

Syllabus-MUSC 5506-Early Music-Spring 2024-Bargrivan

East Carolina University

School of Music

Spring Semester 2024

MUSC 5506: Early Music in the West

Mondays & Wednesdays 5:00–6:15 p.m.

Fletcher Music Center, room 200

Instructor information: Dr. Navid Bargrivan

Office Location: Fletcher Music Center, room 311

Office Hours: I will be available in my campus office and on Webex on the following school days:

- Tuesdays, 1:00–3:30 p.m.
- Thursdays, 1:00–3:30 p.m.
- and by appointment

Webex Personal Room: [ecu.webex.com/meet/bargrivan23](https://ecu.webex.com/join/bargrivan23)

Office Phone: 252-328-1250

- If I am present in my office and have no in-person or Webex meetings, I will be able to answer your calls. Otherwise, you can leave a message on my phone. I will return your calls as soon as possible.

E-mail: bargrivan23@ecu.edu


- You can expect a response to emails before the end of the next school day. Please expect a response to your emails sent on Friday evening, or during the weekend, on Monday.



**This syllabus represents a written contractual agreement between us. Occasionally, it may be necessary to revise this syllabus to meet students' needs. I reserve the right to revise this syllabus if the need arises. Advance notification will be provided to you.*



Students with Special Assistance

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services prior to receiving accommodations. Please visit their office in Slay 138 or call (252) 737-1016 (Voice/TTY). <https://dss.ecu.edu/>  [_ \(https://dss.ecu.edu/%20\)](https://dss.ecu.edu/%20)

Course description

MUSC 5506 examines the genres, sources, theoretical literature, and cultural contexts of Western art music from the Late Antiquity through the end of Renaissance.

A combination of structural and historical analysis contributes to our critical understanding of the ways in which:

- the oral musical tradition of the medieval Europe progressed;
- the emergence and evolution of notation led to musical literacy;
- the music-theoretical fundamentals of the Western art music were established and documented;
- polyphony was developed based on a monophonic chant tradition;
- the sociopolitical and cultural conditions influenced the secular and sacred musical tradition in the Middle Ages and Renaissance.

Course Requirements & Prerequisites

Subject	Course Number	Level	Grade
Music	1406	Undergraduate	D-
Music	2406	Undergraduate	D-
Music	2416	Undergraduate	D-

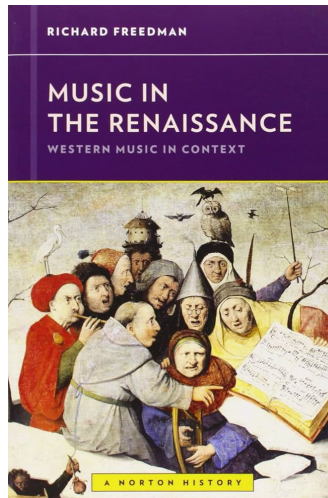
Required Texts & Readings

- Fassler, Margot. *Music in the Medieval West: Western Music in Context*. New York: Norton, 2014.

ISBN: 978-0-393-92915-7

- Freedman, Richard. *Music in the Renaissance: Western Music in Context*. New York: Norton, 2012.

ISBN: 978-0-393-92916-4



Required Software*

- Laptop and Internet
- Canvas page of the course
- Microsoft Office 365
- [Adobe Creative Suite \(get it free!\) ↗ \(https://itcs.ecu.edu/2019/08/16/adobecc-facstaff/\)](https://itcs.ecu.edu/2019/08/16/adobecc-facstaff/)

*Although the above software titles are listed as required for the course, you may use an equivalent program provided you can submit the required file types requested in the assignments.

Course Outcomes

Upon completion of this course, the students will be able to

1. remember and understand how notation evolved from an oral musical tradition, leading to literacy;
2. apply music-theoretical concepts and notational systems to analyze the sacred and secular Medieval and Renaissance musical works;
3. evaluate the cultural, political, and social contexts in which the Medieval and Renaissance musical traditions thrived;
4. create research projects to communicate their knowledge about early music in text and speech;

Grades & GPA

Letter grades will be assigned based on the number of points earned from assignments. See the conversion table below.

For Undergraduate student:

Grade	Grade Scale (%)	Quality Points (for GPA calculations)
A	94.00–100.00	4.0
A-	90.00–93.99	3.7
B+	87.00–90.99	3.3
B	83.00–86.99	3
B-	80.00–82.99	2.7
C+	77.00–79.99	2.3
C	73.00–76.99	2
C-	70.00–72.99	1.7
D+	67.00–69.99	1.3
D	63.00–66.99	1
D-	60.00–62.99	.7
F	Below 60.00	0
i*	Incomplete	See Note Below

For Graduate Students:

Grade	Grade Scale (%)	Quality Points (for GPA calculations)
A	90.00–100.00	4.0
B	80.00–89.99	3.0
C	70.00–79.99	2.0
F	Below 70.00	0

**If the student or an immediate family member has a serious illness, an incomplete may be requested. The final decision to award an incomplete is at the discretion of the professor.*

Assignments and Grades Breakdown

Your overall grade (100%) will consist of seven categories*:

1. **Class attendance:** 15%
2. **Active participation in class exercise:** 15%
3. **Weekly homework assignments:** 15%
4. **Weekly report on lectures and class activities:** 15%
5. **Research project:** 20%
6. **Research presentation:** 10%
7. **Final portfolio:** 10%

*You will find details regarding each of these categories under "Assignments."

*Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.



Late Assignments

All assignments should be submitted before the due dates, which will be tracked carefully. If you know in advance that you will be unable to submit an assignment before the due date because of a

documented illness or family emergency, contact the instructor as soon as possible to discuss options for submitting the work. Late assignments may be accepted at the instructor's discretion.

Communication Expectations

Communication among class members is an essential part of this course. You are required to participate through consistent, substantive, and timely contributions to the online discussions as described in the course modules.



Netiquette

- Netiquette is a set of guidelines for communicating respectfully online. The goal is to be kind, courteous, and respectful to everyone as we share our thoughts and opinions.
- We have a diverse group of people from many linguistic backgrounds, political views, and cultures. Please be courteous of these differences in your posts and discussions. Keep all debates professional without personal attacks.
- Use good taste when composing your responses in the chat room and discussion forums. Swearing, profanity, and slang are unprofessional in this classroom environment.
- DON'T USE ALL CAPITAL LETTERS. Not only is it difficult to read, but it is viewed as aggressive and shouting.
- Acronyms are fast ways to communicate with peers, but before you write it, define it. Write the meaning first, then put the abbreviation in parentheses afterward. After you define it, use it freely throughout your discussion.
- Use proper grammar and spelling. In this professional environment, we do not use texting abbreviations.

Academic Integrity

Academic integrity is expected of every East Carolina University student. Academic honor is the responsibility of the students and faculty of East Carolina University. Information on academic integrity, the student code of conduct, and the rights and responsibilities of students is available at:

<https://osrr.ecu.edu/policies-procedures/>  (<https://osrr.ecu.edu/policies-procedures/>).

Disruptive Academic Behavior

East Carolina University is committed to providing each student with a rich, distinctive educational experience. To this end, students who do not follow reasonable standards of behavior in the classroom or other academic settings may be removed from the course by the instructor following appropriate notice. Students removed from a course under this policy will receive a grade of “W” according to university policy.

Title IX Statement

East Carolina University is committed to equality of opportunity and does not discriminate against applicants, students, employees, or visitors based on race/ethnicity, color, creed, national origin, religion, sex, sexual orientation, age, veteran status, political affiliation, genetic information, or disability. Any student who has an issue or concern in regard to his or her rights under Title IX may inquire first with the [Dean of Students Office](https://deanofstudents.ecu.edu/) [\(https://deanofstudents.ecu.edu/\)](https://deanofstudents.ecu.edu/).

Observance of Religious Holidays

Students will not be penalized for missing a class, lab, or examination due to the observance of a religious holiday. A written statement must be submitted to the instructor prior to the end of the second class meeting if any schedule conflict exists. Assignments that fall due on a religious holiday should be submitted early unless prior arrangements were made with the instructor.

Continuity of Instruction

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe, I will strive to continue instruction to those that are able to participate. If and when in-person classes are suspended, you will receive an email that details how we will communicate, where you can locate course information, and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however, I will continue to provide instruction to those with access to the internet. For more information on emergency preparedness, see <https://oehs.ecu.edu/emergency-management/emergency-preparedness/> (<https://oehs.ecu.edu/emergency-management/emergency-preparedness/>)

Pirate Safety Guide

See this documents: <https://oehs.ecu.edu/wp-content/pv-uploads/sites/375/2019/03/16-1247-Pirate-SafetyGuide.pdf> ↗ (<https://oehs.ecu.edu/wp-content/pv-uploads/sites/375/2019/03/16-1247-Pirate-SafetyGuide.pdf>)

Academic & IT Support

Joyner Library: Visit the ECU Joyner Library for help with on and off-campus questions or regarding issues accessing their resources. Joyner Library offers a variety of resources to support distance education students. <https://library.ecu.edu/help/> ↗ (<https://library.ecu.edu/help/>)

Music Library: Visit the Music Library for help with questions regarding issues accessing their resources. <https://library.ecu.edu/music/> ↗ (<https://library.ecu.edu/music/>)

University Writing Center: <https://writing.ecu.edu/uwc/>

IT Help Desk: The ECU IT Help Desk can assist with IT-related questions. For more information please visit: <https://itcs.ecu.edu/call-help-desk/> ↗ (<https://itcs.ecu.edu/call-help-desk/>)

LinkedIn Learning: ECU Provides LinkedIn Learning (previously Lynda.com) access for all students. Use this valuable resource to supplement any gaps in knowledge, especially as it relates to any technical skills required to complete assignments.

Canvas Help: For any Canvas related questions, use the [Canvas Help \(http://help.instructure.com/\)](http://help.instructure.com/) button at the bottom of your global navigation menu. The Canvas chat is often your fastest way to get your questions answered.

Office 365 & Virtual Computing Lab (VCL): Students can remotely access Office 365 at <http://pirate365.ecu.edu> and a wide variety of software on the ECU Virtual Computing Lab site. The VCL is open 24 hours a day, 7 days a week and it is free to ECU students at <http://www.ecu.edu/itcs/help/vcl/>.

Course Schedule

Week 1, Jan. 8, 10

- Fassler: Preface
- Fassler: Chapter 1: the Making of Middle Ages
- Fassler: Part I: Founders and Foundations of Western Music

Homework 1 and Class Report 1, due Jan. 14

Week 2, Jan. 15, 17

- Fassler: Chapter 2: Medieval Musical Tradition: before the Written Evidence
- Fassler: Chapter 3: Chant and the Carolingians

Homework 2 and Class Report 2, due Jan. 21

Week 3, Jan. 22, 24

- Fassler: Chapter 4: The Office, the Mass Ordinary, and Practices of Troping
- Fassler: Part II: Conquest and Devotion in the Eleventh and Twelfth Centuries

Homework 3 and Class Report 3, due Jan. 28

Week 4, Jan. 29 & 31

- Fassler: Chapter 5: Teaching and Learning in the Late Romanesque
- Fassler: Chapter 6: Conquest, Changing Taste, and Pilgrimage in the Twelfth Century

Homework 4 and Class Report 4, due Feb. 4

Week 5, Feb. 5, 7

- Fassler: Chapter 7: Poet-Composers in the Age of Individual
- Fassler: Part III: Schools and Urban Sounds in the Thirteenth Century
- Fassler: Chapter 8: "Then Truly Was the Time of Singing Come"

Homework 5 and Class Report 5, due Feb. 11

Research Project Proposal (context, problem, thesis, methodology), due Feb. 11

Week 6, Feb. 12, 14

- Fassler: Chapter 9: Music and Learning in the Thirteenth Century
- Fassler: Part IV: Musicians and Patrons in the Fourteenth Century
- Fassler: Chapter 10: Music and Narrative in the Fourteenth-Century France

Homework 6 and Class Report 6, due Feb. 18

Week 7, Feb. 19, 21

- Fassler: Chapter 11: Italy and England in the Fourteenth Century
- Fassler: Chapter 12: On the Edges

Homework 7 and Class Report 7, due Feb. 25

Week 8, Feb. 26, 28

- Freedman: Preface
- Freedman: Part I: Beginnings
- Freedman: Chapter 1: Music and the Cultures of Renaissance
- Freedman: Chapter 2: Learning to Be a Musician
- Freedman: Part II: Before 1500

Homework 8 and Class Report 8, due Mar. 3

Research Project Annotated Bibliography, due Mar. 3

No Class, Mar. 2–Mar. 10 (Spring Break)

No Class on Mar. 11

Week 9, Mar. 13

- Checkpoint / Review

Homework 9 and Class Report 9, due Mar. 17

Week 10, Mar. 18, 20

- Freedman: Chapter 3: Music at Court and a Songbook for Beatrice
- Freedman: Chapter 4: Piety, Devotion, and Ceremony

Homework 10 and Class Report 10, due Mar. 24

Week 11, Mar. 25, 27

- Freedman: Chapter 5: Structures and Symbols in Cantus Firmus and Canon
- Freedman: Part III: Around 1500
- Freedman: Chapter 6: Number, Medicine, and Magic

Homework 11 and Class Report 11, due Mar. 31

Week 12. Apr. 1, 3

- Freedman: Chapter 7: Music and the Ideal Courtier
- Freedman: Chapter 8: Josquin de Prez and the “Perfect Art”

Homework 12 and Class Report 12, due Apr. 7

Research Project Rough Draft, due Apr. 7

Week 13. Apr. 8, 10

- Freedman: Chapter 9: Scribes, Printers, and Owners
- Freedman: Part IV: After 1500
- Freedman: Chapter 10: Music and the Literary Imagination

Homework 13 and Class Report 13, due Apr. 14

Week 14. Apr. 15, 17

- Freedman: Chapter 11: Music and the Crisis of Belief
- Freedman: Chapter 12: The Arts of Improvisation, Embellishment, and Variation

Homework 14 and Class Report 14, due Apr. 21

Week 15, Apr. 22, 24

- Freedman: Chapter 13: Empire, Exploration, and Encounter
- Freedman: Chapter 14: Tradition and Innovation around 1600

Homework 15 and Class Report 15, due Apr. 29

Research Project Final Version, due Apr. 30

Finals Week Meeting, Apr. 30, 5:00–7:30 p.m.

Research Presentations

Portfolio due
