

ASSESSMENT OF AREA 4 COURSES

OBJECTIVES: Introduction to Art, Music, Dance, Theatre, or Film, and the terminology, techniques or tools of each.

GOALS: To familiarize students with a medium of creative/artistic expression and enable them to participate actively in individual aesthetic and creative experiences.

COURSES:

ARH 135: Introduction to the History of Asian Art	COM 213: History of the Cinema II
ARH 137: Introduction to the History of Non-Western Art	DNC 235: Dance Perspectives
ARH 167: Tradition and Innovation in Art of the West	HUM 250: The City and the Theatre
ART 109: Observation and Visual Experience	THE 241: The Art of the Theatre
ART 110: Elements of Visual Communication	THE 243: Alternative Lifestyles in Drama
AAS 266: Contemporary Black Music	MSH 114: Introduction to Music
COM 212: History of the Cinema I	

RECOMMENDATIONS:

<i>Course</i>	<i>Continue</i>	<i>Probation Monitoring</i>	<i>Discontinue</i>
ARH 135	X		
ARH 137	X		
ARH 167	X		
ART 109	X		
ART 110	X		
AAS 266		X ¹	
COM 212	X		
COM 213	X		
DNC 235	X		
HUM 250	X		
THE 241	X		

¹ The course seems not to have been offered regularly. See table p. 18.

THE 243	X		
MSH 114	X		

STATISTICS:

Course	Professor¹	Skills	Objectives & goals	Student assessment	Freq. from F06	Seats (S10²)
ARH 135 (Introduction to the History of Asian Art)	Patricia Karetzky	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	<p>The medium of expression is art.</p> <p>“ARH 135 is a study of the great cultures of Asia. The survey looks at the various kinds of art produced from earliest Neolithic time through the many centuries of their dynastic eras. The focus of the survey of each country is its religions, monuments, and, to a lesser degree, the secular arts. The course continues to examine the rise of the many ways of thinking promoted under Hinduism, Buddhism, Confucianism, Daoism, and Shinto, and the arts that arose in response to their development, including architecture, sculpture, and painting. In addition, the arts produced for the royal courts, largely painting, and in China and Japan, calligraphy, are examined as expressions of refinement and craftsmanship. Five lectures are dedicated to each of the great cultures of India, China, and Japan.”</p> <p>“Course objective: This course seeks to introduce the students to the vast accomplishments of Asian culture. They are introduced to new philosophical and religious ideas and the vast array of arts in numerous media, including ceramics, jade, lacquerware, bronze, stone sculpture, painting and calligraphy. In this way, students are more familiar with the great cultures of the global world.”</p>	“Students’ grades are based on the required assignments: a short 2-page take-home quiz, based on a selection of topics; a midterm comprising a 5-page take-home essay, with a choice of subjects; a 7-page research paper based on a class trip and selections of an object to be described and researched; and a take-home final in the same format as the midterm. The research paper is valued as much more important, comprising 40% of the grade, with equal emphasis on the midterm and final, each 30%. Late papers are downgraded and absences in excess of three classes without medical excuse also result in downgrading.”	Yearly	?
ARH 137.01 (+.02 + .XW81) (Introduction to the History of Non-Western	Dr. Corbin (FT)	Writing intensive, oral expression, aesthetic literacy,	“Course Description: ARH 137 is an introduction to the prehistoric and historic arts of the indigenous peoples of North America, West and Central Africa, Northern Australia, and Melanesia and Polynesia. The traditional art and architecture of selected groups will be studied, focusing on the styles,	“All students are required to attend class lectures. There will be a Museum Paper (50 points possible)...a Mid-Term Exam (100 points possible)... and a Final Exam	Each semester	21

¹ See p. 17 for full-time vs. adjunct instructors.

