2.12			A3: Mendelssohn Chorales
6	M	2.15	<i>PRESIDENTS' DAY * NO CLASS</i>		
	W	2.17	Fanny Hensel: <i>Das Jahr</i> Hensel Bio Sketch (DB)	"Das alte Jahr vergangen ist" (288, 289, 614)	R5: Toews 1993; Kielian-Gilbert 2006
	F	2.19			
7	M	2.22			A4: Chorales 3
	W	2.24	PART 2: THE CHORALE 1850-1900 Franz Liszt: <i>Variations on a theme by Bach</i> Liszt Bio Sketch (VW)	"Was Gott tut ist das wohlgetan" (12.7, 69a.6, 75.7=75.14, 99.6, 100.6, 144.3, 250)	R6: Crisp 1998
	F	2.26			
8	M	2.29			A5: Chorales 5
	W	3.2	Johannes Brahms: Ops. 29, 74, 110, 122 Brahms Bio Sketch (TM)	"Es ist das Heil uns kommen her" (9.7, 86.6, 117.4=117.9, 155.5, 251) "Mit Fried und Freud" (83.5, 125.6, 382)	R7: Beller-McKenna 1996
	F	3.4			
9	M	3.7			A6: Brahms
	W	3.9	Max Reger: various Reger Bio Sketch (PT)		R8: Frisch 2001-02
	F	3.11			A7: Reger
10	M	3.21	PART 3: THE CHORALE 1900-1950	"Es ist genug" (60.5)	
	W	3.23	Alban Berg: <i>Violin Concerto</i> (1935) Berg Bio Sketch (EH)		R9: Chafe 2000, pp.228-240.
	F	3.25			
11	M	3.28	Hugo Distler: <i>Nun ruhen alle Wälder</i> (1930/31), <i>In der Welt habt ihr Angst</i> (1936) Distler Bio Sketch (KS)	"Wenn mein Stündlein vorhanden ist" (31.9, 95.7, 428, 429, 430); "O Welt, ich muss dich lassen" (13.6, 44.7, 97.9, 244.10, 244.37, 245.11, 392, 393, 394, 395)	A8: Chorales 6
	W	3.30			R10: Pack 2008
	F	4.1			
12	M	4.4	PART 4: EXCUSION – BACH REINTERPRETED (Schoenberg, Webern, Stravinsky, Birtwistle) Schoenberg Bio Sketch (JY)	"Vom Himmel hoch" (248.9, 248.17, 248.23) "Nun komm der Heiden Heiland" (36.8, 62.6) "Ich ruf zu dir, Herr Jesu Christ" (177.5, 185.6, Dietel #69) "Durch Adam's Fall ist ganz verdebt" (18.5)	A9: Chorales 7
	W	4.6			
	F	4.8			
13	M	4.11	PART 5: THE CHORALE 1950-2015	"Ein feste Burg" (80.8, 302, 303)	
	W	4.13	Warren Benson: <i>The Leaves are Falling</i> (1963/64) (tentative)		Chorale Composition Draft Due
	F	4.15	Magnus Lindberg: <i>Chorale</i> (2002) (tent.)		
14	M	4.18	Chorale Sing-Along (Open to Community)		Chorale Composition Due
	W	4.20	Presentations of Final Projects		
	F	4.22	Presentations of Final Projects		
15	M	4.25	Presentations of Final Projects		
	W	4.27	READING DAY * NO CLASS		
	W	5.4	FINAL PROJECTS DUE at 12:30pm		

UNIVERSITY POLICY STATEMENTS

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.

Faculty and Student Rights and Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning. PPM 6-316. Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning. PPM 6-400.

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).

Accommodations Policy

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

Wellness Statement

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.

Incompletes policy

(I) Incomplete grade. Given for work not completed due to circumstances beyond your control. You must be passing the course and have completed at least 80% of the required coursework. Arrangements must be made between you and the instructor concerning the completion of the work. You may not retake a course without paying tuition. If you attend class during a subsequent term, in an effort to complete the coursework, you must register for the course. Once the work has been completed, the instructor submits the grade to the Registrar's Office. The "I" will change to an "E" if a new grade is not reported within one year. A written agreement between the student and the instructor may specify the grade to be given if the work is not completed within one year. Copies of the agreement are kept by the instructor and the academic department.

O. Attendance Requirements (<http://www.regulations.utah.edu/academics/6-100.html>)

1. The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.
2. Students absent from class to participate in officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics) or religious obligations, or with instructor's approval, shall be permitted to make up both assignments and examinations. The University expects its departments and programs that take students away from class meetings to schedule such events in a way that will minimize hindrance of the student's orderly completion of course requirements. Such units *must* provide a written statement to the students describing the activity and stating as precisely as possible the dates of the required absence. The involved students *must* deliver this documentation to their instructors before the absence.
3. Except in cases of sudden illness or emergency, students shall, in advance of the absence, arrange with the instructor to make up assignments (see policy on assignments in #4 of the course evaluation section above).
4. Unexpected University facility closures due to weather, emergency or disaster may occur from time to time. Students may be required to complete coursework missed due to these or other class cancellations; however, instructors requiring mandatory make-up sessions may not penalize students if they are unable to attend due to time conflicts, etc.

Non-Contract Note

"The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification."