



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and
number:

FS 221

2. Units: **3**

See upper and lower division undergraduate course definitions.

3. College: **University College**

4. Academic Unit: **First Year Seminar
Program**

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

Successful students in this Seminar will be able to

- **describe, explain, and discuss the human condition through issues of artistic, philosophical, or historical inquiry, or through contextual analyses of the various forms of creative expression.**
- **analyze and assess competing concepts that frame experience.**

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

In May 2006 the Faculty Senate approved the creation of an optional 3-credit hour course that applies disciplinary or interdisciplinary perspectives to examine current and/or ongoing issues associated with global problems that require global learning, social responsibility, and/or the self-examined life. The First Year Seminar Program supports the Liberal Studies Program mission to prepare student to live responsible, productive, and creative lives as local, national, and global citizens of a changing world.

Sections of this course with an Action research Team (ART) component can also fulfill a requirement for the Civic Engagement Minor by fulfilling the following Civic Engagement Minor program outcomes:

- **Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)**

- Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)
- Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)
- Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)
- Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)

7. Effective **BEGINNING** of what term and year? Fall 2014
See effective dates calendar.

8. Long course title: Aesthetic & Humanistic Inquiry
(max 100 characters including spaces)

9. Short course title: Aesthetic & Humanistic Inquiry
(max. 30 characters including spaces)

10. Catalog course description *(max. 60 words, excluding requisites)*:

This Second Year Seminar will explore the competing conceptual frameworks of artistic, philosophical, or historical inquiry and/or aesthetic experiences. Topics vary. 3 units.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
 Yes No
 If yes, include the appropriate plan proposal.

Please see the Civic Engagement Minor new plan proposal with this submission.

12. Does this course duplicate content of existing courses? Yes No
 If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.



13. Will this course impact any other academic unit's enrollment or plan(s)? Yes No
If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade Pass/Fail Both

15. Co-convened with: None 14a. UGC approval date*: _____
(For example: ESE 450 and ESE 550) See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: None
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes No

16a. If yes, maximum units allowed? 6 units with different topics

16b. If yes, may course be repeated for additional units in the same term? Yes No

18. Prerequisites: Not open to students with more than 75 units.
If prerequisites, include the rationale for the prerequisites.

Course intended for first and second year students for Liberal Studies credit and, with an Action research team (ART) component, credit toward the fulfillment of the Civic Engagement Minor. The prerequisite of 75 units allows for the 60 units of sophomore credit plus 15 units of Advanced Placement units with which many NAU students enter.

19. Co requisites: None
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

Dr. Blase Scarnati (First Year Seminar Program and School of Music), and any current FS 121 faculty teaching an aesthetic & humanistic inquiry topic

21. Names of the current faculty qualified to teach this course: _____

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes No
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

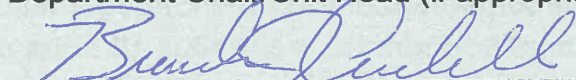
Reviewed by Curriculum Process Associate Date

Approvals:



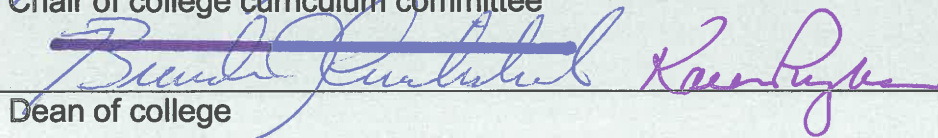
10/03/2013

Department Chair/Unit Head (if appropriate) Date



10/3/13

Chair of college curriculum committee Date



10/4/13 ~~10/3/13~~

Dean of college Date

For Committee use only:

UCC/UGC Approval Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer; Extended Campuses (or Designee)

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No



Northern Arizona University
University College
FS 221 Aesthetic & Humanistic Inquiry

Second Year Seminar Topic Course Master Syllabus

This FS 221 Second Year Seminar Topic Course Master Syllabus is based on the current Liberal Studies Program Master Course Syllabus Template and the NAU syllabus template.

The format of this FS 221 Second Year Seminar Topic Course Master Syllabus is required for all FS 221 courses.

General Information

- Name of college and department
 - **University College, First Year Seminar Program**
- Course prefix, number, and title
 - **FS 221 Aesthetic & Humanistic Inquiry: [Your topic's secondary title]**
- Semester in which course will be offered
- Clock hours, credit hours
 - **3 credit hours**
- Instructor's name
- Office address
- Office hours

Course Prerequisites

Not open to students with more than 75 units.

Course Description

Include this Course Description for all FS 211 topic courses:

This Second Year Seminar will explore the competing conceptual frameworks of artistic, philosophical, or historical inquiry and/or aesthetic experiences. Topics vary. 3 units.

Include your Course Topic Description:

Additional statement to include:

This is a Liberal Studies course in the Aesthetic & Humanistic Inquiry distribution block and will demonstrate Critical Thinking through the essential skill of [identify one skill: Effective Writing or Oral Communication].

Include the following statement if this course section includes an Action Research Team (ART) component:

This course can also be used to fulfill the requirements of the Civic Engagement Minor.

Student Learning Expectations/Outcomes for this Course

Include the Student Learning Outcomes for all FS 221 sections:

Successful students in this Seminar will be able to

- **describe, explain, and discuss the human condition through issues of artistic, philosophical, or historical inquiry, or through contextual analyses of the various forms of creative expression.**
- **analyze and assess competing concepts that frame experience.**

Liberal Studies Information

As a Liberal Studies course, address how your Seminar functions in the Liberal Studies program at each of three levels:

1. Mission of Liberal Studies:

Explain how your FS 221 Student Learning Outcomes contributes to the fulfillment of the Mission of the Liberal Studies Program:

The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

2. **Distribution Block:**

Explain how your FS 221 Student Learning Outcomes contributes to the fulfillment of the Liberal Studies Aesthetic & Humanistic Inquiry distribution block Student Learning Outcomes:

Liberal Studies Aesthetic & Humanistic Inquiry distribution block

Courses in this block involve students in the study of the human condition through philosophical inquiry and analysis of the various forms of creative expression.

These courses help students develop an understanding of:

- *the relationship between context and human creative expression*
- *major conceptual frameworks utilized to make sense of the creative arts*
- *how human experience and values are expressed through creative endeavors*

Students will also develop their capacities for:

- *analysis and ethical reasoning*
- *an understanding of the multiple facets of the human condition*

[<http://nau.edu/Liberal-Studies/Submit-a-Course/>]

3. **Essential Skills:**

At the request of the Liberal Studies Committee on March 27, 2009, the First Year Seminar Program began a pilot in which all FS courses demonstrate Critical Thinking through one of the following skills: Effective Writing, Effective Oral Communication, Scientific Inquiry, or Quantitative Reasoning.

This course will demonstrate Critical Thinking through the essential skill of [identify one skill: Effective Writing or Oral Communication].

Explain how your FS 221 course demonstrates Critical Thinking through the essential skill of [identify one skill: Effective Writing or Oral Communication]:

For the Liberal Studies Program, Critical Thinking is currently defined as:

Critical thinking includes the skills - particularly as applied to one's own work - of 1) articulating the meaning of a statement, 2) judging the truth of a statement, keeping in mind possible biases, 3) determining whether a conclusion is warranted by the evidence provided.

[<http://nau.edu/liberal-studies/>]

For the Liberal Studies Program, Effective Writing is currently defined as:

Effective writing conveys information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience.

[<http://nau.edu/liberal-studies/>]

For the Liberal Studies Program, Oral Communication is currently defined as:

Effective oral communication influences, informs, and/or connects with others by using organizational structures, supporting materials and delivery skills suitable to the topic, occasion and audience.

[<http://nau.edu/liberal-studies/>]

Civic Engagement Minor—optional Action Research Team (ART) association

Sections of this course with an Action Research Team (ART) component can also fulfill a requirement for the Civic Engagement Minor. Explain how your course fulfills the following Civic Engagement Minor program outcomes for this course:

- *Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)*
- *Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)*
- *Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)*
- *Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)*
- *Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)*
- *Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)*

Course structure/approach

Textbook and required materialsRecommended optional materials/references (attach reading list)Course Outline of Student Learning ExperiencesAssessment of Student Learning Outcomes

Methods of Assessment:

1. ***Outline methods of assessment used in your Seminar.***
2. ***Explain how these assessments provide evidence that you are fulfilling this course's Student Learning Outcomes.***

Timeline for Assessment

Grading SystemCourse policies

- Retests/makeup tests
- Attendance
- Statement on plagiarism and cheating

Northern Arizona University Policy Statements**SAFE ENVIRONMENT POLICY**

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <http://home.nau.edu/diversity/>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website: <http://www.research.nau.edu/compliance/irb/index.aspx>. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook <http://www4.nau.edu/stulife/handbookdishonesty.htm>.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

SENSITIVE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

"University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty."



**Northern Arizona University
University College
FS 221 Aesthetic & Humanistic Inquiry**

FS 221 Topic Course Syllabus EXAMPLE

General Information

- Name of college and department
 - **University College and the First Year Seminar Program**
- Course prefix, number, and title
 - **FS 221 Aesthetic & Humanistic Inquiry: Nineteenth-Century European Symphonic Tradition**
- Semester in which course will be offered
- Clock hours, credit hours
 - **3 credit hours**
- Instructor's name **Dr. Blase Scarnati**
- Office address **First Year Seminar Program and School of Music**
- Office hours

Course Prerequisites

Not open to students with more than 75 units.

Course Description

For all FS 221 courses:

This Second Year Seminar will explore the competing conceptual frameworks of artistic, philosophical, or historical inquiry and/or aesthetic experiences. Topics vary. 3 units.

For our Nineteenth-Century European Symphonic Tradition course:

This course will examine the nineteenth-century European symphonic tradition through its musical literature, issues, methodologies, concepts, cultural context, and historical musical styles.

This is a Liberal Studies course in the Aesthetic & Humanistic Inquiry distribution block and will demonstrate Critical Thinking through the essential skill of Effective Writing.

Student Learning Expectations/Outcomes for this Course

Successful students in this Nineteenth-Century Viennese Symphonic Tradition course will be able to

- describe, explain, and discuss the musical issues, methodologies, cultural context, and historical styles in the nineteenth-century European symphonic tradition.
- analyze and assess the competing musical concepts that framed the nineteenth-century European symphonic tradition.

Liberal Studies Information

Mission of Liberal Studies

The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

This Seminar will address the Mission of the Liberal Studies Program by focusing on a tradition and legacy that has contributed to the dynamics and tensions that shape the world and to help students better determine their own places in that world.

Distribution Block

The Nineteenth-Century European Symphonic Tradition Seminar will involve students in the study of the human condition through philosophical inquiry and analysis of the various forms of creative expression.

FS 221 Nineteenth-Century European Symphonic Tradition Student Learning Outcomes → →	LS Aesthetic & Humanistic Inquiry Distribution Student Learning Outcome: how creative endeavors express human experience	LS Aesthetic & Humanistic Inquiry Distribution Student Learning Outcome: the major frameworks used to study creative arts	LS Aesthetic & Humanistic Inquiry Distribution Student Learning Outcome: develop a capacity for an understanding of the multiple facets of the human experience.
describe, explain, and discuss the musical issues, methodologies, cultural context, and historical styles in the nineteenth-century European symphonic tradition	X		X
analyze and assess the competing musical concepts that framed the nineteenth-century European symphonic tradition		X	

Essential Skills

At the request of the Liberal Studies Committee on March 27, 2009, the First Year Seminar Program began a pilot in which all FS courses demonstrate Critical Thinking through one of the following skills: Effective Writing, Effective Oral Communication, Scientific Inquiry, or Quantitative Reasoning.

This course will demonstrate Critical Thinking through the essential skill of Effective Writing.

The Nineteenth-Century European Symphonic Tradition course will focus on Critical Thinking through

- 1) articulating the meaning of a statement, 2) judging the truth of a statement, keeping in mind possible biases, 3) determining whether a conclusion is warranted by the evidence provided

and will demonstrate Critical Thinking through the essential skill of Effective Writing by

conveying information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience.

Course structure/approach

Seminar courses provide a unique opportunity for a small group of students to pursue intensive discussion of assigned recordings and readings with their colleagues and the instructor. It is expected, and grading will reflect, both preparation of course material before class and daily participation in class discussion. This course is also intended to help students continue to develop their capacity for undergraduate research.

Textbook and required materials

Dahlhaus, Carl. *Nineteenth-Century Music*. Translated by J. Bradford Robinson. Berkeley and Los Angeles: University of California Press, 1989.

All supplemental readings and all listening assignments may be found in the course BBLearn shell.

Recommended optional materials/references (attach reading list)

None

Course Outline of Student Learning Experiences

The professor reserves the right to alter, change, or delete assignments.

Dahlhaus, *19thc*, (page numbers) = Dahlhaus, Carl. *Nineteenth-Century Music*. Translated by J. Bradford Robinson. Berkeley and Los Angeles: University of California Press, 1989.
Listening assignments and supplemental readings may be found in BBLearn.

Weeks 1-2

I. Introduction

Characteristics of nineteenth-century musical romanticism
Nineteenth-century compositions and compositional strategies
Political issues and context
Musical culture(s)

Readings

Dahlhaus, Carl. "The Nineteenth Century as Past and Present." In Dahlhaus, *19thc*, 1-7.
 ---. "The Twin Styles." In Dahlhaus, *19thc*, 8-14.
 ---. "Music and Romanticism." In Dahlhaus, *19thc*, 15-25.
 ---. "Tradition and Restoration." In Dahlhaus, *19thc*, 26-34.
 ---. "Nationalism and Universality." In Dahlhaus, *19thc*, 35-40.
 ---. "The Music Culture of the Bourgeoisie." In Dahlhaus, *19thc*, 41-50.

Reflection Paper 1

Weeks 3-7

II. Disruption, disorder, and the frame dissolves

A. Introduction and Viennese cultural context
B. Beethoven, the symphony, and musical form

Listening

Beethoven, *Symphonies* nos. 1, 3, 5, 6, 9

Readings

Dahlhaus, Carl. "Beethoven: Myth and Reception." In Dahlhaus, *19thc*, 75-80.
 ---. "Beethoven's Late Style." In Dahlhaus, *19thc*, 81-87.
 ---. "The Metaphysics of Instrumental Music." In Dahlhaus, *19thc*, 88-95.

Supplemental reading

Cohn, Richard L. "The Dramatization of Hypermetric Conflicts in the Scherzo of Beethoven's Ninth Symphony." *19th-Century Music* 15/3 (1992): 188-206.

Week 3: Outline for Paper 1 due**Week 4: Refection Paper 2 due****C. The symphony after Beethoven—other innovations in Europe****Readings**

Dahlhaus, Carl. “The Symphony after Beethoven.” In Dahlhaus, *19thc*, 152-159.

D. Schubert: Lieder and symphony**Listening**

Schubert, *Die schöne Müllerin, Die Winterreise, Symphony no. 8*

Readings

Dahlhaus, Carl. Lied Traditions.” In Dahlhaus, *19thc*, 96-105.

---. “The Symphony after Beethoven.” In Dahlhaus, *19thc*, 152-159.

Supplemental readings

Denny, Thomas A. “Articulation, Elision, and Ambiguity in Schubert's Mature Sonata Forms: The Op. 99 Trio Finale in its Context.” *The Journal of Musicology* 6 (1988): 340-66.

Longyear, Rey M., and Kate R. Covington. “Sources of the Three-Key Exposition.” *The Journal of Musicology* 6 (1988): 448-70.

Week 6: Paper 1 due**E. Schumann: piano music and the symphonies****Listening**

Schumann, *Carnaval, Op. 9, C Major Phantasie, Op. 17, Symphony no. 4*

Readings

Daverio, John. “Schumann’s ‘Im Legendenton’ and Friedrich Schlegel’s Arabeske.” *19th-Century Music* 11/2 (Fall 1987): 150-163.

Supplemental readings

Finson, Jon W. “The Sketches for Robert Schumann’s C Minor Symphony.” *The Journal of Musicology* 1 (1982): 395-418.

Weeks 8-9**III. The ‘end’ of the symphony****A. Introduction and cultural context****B. Berlioz and France****Works**

Berlioz, *Symphonie Fantastique*

Week 8: Revision of Paper 1 based on feedback due

C. Wagner: symphonic opera / operatic symphony**Works**

Wagner, *Ring, Tristan und Isolde*

Readings

Dahlhaus, Carl. “Wagner’s Conception of Music Drama.” In Dahlhaus, *19thc*, 192-205.

Supplemental readings

Conrad, Peter. “Operatic Epic and Romance.” In *Romantic Opera and Literary Form*. 9-42. Berkeley and Los Angeles: University of California Press, 1977.

Grey, Thomas. “Wagner, the Overture, and the Aesthetics of Musical Form.” *19th-Century Music* 12/1 (Summer 1988): 3-22.

D. Symphonic poem**Works**

Liszt, *Les Préludes*

Readings

Dahlhaus, Carl. “The Symphonic Poem.” In Dahlhaus, *19thc*, 236-43.

Week 9: Reflection Paper 3 due

Weeks 10-13**IV. The ‘second age’ of the symphony****A. Introduction and cultural context****Readings**

Dahlhaus, Carl. "The Second Age of the Symphony." In Dahlhaus, *19thc*, 263-75.

B. Brahms the progressive

Works

Brahms, *Symphony* nos. 1-4

Readings

Schoenberg, Arnold. "Brahms the Progressive." In *Style and Idea*. Edited by Leonard Stein. Translated by Leo Black. 398-441.

Dahlhaus, Carl. "Brahms and the Chamber Music Tradition." In Dahlhaus, *19thc*, 252-60.

Supplemental readings

Jordan, Roland, and Emma Kafalenos. "The Double Trajectory: Ambiguity in Brahms and Henry James." *19th-Century Music* 13 (1989): 129-44.

Rosen, Charles. "Influence: Plagiarism and Inspiration." *19th-Century Music* 4 (1980): 87-100.

Schachter, Carl. "The First Movement of Brahms's Second Symphony: The Opening Theme and Its Consequences." *Music Analysis* 2 (1983): 55-68.

Webster, James. "Schubert's Sonata Form and Brahms's First Maturity." *19th-Century Music* 2 (1978): 18-35.

Week 11: Outline for Paper 2 due

Week 13: Paper 2 due

Weeks 14-15

V. Early modern symphony

A. Introduction and cultural context

Readings

Dahlhaus, Carl. "Modernism as a Period in History." In Dahlhaus, *19thc*, 330-39.

B. Mahler

Works

Mahler, *Symphony* nos. 1, 2, 4

Readings

Dahlhaus, Carl. "Program Music and the Art Work of Ideas." In Dahlhaus, *19thc*, 360-68.

---. "Issues in Composition." In *Between Romanticism and Modernism: Four Studies in the Music of the Later Nineteenth Century*. Translated by Mary Whittall. 40-78. Berkeley and Los Angeles: University of California Press, 1980.

Week 14: Reflection Paper 4 due

Finals Week: and Paper 2 with revisions based on feedback due

Assessment of Student Learning Outcomes

Methods of Assessment

Class discussion and participation (10% of your final grade)

You must participate in class discussion to be successful in this course. Class discussion will be based on assigned listening and readings. You must prepare (listen and read) before each class so that you can effectively participate.