² See p. 17 for seats for years 2006-09

Art)		critical thinking (artistic analysis)	functions and cultural meanings these arts played in three different regions of the Non-Western world.” “Course Objectives: The main objective of the course is to develop ‘visual literacy’ and to familiarize students with selected traditions of Non-Western art through in-class lecture discussion as well as out-of-class critical reading and analytical writing about original works of art in New York museum collections. Students will come away from the course with the ability to identify the styles and understand the cultural meanings of many Non-Western art forms and to be able to critically approach new art traditions based upon their learning in ARH 137.”	(100 points possible.”		
ARH 141.01, 02FY (Introduction to Modern Art)	Morgan Ridler	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	The medium of expression is art. “Course summary: This course is an introduction to Modern Art, beginning with the mid-nineteenth century and continuing through the art of the 1960’s and 1970’s, covering the major movements, artists, and developments. Emphasis will be placed on the development of visual analysis skills and the development of the basic skills of art history. In addition a connection will be made to major historical events and political movements of the late nineteenth and early twentieth centuries.”	“In-class formal analysis, slide ID quiz, formal analysis MoMA paper, final exam”	Each semester	15/25 26 (Golan)
ARH 167.01 (Tradition and Innovation in the Art of the West)	H. R. Broderick (FT)	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	The medium of expression is art. “The main objective of the course is to develop “visual literacy” and to familiarize students with the major traditions of Western art as they have been shaped by the interaction of individual innovation through in-class lecture/discussion as well as out-of-class critical reading and analytical writing about original works in New York collections. Students will come away from the course with the necessary resources to comprehend and enjoy a broad range of works of art and architecture.”	In and out of class writing assignments, quiz, midterm, final, term paper	Each semester	25/24
ARH 167.03WI; (Tradition and Innovation in the Art of the	Elena FitzPatrick	Writing intensive, aesthetic literacy, oral expression,	The medium of expression is art. “Since it is impossible to include the entire history of art in a one semester class, this class will sample important periods and themes in Western art history from Cave Painting to Modern Art. Visual arts in the West have been a continuous conversation amongst	17 pages of writing over course of semester. Group oral assignments, 3-4 papers, visual analysis paper, museum paper, pop quizzes, midterm and finals	“	23/25

West)		critical thinking (artistic analysis)	<p>artists who have emulated their predecessors (tradition) and aimed to surpass them (innovation.) The course will introduce students to art history as a discipline with the premise that works of art cannot be fully understood without some knowledge of the context in which they were produced. Furthermore, it will highlight the fact that seeing and looking are two very different things. Actively looking at art is much more important, productive, and enjoyable than passively seeing it. “</p> <p>“Course Structure: This course will be taught chronologically, roughly following four very different traditional divisions: Greece and Rome, Medieval Europe, Renaissance and Baroque, and Modern. We will, however, consider the none-Western sources that influenced and were influenced by Western art. After all, there would be no modern art without traditions coming from places like Asia and Africa. This course is very selective. We will not be studying every image in the textbook. Instead I have chosen the works which serve as many purposes as possible by being broadly representative of the period they came from and presenting interesting opportunities for active looking.”</p>			
ARH 167.81 (Tradition and Innovation in the Art of the West)	Elena FitzPatrick	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	<p>The medium of expression is art.</p> <p>“Since it is impossible to include the entire history of art in a one semester class, this class will sample important periods and themes in Western art history from Cave Painting to Modern Art. Visual arts in the West have been a continuous conversation amongst artists who have emulated their predecessors (tradition) and aimed to surpass them (innovation.) The course will introduce students to art history as a discipline with the premise that works of art cannot be fully understood without some knowledge of the context in which they were produced. Furthermore, it will highlight the fact that seeing and looking are two very different things. Actively looking at art is much more important, productive, and enjoyable than passively seeing it. “</p> <p>“Course Structure: This course will be taught chronologically, roughly following four very different traditional divisions: Greece and Rome, Medieval</p>	Group oral assignments, 3-4-page papers, visual analysis paper, pop quizzes, midterm and final.	“	23/25

			Europe, Renaissance and Baroque, and Modern. We will, however, consider the none-Western sources that influenced and were influenced by Western art. After all, there would be no modern art without traditions coming from places like Asia and Africa. This course is very selective. We will not be studying every image in the textbook. Instead I have chosen the works which serve as many purposes as possible by being broadly representative of the period they came from and presenting interesting opportunities for active looking.”			
ART 109 (Observation and the Visual Experience.) (Fall 2008)	Sean McCarthy (FT)	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	The medium of expression is art. “ART 109 familiarizes students with a medium of creative/artistic expression; in this case, drawing. Unlike a conventional drawing class, it places a significant emphasis on the history and theory of drawing, in addition to its practice. It enables them to participate actively in individual aesthetic and creative experiences in a number of ways: Students keep sketchbooks throughout the semester as a journaling exercise, as they learn to ‘think on paper’. Drawing exercises emphasize accurate perception of objects in space, building skills that will allow students a deeper understanding of visual sense data, as well as the ability to construct their own increasingly complex images. Verbal critiques of these exercises will foster oral expression as students describe the successes and failures of the drawings produced by the class. Exhibition reviews and formal analysis essays require students to look carefully at drawings made by professional artists and describe that experience verbally.”	Student learning is monitored in several ways: sketchbooks and portfolios of drawing assignments measure development of technical skills and the ability to organize visual elements necessary to communicate concepts and embody experiences in a variety of drawing media; writing assignments, critiques and class discussions measure development of visual literacy sufficient to describe, interpret and evaluate the form and content of artworks (both their own and others') as well as the vocabulary to articulate this understanding.	Every semester since F08	18 (Bacarella)
ART 110 (Elements of Visual Communications)	Sean McCarthy	Writing intensive, aesthetic literacy, oral expression, critical thinking (artistic analysis), library	The medium of expression is art. “ART 110 familiarizes students with a medium of creative/artistic expression; in this case, design. Unlike a conventional drawing class, it places a significant emphasis on the history and theory of design, in addition to its practice. It enables them to participate actively in individual aesthetic and creative experiences in a number of ways: Design projects allow students to test the theories presented in lectures as well as giving them vital hands-on art experience. Critiques serve to make students	“Student learning is monitored in several ways: sketchbooks and portfolios of drawing assignments measure development of technical skills and the ability to organize visual elements necessary to communicate concepts and embody experiences in a variety of media; writing assignments, critiques, class discussions and oral presentations measure development of visual	?	

		database	accountable for decisions they make in the development of design projects, and require that they articulate their ideas verbally. The written assignments will further develop these skills, by requiring students to translate visual information into words and to present their own historical research. By the end, students have a critical understanding of visual communication in a variety of media, and a solid foundation in the theory and practice of design.”	literacy sufficient to describe, interpret and evaluate the form and content of artworks (both their own and others”) as well as the vocabulary to articulate this understanding.”		
COM 212.YR 01 (History of Cinema I)	Philip Ruiz	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	The medium of expression is film. “This course is a historical survey of the technical and artistic development of the film industry from its beginnings to 1939. Emphasis will be placed on analyzing films as a reflection of social, economic and political developments. Ultimately, the two primary objectives of the course are to elevate the student’s appreciation for motion pictures, and to further enhance the student’s expressive, communicative, and critical skills through writing about films.	Participation, discussion boards, midterm exam, final exam	Each semester	24 (Blot)
COM 213.VT81 (History of Cinema I)	Denis Blot	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	The medium of expression is film. “This course will be an introduction to the achievements, art, and history of cinema from its birth through 1945. Students will view, discuss and study the historical background of various films. These films will be from various countries, each representing different genres and cinematic visions making them crucial to the history of cinema.”	“This course will require students to attend all classes and screenings, participate in class discussions, read chapters from <i>A Short History of the Movies</i> , write two essays, one term paper, and take a multiple choice mid-term exam. Essays: Students will be required to write two essays that represent their reactions to films seen in class as well as information obtained from the readings. Essays should be at least two pages in length. They should be type written. Essays that have received low grades may be corrected and turned in again for a revised grade. The two essays will equal 25% of the total course grade. Late essays will receive a reduced grade (half a letter grade for each week late). “Term Paper A will be due on the last day of the class. The paper will require students to critique a film by a	Each semester	17/22 (Ruiz)

				<p>director covered in the course reading and viewed outside of class. The paper must be a minimum of four full pages and have information from at least one other text (periodicals or other scholarly work will also be accepted) than the one used in class. The term paper will equal 30% of the total course grade.</p> <p>“Mid Term Exam will be made up of multiple choice questions, and cover material from the readings, film screenings, and class. Students will be given 45 minutes to complete the exam. The mid term exam will equal 25% of the total course grade.”</p>		
COM 213.IJ01 (History of Cinema II)	James Carney (FT)	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	<p>The medium of expression is film.</p> <p>“This course is an examination of the history of cinema from 1949 to the present. Students will view and discuss films from the latter part of the twentieth century and will learn the science and art of the cinema as it progressed through the twentieth century.”</p>	One 3-5 page paper, midterm, final exam, participation, attendance, punctuality.	“	Not teaching S10
DNC 235 (Dance Perspectives)	Amy Larimer (FT)	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	<p>The medium of expression is dance.</p> <p>Course Description: “As long as human beings have existed they have danced. In this course we will look at how dance has developed throughout history, with a particular emphasis on the role that both tradition and innovation have played in the evolution of dance. We will look at the factors that influence dance, including religion, philosophy, historical events, and social conventions, as well as the impact of individual artists and other historical figures. We will also investigate dance in terms of its components, including shape, time, effort, level, weight and space in an effort to understand the tools of the choreographer. Using these tools, we will create short dances that replicate some of the styles studied in class. In addition to these short studies, lectures will be supplemented by readings, videos, pictures and in class demonstrations to help bring the dances</p>	Performance review paper written on a live performance, quizzes on the reading, a final research paper, final in class performance of original choreography, final exam	Every semester since F07	31 Vandenbroucke 28

			<p>and dancers to life. Finally, students will create their own dances, combining what they have learned of the tradition of dance with their own choreographic innovations.”</p> <p>Course goals: “To understand and experience the elements of dance, and to recognize that dance is universal and exists in all societies. To develop a greater understanding of the types of dance throughout the world and the various ways that dance has been viewed throughout history.”</p> <p>Course objectives: “To understand the timeline of the evolution of dance and the historical context for each period; to understand the major movements and figures in dance and be able to compare and contrast them; to become familiar with the tools of the choreographer and be able to create a dance; to attend live performances and be able to articulate impressions and opinions using dance terminology”</p>			
THE 241.B01FY (Art of the Theatre) (THE 241.C01FY (Art of the Theatre), THE 241.D01FY (Art of the Theatre) FYP + HUM 250.C301 (The City and the Theatre)	Lindsay Livingston	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	<p>The medium of expression is theatre.</p> <p>“In this course, you will learn about theatre as an interactive art form. Working collaboratively with your classmates, you will learn about the many arts that synthesize in theatre (directing, acting, design) and explore several important dramatic texts. You will examine the way in which theatre and performance interact with the society of which it is a part, and become familiar with the business structure of the theatre industry as well as potential career options in the field.”</p>	Midterm/final, response paper, performance reviews, creative project, in class projects, participation. PLAY QUIZZES	Each semester	16 Also: Ovalles 5/25 Roberson 25
THE 241.G301 (Art of the Theatre) (HUM 250.G301 (The City and the	Anne Bard (FT)	Oral expression, aesthetic literacy, critical thinking (artistic	<p>The medium of expression is theatre.</p> <p>“Theatre 241/Humanities 250 is an introduction to the collaborative art of theatre. We study a variety of classical and modern dramas and have the opportunity to see them performed at theatres in New York City: Broadway/Off-Broadway and other professional venues; university theatres (such as</p>	<p>Exams: There will be frequent exams and quizzes...</p> <p>“Term Project: Please choose A, B or C:</p> <p>A. Scene Study: You have the opportunity to present a scene from plays read in class ... Go for it!</p>	“	

