

# Music 3322W: Form and Analysis II

Syllabus, Spring 2022

**Instructor:** Dr. Daniel Goldberg

**Office Hours:** by appointment via [danielgoldberg.youcanbook.me](https://danielgoldberg.youcanbook.me) or email

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## Class Meetings

MW, 4:40–5:55, MLIB 103 or remote meetings via the course website

## Course Description

This course is a reading- and writing-intensive seminar on the organization of musical compositions, continuing MUSI 3321. Students will learn techniques for analyzing rhythm, chromatic harmony, and form, initially with a focus on nineteenth-century Western art music and eventually on Western popular music and other styles. Coursework includes in-class discussion; homework assignments emphasizing reading and writing; midterm and final exams; a term paper; and a final presentation.

## Course Skills

Students of Form and Analysis II will develop skills including:

- Identifying musical form from scores and by ear
- Analyzing harmony, motives, and rhythm across entire sections or movements
- Interpreting and applying spatial and other graphic representations of musical concepts
- Applying concepts learned in the context of one musical style to music of a different style
- Communicating musical descriptions clearly in prose, with appropriate terminology
- Evaluating, critiquing, and defending written arguments about music
- Drafting and editing prose for clarity, concision, and grammatical correctness
- Using appropriate written music terminology
- Conducting self-guided research, including identifying appropriate topics of study
- Finding and properly citing scholarly literature

## Course Materials

- Stein, ed. *Engaging Music: Essays in Music Analysis*. Oxford: Oxford University Press, 2005.
- Perusall. Created by Eric Mazur, Gary King, Brian Lukoff, and Kelly Miller, 2015.
  - Students do not need to purchase Perusall. To begin using the website for this course:
    1. Go to <https://perusall.com> and click on the button that says, “Get Started Using Perusall.”
    2. Create a student Perusall account.
    3. Enter the course code GOLDBERG-T99FR to access the materials for this course.
  - For more detailed guidelines, refer to the “Students: Getting Started” section at <https://support.perusall.com/help>.
- Assignments and other materials and information will be posted on the course website on HuskyCT.

## Grading Summary

- 25% Class preparation and participation
- 20% Reading responses and library paper
- 35% Term paper, including bibliography assignment, drafts, and in-class presentation
- 20% Final exam

According to university policy for W courses, it is not possible to pass this course without receiving a passing grade for its writing components.

## Attendance and Participation

Attendance is mandatory as a prerequisite for participation and entails arriving in class or joining the online class meeting at or before the start time. Active engagement in all in-class exercises and adequate preparation for class are likewise required and will be emphasized over correctness of responses. Mistakes are part of learning and will not be penalized unless they evince lack of preparation.

Grading and making up classes. This class meets 27 times this semester, so each class meeting is worth 1/27th of the attendance and participation grade. Arriving late or otherwise missing a substantial part of a class meeting will result in a grade reduction for that meeting of at least two points on the six-point grading scale below. If you cannot attend a given class at the scheduled time, you may make up the class by watching the recording of the class posted on the course website and submitting documentation showing that you completed all the in-class activities. Depending on the types of activities that occurred during that class, this documentation could consist of your written or recorded answers to discussion questions and/or one or more images of your written notes or other work. To receive full credit, you must submit your documentation by email or in the Class Participation Journal on the course website before the next class meeting. A class made up after the following class meeting will receive a grade reduction of two points on the six-point scale. Additionally, up to three missed classes will be excused for any reason without affecting the grade.

## Class Preparation

Specific listening and/or reading tasks will be assigned as preparation for most class meetings. This preparation is required and forms part of the participation grade; failure to prepare for class will result in a grade reduction comparable to arriving late.

Class preparation will normally be completed and assessed in Perusall. In order for your class preparation to count, you must complete all of the assigned listening or reading and add at least two thoughtful and clearly explained comments or questions to the score or text. Other students will be able to see your annotations, which will be evaluated by Perusall and may come up during class.

## Homework Assignments

In addition to regular preparation for class, the course includes homework assignments involving several types of writing. Details about each assignment will be posted on the HuskyCT course site. Assignments will consist of:

- Written responses to two of the chapters or articles assigned as class preparation
- A short paper emphasizing bibliographic research and a related response
- An abstract, bibliography, and drafts of the term paper and a response to a peer's draft

Each student is required to write responses to two out of seven eligible readings. Students will sign up for their reading responses in advance to ensure that the class's responses are evenly distributed

over the course of the term. Reading responses consist of a minimum of three paragraphs summarizing the content of the assigned text, plus a minimum of two paragraphs that communicate one or more of the student's ideas about the reading. These ideas could take the form of commentary, critique, or opinions about the content, organization, or writing style of the text. Anonymized excerpts from the reading responses will be discussed in class.

