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2023

### Introduction to Music, MUS 10100

Daniel Beliavsky  
*CUNY City College*

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## THE CITY COLLEGE OF NEW YORK, MUS 10100, SECTION 5, 3 CREDITS, FALL 2023

Meetings: Monday and Wednesday, 12:30 – 1:45 PM, in Shepard 180

Instructor: Professor Daniel Beliavsky, Ph.D.

E-mail: [dbeliavsky@ccny.cuny.edu](mailto:dbeliavsky@ccny.cuny.edu)

Office hours: by appointment

### TECHNOLOGY REQUIREMENTS

- To complete this course successfully, you will need to access Blackboard several times a week to watch assigned videos, complete online quizzes, leave substantive posts and comments under discussions, and, when necessary, virtually meet with classmates using Blackboard Collaborate. With the exception of watching YouTube videos and using Collaborate, this work does not require a high-speed internet connection.
- You may download the Blackboard student app (its icon features a pencil), but I recommend using it sparingly for discussion posts because your mobile device's screen size may limit your ability to write at length as these assignments require.
- For help using Blackboard, go to the HELP tab to the immediate right of HOME in the upper left-hand corner of your screen once you log into Blackboard using your CUNYFirst ID and password.

### GENERAL EDUCATION INFORMATION AND LEARNING OUTCOMES

As part of the College's General Education Curriculum, this course is designed to enhance your understanding of artistic issues and how they are studied. Students successfully completing this course will develop the following:

- Oral and written communication skills - students will produce well-reasoned written or oral arguments using standard English in varied academic formats using evidence and research to support conclusions. They will learn to support a thesis with well-constructed arguments, and communicate persuasively and clearly across various contexts, purposes, and media.
- Critical thinking skills - students will evaluate evidence and arguments critically and/or analytically.
- Information literacy skills - students will gather, interpret, evaluate, and assess information from a variety of primary and secondary sources and points of view.
- Creative expression proficiency – students will identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression.

In addition, students will:

- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and will describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate this through class work.

### COURSE DESCRIPTION

This course examines musical works, composers, and aesthetics from antiquity to the present. Central to our curriculum are the questions, “what are music’s meanings?” and “how can music communicate meaning?” Through the process of discovering the varied answers to these questions, we will learn about music history, music philosophy, composer biographies, and how aesthetic concerns change across time and place. As a result of our work, you will develop the critical skills needed to understand the socio-historical events that inspire musical compositions and styles.

Our curriculum will be guided by various readings, all free to use under Open Educational Resources

(OER) guidelines, in-class discussions based on those readings, my presentations about music theory, aesthetics, and history, and presentations by student groups on a variety of music topics. We will workshop these presentations, focusing on assessing strengths and weaknesses constructively.

### GRADING

- 11 online quizzes. 6 of these quizzes will assess your comprehension of each installment in Howard Goodall's *Story of Music* video series; 5 will cover the fundamentals of Western music theory. **Weight: 45%**
- In-class discussions and occasional discussion posts on Blackboard, wherein you will write substantive commentary on that week's assigned reading or viewing and respond to posts by your classmates. **Weight: 35%**
- One group presentation. **Weight: 20%**

### ASSIGNMENT AND QUIZ SCHEDULE

The assignment and quiz schedule is available on Blackboard under the Semester Work tab in the left sidebar.

### DISCUSSIONS AND DISCUSSION BOARDS

- Be prepared to discuss each week's reading as assigned. Use the following questions to guide our in-class conversations:
  - Question 1: What in the reading resonated most strongly with you and why? What did you find especially interesting, intriguing, and revealing and why?
  - Question 2: What did you not find compelling or interesting, and/or was there anything with which you disagreed or with which you took issue and why?
  - Question 3: What confused you? What questions would you like answered?
- Use quotes from the reading to support your points for each question above.
- **This is worth 35% of your final grade.**