Theatre)		analysis)	<p>Juilliard) and Lehman College. We receive an overview of theatre history and theory, learn how a play is structured and a performance is created from a written text, and discover how artistic choices are made. We also have the opportunity to experience theatre firsthand! We present scenes, write our own plays or create set or costume designs for works read in class. Often we compare a film version of a play or read the novel upon which it is based.”</p>	<p>B. Original Play: Your second option is to write your own original play...</p> <p>C. Set/Costume Design: You can create a costume plot and/or set design for one of the plays we read. You may wish to build a model set as well! If you would like to work in this area, we will distribute your drawings and designs to the class, so be ready to tell us about your ideas!</p> <p>Attendance and Punctuality: You are allowed TWO unexcused absences only!</p> <p>If you miss more classes or are late FOUR times, your grade will be lowered.</p> <p>Due Dates: You will be given due dates for all assignments. Make sure to observe them! If a paper is submitted late, the grade will be lowered ONE full grade point. Papers handed in TWO sessions late will not be read.</p> <p>Use of Sources: All work in this course must be your own. Any collaboration on tests or plagiarism on papers – the use of someone else’s words or ideas without acknowledging them as such – will result in a failing grade. You will receive guidelines as to what constitutes plagiarism and we will discuss how to borrow from sources effectively.</p> <p>Submitting Your Papers: Please submit all papers online to: Safe-Assign on Blackboard</p> <p>Grade Allocation: Exams/Quizzes/Written Assignments: 70%; Term Project: 15%; Final Exam: 15%”</p>		
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<p>THE 241.I301 (Art of the Theatre)</p>	<p>Anne Bard</p>	<p>Oral expression, aesthetic literacy, critical thinking (artistic analysis)</p>	<p>The medium of expression is theatre.</p> <p>“Theatre 241 is an introduction to the collaborative art of theatre. We receive an overview of theatre history and theory, learn how a play is structured, a performance is created and how artistic choices are made. We read a variety of classical and modern plays, attend productions at Lehman College and in the professional theatre (Off-Broadway and Broadway) and have the opportunity to experience theatre firsthand! You can present scenes, write your own play, or create set or costume designs for plays read in class. Often we compare a film version of a work or read the novel upon which it is based.”</p> <p>“Course Requirements— Attendance at Theatrical Productions: You are required to attend FOUR shows, TWO at Lehman College and TWO on Broadway or in other venues.</p> <p>“Written Assignments: You will be asked to write theatre critiques and essays for which you receive samples and guidelines. You will learn strategies for writing for the reader who has not read the material and how to use varied, sharp detail so that you can create a strong picture or argument in each of your papers. Get ready to proofread your work carefully and be the best writer you can be!”</p>	<p>Exams: There will be frequent exams and quizzes...</p> <p>“Term Project: Please choose A, B or C:</p> <p>A. Scene Study: You have the opportunity to present a scene from plays read in class ... Go for it!</p> <p>B. Original Play: Your second option is to write your own original play...</p> <p>C. Set/Costume Design: You can create a costume plot and/or set design for one of the plays we read. You may wish to build a model set as well! If you would like to work in this area, we will distribute your drawings and designs to the class, so be ready to tell us about your ideas!</p> <p>Attendance and Punctuality: You are allowed TWO unexcused absences only!</p> <p>If you miss more classes or are late FOUR times, your grade will be lowered.</p> <p>Due Dates: You will be given due dates for all assignments. Make sure to observe them! If a paper is submitted late, the grade will be lowered ONE full grade point. Papers handed in TWO sessions late will not be read.</p> <p>Use of Sources: All work in this course must be your own. Any collaboration on tests or plagiarism on papers – the use of someone else’s words or ideas without acknowledging them as such – will result in a failing grade. You will receive guidelines as to what constitutes plagiarism and we will discuss how to borrow from sources effectively.</p> <p>Submitting Your Papers: Please submit all papers online to: Safe-</p>	<p>“</p>	
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				Assign on Blackboard Grade Allocation: Exams/Quizzes/Written Assignments: 70%; Term Project: 15%; Final Exam: 15%		
THE 241.E301 (Art of the Theatre)	Osnat Greenbaum	Writing intensive, aesthetic literacy, oral expression, critical thinking (artistic analysis)	The medium of expression is theatre. “This class is an introduction to theatre. It is designed as a tasting meal, introducing the students to the theatre experience from its various creative and technical/practical aspects. How theatre emerged and evolved, how theatre is produced, how theatre developed historically and culturally, how theatre is analyzed and evaluated are some of the topics covered and discussed in class... This class is reading and writing intensive.”	Pop quizzes, “creative project” (class theatrical presentation”, midterm, final.	“	25
THE 243 (Alternate Lifestyles in Drama)	William M. Hoffman (FT)	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	The medium of expression is theatre. “STUDENT LEARNING OBJECTIVES 1) Clarify the terminology: defining gay, Lesbian, bisexual, or transsexual (GLBT) plays. What makes a play “gay”? What is “queer theatre”? What is the history of this category? 2) Understand the historical, sociological, political, and psychological context of each play. 3) Analyze each play dramatically” Play discussions: “STANDARD ASSIGNMENT (due the week of classroom discussion) All of the assigned plays must be read. Please report on a minimum of 7 plays, 4 of them by spring break. Each paper must be at least 3 pages (double-spaced, 12 pt type, use staples, dated, with your name on each assignment). Each must cover most of the following: 1) What is the historical background of the play and playwright? How did the historical context affect the writing of the play? A paragraph or two. 2) Is this a gay play or gay theatre or both and why? 3) What are society’s attitudes toward the GLBT characters as shown in the play; what are the	Requirements: Total of 11 essays, midterm, & final paper. “STUDENT ASSESSMENT 25% classwork (attendance and promptness count—grades will be lowered for more than 2 unexcused absences or 2 latenesses) 25% play and other reports 25% midterm (a quiz). 25% final (either a 10-page report—double spaced, 12 pt. type—on a play, playwright, or on a GLBT subject not covered in class, or a GLBT one-act play written by the student)”	Most semesters	16 F09

