

# MUSC 210 Crusades to Colonialism: Musical Encounter 1000-1800

## Course Syllabus

Professor Margaret Walker: [margaret.walker@queensu.ca](mailto:margaret.walker@queensu.ca)

### Course Description

This course is an examination of historical and historiographical trajectory of Western music in global context between ca. 1000 and 1800 CE. It is one of the required courses for the Bachelor of Music and the BA(H) Music Major plans and an elective for many other plans. Since MUTH 110 or MUSC 103 are its prerequisites, we will continue to build on concepts, content, and skills from those courses. Interacting with the past and especially with the global past will invite you to re-examine some of your assumptions about music and history while learning about and listening to a lot of really great music. Through MUSC 210, we will continue to build skills to critically analyze musical works and connect their production with social and cultural contexts.



### Land Acknowledgement

Queen's University is a colonial institution that sits on the traditional lands of the Anishinaabe, Haudenosaunee and Wendat Peoples. You may have heard and read this many times before, but in a course about music history and encounter, this acknowledgement becomes a crucial part of the course context. Think carefully about what living on Indigenous lands means to you now, what it has meant historically to many peoples, and what it might mean musically.

### Learning Outcomes

1. Identify sonic and social elements of a variety of musics between 1000 and 1800 C.E to assess universal and culturally constructed features.
2. Problematize Eurocentrism through connecting European music history to global contexts between 1000 and 1800 C.E.
3. Evaluate historical methodology in a critical historiographic framework to identify gaps and silences in knowledge production about music history.
4. Reflect on musical and social value systems in “early music” performance practice through connecting the global past and local present.
5. Demonstrate skills in critical reading and writing to communicate globally engaged music histories.
6. Practise skills in time management and self-assessment to enhance learning experience.

## Assessment

Each assignment is designed to interact with and assess one or more of the course learning outcomes above. You will find specific instructions under Content – Assignments in the course onQ page, and rubrics, submission boxes and quiz links under Assessment.

Assignment	Weight
<b>Learning Plan (L.O. 6)</b> Writing and assessing your own plan will set you up for success in this course!	5%
<b>Positionality Statement (L.O. 3)</b> Short piece of writing exploring your relationship to this time and place, and how this affects your relationship with knowledge.	5%
<b>Reading Reflections (L.O. 2, 3, 5)</b> Short pieces of writing demonstrating your engagement with 5 assigned readings. 5 @ 5% each, lowest mark dropped.	20%
<b>Online Listening Quizzes (L.O. 1)</b> Recognition of either specific pieces or broader styles from class material. 3 @ 2.5% each, lowest mark dropped.	5%
<b>Short Ethnographic Paper (L.O. 2, 4, 5)</b> Research for this assignment will come from attending a live performance!	15%
<b>Research Paper (L.O. 2, 5)</b> This capstone project, organized through three sub-assignments, will demonstrate your ability to find material in the library, engage with it and communicate through a written paper. <ul style="list-style-type: none"><li>• Working Bibliography – 5%</li><li>• Working Thesis and Outline – 10%</li><li>• Persuasive or Informational Paper – 25%</li></ul>	35%
<b>Take Home Exam (Letter Grade) (L.O. 1, 2, 3)</b> This low-stress open book exam will allow you to sum up your learning from the course.	15%



Assignment and test dates are important, and learning how to manage your time is a central part of success at university. However, all the written assignments have an automatic three-day extension because I am aware you have other courses and commitments.

## Recommend Textbook

(Available [HERE](#) as an e-book for purchase, or in hard copy at the campus bookstore)

Taruskin, Richard and Christopher H. Gibbs. *The Oxford History of Western Music*. College Edition. Second Edition. New York and Oxford: Oxford University Press, 2019.



Many music students enjoy having access to a textbook and find the material in useful. There will be occasional assigned readings available through Course Reserves but I will supplement the lecture material with recommended sections from this textbook

## Course Website and Listening

Although we are happy to meet in the classroom again, the onQ course website is a crucial resource for the course. The [Listening Examples](#) are all available through the onQ site in addition to any lecture slides instructions for assignments, extra readings, occasional videos, the course calendar, and the question board.



*Subscribe yourself* to course updates and make a point of checking at least twice a week.

## Expectations and Time Commitment



I expect you to attend class (unless you are ill or have an emergency) and to spend an average of 3-4 hours a week outside of class on reading, listening, and preparing assignments. I encourage you to schedule this time in your calendar as I also expect you to be organized and to hand things in on time. Your first assignment will help you meet these expectations. You can expect me to be prepared and enthusiastic about the course (I love history!) and to return your assignments in a timely manner (I aim for 1-2 weeks). You can also expect me to be available for questions and assistance (whether online or during drop-in office hours).

## Grading in MUSC 210

In this course, some components will be graded using numerical percentage marks and others will receive letter grades, which will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale (see below).

<b>Arts &amp; Science Letter Grade Input Scheme Queen's Official Grade Conversion Scale</b> Assignment mark	<b>Numerical value for calculation of final mark</b>	<b>Grade</b>	<b>Numerical Course Average (Range)</b>
A+	93	A+	90-100
A	87	A	85-89

A-	82	A-	80-84
B+	78	B+	77-79
B	75	B	73-76
B-	72	B-	70-72
C+	68	C+	67-69
C	65	C	63-66
C-	62	C-	60-62
D+	58	D+	57-59
D	55	D	53-56
D-	52	D-	50-52
F48 (F+)	48	F	49 and below
F24 (F)		24	
F0 (O)		0	

### Statement on Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).



Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course.



Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.



To learn more about Academic Integrity, please check the [online tutorial](#) curated by the Student Academic Success Services. This resource will provide you with information about:

- what "academic integrity" means

- why it matters
- what counts as academic dishonesty
- how SASS can help you maintain your academic integrity while you're at Queen's.

## Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see

<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>).



If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

## Academic Consideration for Students with Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time.

The Senate Policy **on Academic Consideration for Students in Extenuating Circumstances is available at:**

<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.



If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: Margaret Walker

Instructor/Coordinator email address: [mw63@queensu.ca](mailto:mw63@queensu.ca)