Each student will also write a short persuasive paper identifying a book or score that is not currently part of the UConn music library's collection and presenting an argument for why that item should be acquired. Students will then read their peers' papers and write a response of at least two paragraphs explaining which essay they found most convincing. Finally, all students will vote on the proposed addition to the library collection, and the winning book or score will be purchased during the library's next round of acquisitions.

Assignments will be graded using the six-point scale provided below. Response assignments will usually be due by 2pm on the day of a class meeting. Due to the nature of these assignments, in which class activities or some students' assignments depend on assignments completed by other students, work will not normally be accepted late. Assignments turned in shortly after the deadline may be accepted at the instructor's discretion, with a penalty of two points on the six-point scale.

### **Term Paper**

Over the course of the semester, each student will write a substantial paper demonstrating mastery of analytical and writing techniques practiced in the course. The paper topic will be selected with the instructor's approval and may address any music the student chooses, provided that it involves in-depth application of one or more analytical techniques studied during the course and at least five properly documented secondary sources. An abstract and bibliography, a partial draft, and a complete draft of the paper will be due prior to the final deadline. Students will also read and comment on drafts of their peers' writing and will present their research to the class. Further guidelines will be provided on the course website.

### **Final Exam**

Coursework includes a cumulative final exam, held during the final exam period. Information to assist with preparation will be provided prior to the exam.

If a student must miss the final exam, the student is required to contact the Dean of Students Office as far in advance as possible to request permission to reschedule the exam. See <http://dos.uconn.edu/finals-rescheduling/> for rescheduling policies. Once permission is granted, the student should contact the instructor to arrange a new exam time. Students who fail to attend the final exam without receiving advance approval of the Dean of Students Office will receive no credit for the exam.

### **Grading Scales**

Overall letter grades for the course will be determined according to the following scale:

A: 93–100%	C: 73–76.99%
A-: 90–92.99%	C-: 70–72.99%
B+: 87–89.99%	D+: 67–69.99%
B: 83–86.99%	D: 63–66.99%
B-: 80–82.99%	D-: 60–62.99%
C+: 77–79.99%	F: 0–59.99%

Assignments and presentations will be evaluated using the six-point scale listed below. This scale is not a fraction or percentage system; that is, 4 is *not* equivalent to 4/6 or 66.7%. Instead, the numbers are comparable to letter grades.

Grade	Description	Equivalent in Course Grade Calculation
6	demonstrates strong understanding of concepts and very good control of prose, with no or minor errors as well as evidence of creative engagement with the task	100%
5	executed well, showing good understanding and clear writing, but with one substantial error or a few small errors	90%
4	multiple substantial errors, but still shows a reasonably good grasp of underlying concepts and writing skills; evidence of full effort	80%
3	shows effort, but serious errors or sloppy execution call the command of underlying concepts into question; writing is unclear or includes numerous problems with organization and language use	70%
2	shows only partial effort and preparation; struggles with control of language and with old as well as new skills	60%
1	incomplete or unacceptable work	30%
0	not handed in	0%

### **Academic Misconduct**

Group study is acceptable and encouraged, and preparation for class in Perusall is meant to be collaborative. All assignments must be completed individually, without input from others, and students should not share the topic of their short papers with other students because students will read and respond to their peers' papers anonymously. Students may consult one another in general terms in order to clarify concepts, but collaboration on assignments for this course is unacceptable unless specifically instructed. Do not show your work to other students before turning it in, and do not ask to see another student's work. For further information on UConn's policies and procedures, refer to <http://community.uconn.edu/academic-misconduct/>. If you do not understand the task that an assignment requires, ask the instructor for clarification by email as soon as possible.

### **Student Privacy and Identity**

Some classes for this semester's course will be conducted over Zoom. As the host, I will record these sessions using Zoom's recording feature. The recording feature for others in attendance will be disabled so that no one else will be able to record a session. In order to protect student privacy and intellectual property rights, students are prohibited from recording any session, or any portion of a session, by other means. At my discretion and in accordance with University policies and guidelines, I may share recorded sessions with the class to provide students with an additional opportunity to review course content. Sharing any recorded content without my written permission is prohibited. If you would like to ensure that your likeness is not captured during an online class, please turn your camera off.

Videos, audio recordings, and written work created by students as part of this course are for sole use of the students enrolled in this course. Any other use of these materials or any pictures or derivatives of them without the written consent of the creator is prohibited. The unauthorized

recording or sharing of course content may be considered a violation the law, University policy, and/or The Student Code.