			<p>characters' attitudes toward their own or other characters' sexuality?</p> <p>4) What are some of the dramatic devices used to explore the characters' lifestyle?</p> <p>5) Does the play sensationalize the subject, portray it sympathetically, show a bigoted attitude?</p> <p>6) Identify the main characters and their role in moving the plot along.</p> <p>7) Did you like the play for artistic or other reasons? ? (It is fine to dislike a play, but just say why.)</p> <p>8) What is the theme of the play? "Theme" meaning "moral," as, for example, the theme of Shakespeare's Othello is that jealousy kills. What does the play we are reading attempt to teach us?</p>			
MSH 114.01W (Introduction to Music)³ Spring 2010^{3H}	Jacqueline Bergland	Writing intensive, aesthetic literacy, oral expression, critical thinking (artistic analysis)	<p>The medium of expression is music.</p> <p>"Course Goals/Objectives: Provide non-music majors, through intensive writing projects, with the tools necessary to not only expand their knowledge of music but to become better informed consumers and supporters of music."</p> <p>"Students will: Have a basic knowledge of the evolution of music from the Middle Ages to the present; Have the ability to recognize basic forms, techniques and elements of music; Recognize historical styles of music and major composers from each period."</p>	<p>Attendance and punctuality (2 or more unexcused absences will result in the lowering of our final grade).</p> <p>Participation 5%</p> <p>Quizzes 10%</p> <p>Essays 15%</p> <p>Concert Reports 35% (concert report I 15%, concert report II 20%)</p> <p>Mid Term exam 15%</p> <p>Final exam 20%</p>	Each semester	23
MSH 114.02, D01FY	Dr. Bernard Shockett (FT)	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	<p>The medium of expression is music.</p> <p>"Unit I. Elements of music: voices and instruments, texture, meter, form.</p> <p>Unit II. The Middle Ages: Gregorian chant, organum, polyphony, ars antiqua/nova</p> <p>The Renaissance: Historical background Humanism, inventions, sacred/secular, Josquin, Palestrina, Venetian School," principle of opposition."</p> <p>Unit III. The Baroque Period: concerto grosso,</p>	<p>"Grade will be determined by:</p> <ul style="list-style-type: none"> • Exam# 1=30%, exam# 2=30%, final exam=30%, class performance=10 %. • Extra credit may be earned by attending a concert and writing a short paragraph describing the event. This must be approved in advance. <p>The professor must be informed of any absences; excessive absences</p>	"	Claman 60/60

³ See page 21 for Music Department formulation to coordinate MSH 114 classes.

³ See p. 20 for note on goals for coordinating Music 114 courses.

			<p>ritornello form, fugue, suite, opera.</p> <p>Purcell, Vivaldi, Bach, Handel. Interpretation.</p> <p>Unit IV. The Classical Period: The Enlightenment, sonata form theme and variations, minuet and trio, rondo. Haydn, Mozart, Beethoven.</p> <p>Unit V. The Romantic Period: large/small forms, art song, program music, nationalism. Schubert, Schumann, Chopin, Berlioz, Dvorak, Brahms, et al.</p> <p>Twentieth Century: Impressionism expressionism, "atonality", modernism, neo-classicism, minimalism, jazz, music of other cultures.</p> <p>Debussy, Stravinsky, Schonberg, Copland, Ives."</p>	may result in no credit for the course		
MSH 114.03, J01FY	Jacqueline Adams	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	<p>The medium of expression is music.</p> <p>"This course is designed to familiarize students with the masterworks of traditional classical music, as well as nonwestern music, through the development of skill in listening, analyzing, and describing music. Prior knowledge and/or experience NOT expected. After completing this course the student can expect to be more capable of comprehensive listening and aural processing, and also will have experienced a wide variety of live performances."</p>	"Attendance: 50%. 4 Performance Reports: 20%. Midterm: 15%. Final: 15%. 5-minute presentations."	"	23
MSH 114.G01	J. Kaminski	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	<p>The medium of expression is music.</p> <p>"Students will critically analyze musical developments regarding social and technical changes. Students will examine musical works of European composers, the influences behind their works, and the influence their works had on future works and ideology. Students will learn how to listen to music of other cultures."</p>	<p>"Grades and attendance: The final grade will be based on the two papers (20% each), two quizzes (10% each), the midterm (20%), and the final examination (20%). Every absence reduces the grade in borderline cases. More than four absences without medical notes constitute an automatic F, or withdrawal. Examinations cannot be made up; an absent exam grade is a Zero. There are no extra credit assignments."</p>	"	59
MSH 114 B301, C01 (Introduction to Music)	Mark Mandarano	Oral expression, aesthetic literacy, critical thinking	<p>The medium of expression is music.</p> <p>"This course will explore Western Art Music (also known as 'Classical Music') in order to better understand how music is constructed, what music mean, what social history brought it about, what</p>	"3 exams: 2 midterms and 1 final", 2 brief concert reports, 1 diagnostic test"	"	34/60

		(artistic analysis)	instruments are used in performance, and what this music has in common with other art forms... Fundamentals of music will be addressed to establish the ability to grasp musical forms, various styles and music history. Music from J.S. Bach to the present day will be heard, compare, and analyzed."			
MSH 114	Janette Tilley (FT)	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	The medium of expression is music. "The course will introduce you to the fundamentals of music through the Western concert repertoire... This is primarily a skills-development course, not a course in music history. Course objectives include: an awareness and appreciation of music's diversity and pervasiveness, development of critical listening skills, development of a vocabulary for writing and speaking meaningfully about music, sensitivity to music of different cultures and historical periods, appropriate research skills for locating recordings, concerts, and written materials on music."	Sound journals, concert reports, weekly quizzes, midterm, and final	"	49/22
MSH 114.ZB81 +ZC81	William Rodriguez (FT)	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	The medium of expression is music. "Students will acquire knowledge on the elements of music. Students will acquire knowledge of the historical periods of music. Students will acquire knowledge of composers and compositions. Students will acquire vocabulary to express musical experience. Students will acquire skill to listen and identify characteristics of music."	Concert review, final, quizzes	"	24/27
AAS 266 (African American Music)	LeRonn Phillip Brooks	Oral expression, aesthetic literacy, critical thinking (artistic analysis)	The medium of expression is music. "Course Description: The music of African peoples encompasses the meanings, values, complexities, pleasures and experiences of being black in the United States, as well as the larger African diaspora. From the songs of the enslaved to rap music, African-American music expresses a diverse body of ideas and cultural conversations. Opinions on issues such as freedom from bondage, cultural identification, religion, militancy, sexism, consumerism, dance, violence (as well as economic and political liberation) are formed within the music. During this course we will study how African-American music contests, resituates and, at times, perpetuates, the misrepresentations of a people	"Weekly Assignments: Each week there will be short writing assignment due each class. The writing should be a summary of each week's reading. In-class discussions: Each week two students will be asked to lead a discussion on the major points of the current reading. Summaries: Each class you will hand in a one page summary of the week's readings. Papers: You will be asked to write three major papers (4-5 pages each) on an assigned topic from the prior two weeks. This tiered writing scheme	?	?

			<p>while generating new forms of cultural expression.</p> <p>Course Objectives: AAS 266 is a survey of the history of African-American music. This course will begin with a study of the connections between African-American and West African musical traditions, starting with Yoruba divination chants (just before the Middle Passage) and extending to the twentieth century and contemporary hip-hop culture. AAS 266 will focus, intently, on the meaning of these musical forms to the secular, and non-secular, traditions within African, and African-American, cultures. Therefore, the meaning of religion and society to song (and song to culture) will be a major point of emphasis. Further, this course will explore the intellectual and improvisational rigor underscored by these traditions during periods of physical bondage, emancipation and communal reconstruction (in its broadest sense). Thus, African divination, African-American spirituals, the blues, jazz, gospel, rock and roll, and rap music, will each be studied as “living” and politically viable means for self-expression, survival and liberation.</p> <p>Learning Outcomes: In this course, I will introduce students to the importance of African-American music and culture. This will be accomplished through the use of a number of critical perspectives and technologies in connection with music. These perspectives and technologies include: social history, visual culture, a knowledge of popular movements, literature, video, film and class discussion. Ultimately, it is my hope that AAS 266 will encourage students to appreciate black music and culture, and in the end, be able to apply its many lessons to their lives.</p> <p>Academic Objectives: By the end of this semester, I intend for you to:</p> <ul style="list-style-type: none"> * Have a better grasp on the social, historical and political construction of black identity and song * Deepen your understanding of music in relation to issues of race, gender and identity” * Have a thorough understanding of the contributions of black music to U.S. history and culture * Have taken advantage of the opportunity to improve 	<p>will account for at least fourteen pages of writing by semester’s end. A list of specific topic ideas will be handed out early in the semester. Other ideas are welcome, provided they are discussed with me first. “</p>		
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			<p>your writing skills afforded by the various assignments</p> <ul style="list-style-type: none">* Have a more sophisticated understanding of the strengths and weaknesses of the various movements and philosophies* Be able to apply the course concepts and perspectives to your own life			
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	ARH	135											20									
100	ARH	137	3		0	3	100	1		0	1	100	1				1		0	1	10	
	ARH	137	65					35					25					25				
29	ARH	141	4		2	2	50	3		3	0	0	4		3	1	25	4		2	2	50
	ARH	141	100					76					102					120				
46	ARH	167	3		1	2	67	4		2	2	50	2		2	0	0	4		2	2	50
	ARH	167	62					67					32					100				
100	ART	109																				
	ART	109																				
0	ART	110																				
	ART	110																				
88	COM	212	2		1	1	50	1		0	1	100	1		0	1	100	1		0	1	10
	COM	212	50					27					27					28				
90	COM	213	2		0	2	100	3		0	3	100	4		2	2	50	2		0	2	10
	COM	213	51					76					96					44				
100	DNC	235											2					2				
	DNC	235											48					444				
25	HUM	250	12		10	2	17	5		3	2	40	7		5	2	29	7		5	2	25
	HUM	250	181					39					96					35				
31	MSH	114	8		6	2	25	9		7	2	22	9		6	3	33	10		8	2	20
	MSH	114	246					323					263					350				
48	THE	241	12		5	7	58	8		4	4	50	8		4	4	50	9		6	3	30
	THE	241	104					168					168					175				
			46	859				34	811				39	877				40	1321			
	THE	243	1		0	1	100	1		0	1	100						1		0	1	10
100%	THE	243	5					10										18				

SEATS AREA 4 FALL '06-FALL '09

Area IV		0609		0702		0709		0802		0809		0902		0909	
		Sec	Enrl	Sec	Enrl	Sec	Enrl	Sec	Enrl	Sec	Enrl	Sec	Enrl	Sec	Enrl
AAS	266														
AAS	266														
ARH	135					1				1					
ARH	135						20				26				
ARH	137	3		1		1		1		2		1		3	
ARH	137		65		35		25		25		33		34		70

ARH	141	4	3	4	5	4	3	2
ARH	141	100	76	102	120	123	70	4
ARH	167	3	4	2	4	3	4	4
ARH	167	62	67	32	100	54	98	98
ART	109					2	1	1
ART	109					18	18	16
ART	110							
ART	110							
COM	212	2	1	1	1	1	1	1
COM	212	50	27	27	28	26	30	23
COM	213	2	3	4	2	3	2	5
COM	213	51	76	96	44	73	49	84
DNC	235			2	2	1	1	1
DNC	235			48	444	29	30	23
HUM	250	12	5	5	7	8	9	8
HUM	250	181	39	96	35	124	71	104
MSH	114	8	9	9	10	11	8	10
MSH	114	246	323	263	350	334	371	364
THE	241	12	8	8	9	8	9	6
THE	241	104	168	168	175	176	141	113
THE	243	1	1		1	1		1
THE	243	5	10		18	13		21

MEMBERS OF MUSIC DEPARTMENT AT GEN ED MEETING IN MAY 2009 FORMULATED THE FOLLOWING FOR COORDINATING MSH 114 CLASSES:

“Course Goals:

- ☐ Be able to identify aurally and describe music from a variety of styles, genres, historical periods, and cultures.
- ☐ Cultivate an awareness and appreciation of music's diversity and pervasiveness
- ☐ Develop critical listening skills
- ☐ Develop a vocabulary for writing and speaking meaningfully about music
- ☐ Develop sensitivity to music of different cultures and historical periods
- ☐ Use appropriate research skills for locating recordings, concerts, written material on music.
- ☐ Develop a lifelong interest in live concert attendance

General Education Skill Development Criteria

MSH 114 meets several of the General Education skills development criteria including

- a) writing intensive assignments
- b) oral expression
- d) critical thinking / artistic analysis

f) library / database / information literacy”