### GROUP PRESENTATION

- Students will work in groups of 5-7 people. I will organize students into groups on Blackboard, but if you wish to coordinate with one another and choose your group members yourselves, you are welcome to do so as long as you let me know.
  - Once groups have been determined, each group will choose a group leader who will email me a brief description of the presentation topic at least one week before projects are presented. That same group leader will be responsible for uploading the completed project to Blackboard by the presentation date.
  - Presentation schedule is available via Blackboard.
- You will give one research-based presentation during the end of the semester on any music topic of your choice. These may include composer and/or performer biography, genres (e.g., classic rock, pop, punk, jazz, hip-hop, etc.), individual compositions, significant movements in music (e.g., American folk music during the Vietnam War), music technology (e.g., instruments, recording technology, software), etc.
  - While you may choose any music related topic, I encourage you to explore the music of your own cultural practice, background, and personal interest, and to share this with the class. We are a diverse and multi-faceted group of individuals, and we all benefit from knowing as much as possible about music in our world.
  - Limit your presentation to 30 minutes and allow for a 5-10 minute Q&A session afterward.
- You must incorporate multi-media and audio/video performances into your presentation using PowerPoint or Google Slides. List appropriate citations on the last slide using either MLA or Chicago Manual of Style formatting:

- [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html) (MLA)
- [https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/cmos\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/general_format.html) (CMS)
- Your slides should include but not necessarily be limited to the following areas related to your topic:
  - Terms related to the topic that need to be defined and/or explained;
  - Its history, what genres/notable people/other art helped your topic evolve, and what your topic looks like today;
  - Any important contributors, artists, and notable people, and what made them so significant to the subject;
  - Does your topic have any effect on the present or is it a historical artifact? That is, what impact did the topic have during its own time and, if applicable, on art/music/culture today?
  - Interesting and/or unusual facts, anecdotes, and stories that you think your classmates and I would like to know;
  - If you want to add anything else, you are welcome to do so.
- Pick a topic that you will enjoy and from which you will learn, and make the information you present interesting and comprehensive.
- You will earn one grade per group.
- **The presentation is worth 20% of your final grade.**

#### OER TEXTBOOK

- *Music Appreciation: History, Culture, and Context* by Bonnie Le, Francis Scully, Steven Edwards, Jesse Boyd, and Brenda Wimberly
  - <https://louis.pressbooks.pub/musicappreciation/>

#### RECOMMENDED READINGS (not required and for those who wish to supplement what they learn in this course)

- *Parallels and Paradoxes: Explorations in Music and Society* by Daniel Barenboim and Edward W. Said
- *What to Listen for in Music* by Aaron Copland
- *How Equal Temperament Ruined Harmony (and Why You Should Care)* by Ross W. Duffin
- *Temperament* by Stuart Isacoff
- *This is Your Brain on Music: The Science of a Human Obsession* by Daniel J. Levitin
- *Classical Music 101: A Complete Guide to Learning and Loving Classical Music* by Fred Plotkin
- *Listen to This* and *The Rest is Noise* by Alex Ross
- *Musicophilia and Hallucinations* by Oliver Sacks
- *Music at the Limits* by Edward W. Said
- *Listening to Reason: Culture, Subjectivity, and Nineteenth-Century Music* by Michael P. Steinberg
- *A Student's Guide to Music History* by R. J. Stove

#### ACADEMIC INTEGRITY

- You are expected to do your own work. The university has a published policy on academic integrity that may be found at <https://www.cuny.cuny.edu/about/integrity>.
- Ignorance of this policy is not an excuse to transgress it. Cheating will be reported to the Office of the Dean and may result in academic and disciplinary penalties, including failing grades, suspension, or expulsion.

#### ACCESSABILITY STATEMENT

- In compliance with CCNY policy and equal access laws, appropriate academic accommodations are offered for students with disabilities. Students must register with The AccessAbility Center for reasonable academic accommodations. The AccessAbility Center is in the North Academic Center, Rm. 1/218. Tel: (212) 650-5913.

- Under the Americans with Disability Act, an individual with a disability is a person who has a physical or mental impairment that substantially limits one or more major life activities. If you have any such issues, I encourage you to visit the AccessAbility Center to determine which services may be appropriate for you. Website: <https://www.cny.cuny.edu/accessability>