The University of Connecticut is required to verify the identity of students who participate in distance learning or online courses and to establish that students who register in these courses are the same students who participate in and complete the course activities and assessments and receive academic credit. Verification and authentication of student identity in this course will include logging in to the HuskyCT course site to attend classes, turn in assignments, and access course materials.

### **Covid Safety Measures**

Until further notice, to ensure a safe learning environment for everyone, masks/face coverings must be worn at all times when inside buildings, including in the classroom, regardless of vaccination status. As described in the guidelines about proper usage of masks from UConn Environmental Health and Safety, available at <https://ehs.uconn.edu/wp-content/uploads/sites/1131/2020/06/Face-Covering-Handout.pdf>, masks must always be covering your nose and mouth and should fit snugly against your face.

If a student is not wearing a mask/face covering or is not wearing it properly, they will be asked by the instructor to put one on immediately or leave the classroom. Repeatedly failing to follow this expectation will result in a referral to Community Standards. Eating is not permitted; brief unmasking is permitted to drink. If an instructor is not wearing a mask/face covering, students should feel comfortable asking the instructor to put one on immediately.

Although social distancing is not required inside classrooms for vaccinated individuals, please be respectful of the wishes of others who prefer to maintain social distancing, including during in-class activities. For their own protection, unvaccinated individuals are requested to maintain 6 feet social distancing from others.

### **Disability**

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>. The instructor will make every reasonable effort to accommodate disabilities according to the guidelines provided by the CSD.

### **Discrimination and Harassment**

Every individual involved in this course will treat all others respectfully and fairly. If you are treated inappropriately due to your identity or for any other reason, please contact the instructor or another authority.

All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional

Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu).

For further information about University policies, see <http://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>.

### **Distress and Illness**

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705, or <https://studenthealth.uconn.edu/> for services or questions.

If life circumstances are affecting your ability to focus on courses, you can email the Dean of Students at [dos@uconn.edu](mailto:dos@uconn.edu) to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

Information about what to do if you test positive for COVID-19 or you are informed through contact tracing that you were in contact with someone who tested positive, as well as answers to other important questions, can be found here: <https://studenthealth.uconn.edu/updates-events/coronavirus/>

### **Class Schedule**

Topics for each class meeting are listed below. This schedule may be adjusted over the course of the term, but dates of class meetings, assignment due dates, and exams will not change except under extraordinary circumstances.

Week 1

Wednesday, January 19: Introduction to the Course, Theory of Meter

Week 2

Monday, January 24: Theory of Meter, Metric Dissonance, **Krebs Response due by 2pm**

Wednesday, January 26: Library Resources and Citation Formatting, Metric Dissonance

Week 3

Monday, January 31: Harmonic Spaces, **Smith Response due by 2pm**

Wednesday, February 2: Harmonic Spaces, Augmented Sixths, Harrison Reading

Week 4

Monday, February 7: Form in Popular Music, Prechorus, Covach Reading

Wednesday, February 9: Terminally Climactic Form, Complement Chorus, **Term Paper Bibliography due by Class Time**

Week 5

Monday, February 14: Timbre in Popular Music, Music Videos

Wednesday, February 16: Improvisatory Schemata in Jazz, **Library Paper due by Class Time**

Week 6

Monday, February 21: Rhythm Section Interactions in Jazz, **Library Paper Response due by 2pm**

Wednesday, February 23: Swing, Compositions for Big Band

Week 7

Monday, February 28: Tritone Substitution, **Satyendra Response due by 2pm**

Wednesday, March 2: Detours and Reroutes

Week 8

Monday, March 7: Development of EDM, **Partial Term Paper Draft due by Class Time**

Wednesday, March 9: Rhythmic Ambiguity in EDM, **Butler Response due by 2pm**

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Week 9

Monday, March 21: Ambiguity, **Manabe Response due by 2pm**

Wednesday, March 23: Ambiguity, Accumulative Form, Dance Chorus, Barna Video

Week 10

Monday, March 28: Clave, **Marshall Response due by 2pm**

Wednesday, March 30: Timelines, Rhythm in West African Music

Week 11

Monday, April 4: Rhythm in West African Music, **Complete Term Paper Draft due by Class Time**

Wednesday, April 6: Form and Rhythm in Balinese Music, **Tenzer Response due by 2pm**

Week 12

Monday, April 11: Form and Mode in South Indian Music, **Term Paper Response due by 2pm**

Wednesday, April 13: Form and Mode in South Indian Music, Morris Reading

Week 13

Monday, April 18: Rhythm in Korean Music, **Hesselink Response due by 2pm**

Wednesday, April 20: Review for the Final Exam, Presentations

Week 14

Monday, April 25: Presentations

Wednesday, April 27: Presentations

## FINAL EXAM

TBA, May 2 to May 7

### Course Bibliography

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