Reflection Papers (40% of your final grade)

Four Reflection Papers on topics that will be developed together in class through class discussion of the musical literature, issues, methodologies, concepts, cultural context, and/or historical musical styles encountered in the course. Rubrics for the Reflection Papers will be provided to make expectations and grading criteria transparent.

Papers (50% of your final grade)

Two multiple-draft Papers that build upon your work in your Reflection Papers. Like your Reflection Papers, these Papers will also focus on the musical literature, issues, methodologies, concepts, cultural context, and/or historical musical styles encountered in the course. An outline will be graded and feedback for improvement will be provided. A first draft will be graded and feedback for improvement will be provided. A second draft, based on feedback will also be graded. Rubrics for the Paper outlines and drafts will be provided to make expectations and grading criteria transparent.

These assessments provide evidence for the fulfillment of this Nineteenth-Century Viennese Symphonic Tradition course:

- Class discussion, participation, Reflection Papers 1-4, Papers 1-2, and Papers 1-2 with revisions addresses course outcome— describe, explain, and discuss the musical issues, methodologies, cultural context, and historical styles in the nineteenth-century European symphonic tradition.
- Class discussion, participation, Reflection Papers 1-4, Papers 1-2, and Papers 1-2 with revisions addresses course outcome— analyze and assess the competing musical concepts that framed the nineteenth-century European symphonic tradition.

Reflection Papers 1-4, Papers 1-2, and Paper 1-2 with revisions

- will be structured so that they fulfill Critical Thinking learning outcomes:
 - 1) articulating the meaning of a statement, 2) judging the truth of a statement, keeping in mind possible biases, 3) determining whether a conclusion is warranted by the evidence provided
- fulfill the learning outcomes of the essential skill of Effective Writing by conveying information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience.

Timeline for Assessment

Week 2

Reflection Paper 1 due

Week 3

Outline for Paper 1 due

Week 4

Reflection Paper 2 due

Week 6

Paper 1 due

Week 8

Revision of Paper 1 based on feedback due

Week 9

Reflection Paper 3 due

Week 11

Outline for Paper 2 due

Week 13

Paper 2 due

Week 14

Reflection Paper 4 due

Finals Week

Paper 2 with revisions based on feedback due

Grading System

Class discussion and participation (10% of your final grade)

Class discussion and participation 10 points

Reflection Papers (40% of your final grade)

Reflection Paper 1 10 points

Reflection Paper 2 10 points

Reflection Paper 3 10 points

Reflection Paper 4 10 points

Papers (50% of your final grade)

Outline Paper 1 5 points

Paper 1 draft 1 10 points

Paper 1 revision and draft 2 10 points

Outline Paper 2 5 points

Paper 2 draft 1 10 points

Paper 2 revision and draft 2 10 points

TOTAL points 100 points

Final grades will be based on the following scale

A = 90-100 points

B = 80-89 points

C = 70-79 points

D = 60-69 points

F = 59 points or less

Course policies

Late papers

- Outlines, Papers, revisions, and Reflection Papers are due on the dates announced in class. Late papers will be accepted within two days, but will be penalized 10% per day that they are overdue. Beyond two days, papers will not be accepted.

Attendance

- You must participate in class discussion to be successful in this course. If you do not attend, you cannot receive credit for class discussion and participation.

Statement on plagiarism and cheating

- Any graded activity that is determined to contain plagiarized material will receive a grade of zero (F).

Extra credit

- No extra credit is available in this course. Extra credit cannot be offered to you without making it also available to everyone. To do otherwise would not be fair to everyone else in class. Please do not even ask.

Northern Arizona University Policy Statements

SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <http://home.nau.edu/diversity/>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited

review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website: <http://www.research.nau.edu/compliance/irb/index.aspx>. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook <http://www4.nau.edu/stulife/handbookdishonesty.htm>.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

SENSITIVE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

"University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty."