

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: Music and Human Values: Philosophical Investigations

Course Code: GE1117

Course Duration: One Semester

Credit Units: 3

Level: B1

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations
(for GE courses only) Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: None
(Course Code and Title)

Exclusive Courses: None
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

What makes music valuable? Can music be appreciated only for its beauty? What is the significance of music in human life? This course offers students a chance to explore the values of music through a philosophical approach. At the same time, it allows them to better appreciate the tradition of western classical music. To prepare for this, students will first be taught the basic vocabularies of music criticism including rhythm, melody, harmony, texture, form, instrumentation and so on. This allows them to talk about, express and share their views on particular works in an intelligent manner. After that, students will be introduced to a selection of musical works from the western tradition with reference to human values. An underlying theme of the course is that music is not merely sounds that are pleasant to the human ears; significant human values such as expression, innovativeness, a sense of identity and social criticisms are often embodied in musical works. No previous training in music (theory or performance) is needed.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Employ the basic vocabulary of music criticism to analyze musical works.		X		
2.	Express and share their own views on musical works with others.		X		
3.	Identify of the value dimension of musical works.		X		
4.	Offer arguments to support or criticize values that are embedded in musical works.		X	X	
5.	Appreciate musical works from a variety of origins.		X		X
6.	Develop and demonstrate an open mindset, moral sensibility and multiple points of view.		X	X	X

* If weighting is assigned to CILOs, they should add up to 100%.

100%

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lectures	Introduction of basic concepts, critical vocabularies, historical background, ideas, and arguments; examination of examples of musical works with reference to human values.	x	x	x	x	x	x	
Listening and analysis of musical works through the use of multi-media aids (CDs, DVDs, MIDI excerpts, online resources and so on.)	A means to familiarize students with particular musical works and offer exposures to lesser known works.		x	x		x	x	
Class discussion and sharing	An opportunity for students to identify the key characteristics of musical works and to exchange different ideas on same pieces of works.	x	x	x	x	x	x	
Open-book quiz	Designed to test student's grasps of the critical concepts and their ability to argue for their own views with supporting reasons.	x		x				
Group presentation	Offers students a chance to collect musical works and offer their own comments on such works with reference to human values.	x	x	x	x	x	x	
Individual reflection (essay)	Short, focused essays requiring students to concentrate on a single musical works and/or a philosophical issue related to music in general.	x	x	x	x	x	x	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: <u>100</u> %								
Participation	x	x	x	x	x	x	15%	
Open-book Quiz	x		x				30%	
Group presentation	x	x	x	x	x	x	25%	
Individual reflection (essay, around 1,000 words)	x	x	x	x	x	x	30%	
Examination: _____% (duration: _____, if applicable)								

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion				
	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual reflection (essay)	Ability to respond to musical work(s) in question directly, creatively and precisely; strong evidence of analytic ability, original thinking; good organization, capacity to synthesize and make relevant comparison; superior grasp of subject matter, background information.	Evidence of grasp of musical work(s), some evidence of critical capacity and analytic ability, reasonable understanding of issues; evidence of familiarity with the work(s) and some comparison with other works.	Adequate understanding of the musical work(s); ability to articulate personal views.	Sufficient familiarity and understanding of the musical work(s) to enable the student to progress without failing.	Little evidence of familiarity with the musical work(s) and what it involves; weakness in critical and analytic skills; limited ability to substantiate claims or conclusions with arguments or evidence.
2. Group presentation	The ability to identify and make use of relevant and stimulating materials; good and creative organization of materials; ability to conduct in-class discussion; capability in responding to philosophical questions and other questions related to values; clear evidence of superior critical analysis, synthesis and meaningful comparison; excellent grasp of subject matter; evidence of in-depth knowledge.	The use of materials largely relevant to the topic; indications of good grasp of subject; some evidence of critical capacity and analytic ability, reasonable understanding of issues; evidence of familiarity with literature and historical background; good ability to initiate dialogues with other students.	Basic and adequate choice of materials and understanding of the subject; ability to respond to simple problems during discussion.	An acceptable level of familiarity with the subject matter and grasps of materials.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of materials or literature.
3. Open-book quiz	Ability to respond to questions directly, creatively and precisely; strong evidence of analytic ability, original thinking; good organization, capacity to synthesize and make relevant comparison; superior grasp of subject matter and background information.	Evidence of grasp of questions, some evidence of critical capacity and analytic ability, reasonable understanding of issues; evidence of familiarity with the musical work(s) or the relevant philosophical issues.	Adequate understanding of the questions and ability to articulate personal views.	Minimal understanding of the critical concepts and issues to enable the student to progress without failing.	Little understanding of the quiz questions and the relevant concepts; weakness in employing the basic philosophical concepts in response to the questions.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

music; humanity; values; criticism; elements of music; rhythm; tempo; timbre; melody; harmony; texture; form; instrumentation; style; tonality; period; emotions; desire; love; joy; sadness; representation; religion; the sacred; God; the cosmos; beauty; the sublime; sexuality; songs; Lieder; operas; Music-Dramas; myths; ideology; class; race; gender; nationalism; patriotism; creativity; the revolutionary, the avant garde; atonality; dodecaphony; 'Absolute music'; programme music; Medieval music; Renaissance music; Baroque music; Classical music; Romantic music; Modern music; Non-Western music; World music; Palestrina; Vivaldi; Handel; Bach; Haydn; Mozart; Beethoven; Schubert; Schumann; Mendelssohn; Berlioz; Chopin; Liszt; Wagner; Bruckner; Brahms; Tchaikovsky; Mahler; Sibelius; Debussy; Schoenberg; Webern; Berg; Stravinsky; Prokofiev; Shostokovich; Boulez; Cage.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Benton, Janetta Rebold and DiYanni, Robert (2008), <i>Arts and Culture: An Introduction to the Humanities</i> , Upper Saddle River, N.J.: Pearson Prentice Hall.
2.	Clayton, M. Herbert, T. and Middleton, R. (eds.) (2003), <i>The Cultural Study of Music: A Critical Introduction</i> , New York: Routledge.
3.	Cook, Nicholas (2000), <i>Music: A Very Short Introduction</i> , Oxford: Oxford University Press.
4.	Hanfling, Oswald (ed.) (1992), <i>Philosophical Aesthetics: An Introduction</i> , Oxford, UK; Cambridge, USA: Blackwell; Milton Keynes, UK: Open University.
5.	Kamien, Roger (1996), <i>Music: An Appreciation</i> , Sixth Edition, New York: McGraw-Hill.
6.	Kerman, Joseph and Kerman, Vivian (1996), <i>Listen</i> , Third Brief Edition, New York: Worth Publishers.
7.	Lyas, Colin (1997), <i>Aesthetics</i> , London: UCL Press.
8.	Martin, F. David and Jacobus, Lee A. (2008), <i>The Humanities Through the Arts</i> , Seventh Edition, New York: McGraw-Hill.
9.	Sharpe, R. A. (2000), <i>Music and Humanism: An Essay in the Aesthetics of Music</i> , Oxford: Oxford University Press.
10.	Sharpe, R. A. (2004), <i>Philosophy of Music: An Introduction</i> , Bucks: Acumen.
11.	Willoughby, David (1999), <i>The World of Music</i> , Fourth Edition, Boston: McGraw-Hill, Part 3, 'World Music', pp. 144-202.
12.	http://www.bbc.co.uk/radio3/discoveringmusic/listeninglibrary.shtml [Webpage of the 'Listening Library' of the BBC Radio series 'Discovering Music'. It contains accessible and in-depth discussions of a wide range of musical works (from John Adams to Wagner). Topics such as rhythm and harmony can also be found.]

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	CILOs 2-5 plus listening and analysis, in-class discussions and individual reflection (essay).
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILOs 1, 3 and 4: The basic elements of music will be introduced as a means for criticism and analysis; philosophical concepts and theories will be used to deal with the dimension of values in music.
PILO 3: Demonstrate critical thinking skills	CILOs 1, 2, 4 and 6: Through teaching itself, critical thinking skills will be demonstrated. Students are also encouraged to think critically by applying rational arguments when they are making claims about musical works.
PILO 4: Interpret information and numerical data	CILOs 1 and 4: Students will be shown how musical works can be analyzed and interpreted with the aid of a basic musical vocabulary. They also need to make an attempt to do the same themselves when they voice their own opinions about musical works.
PILO 5: Produce structured, well-organised and fluent text	
PILO 6: Demonstrate effective oral communication skills	
PILO 7: Demonstrate an ability to work effectively in a team	
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILOs 1-6: Through an informed examination of musical works, students can get a chance to recognise the relationship between music and the values of their own culture. As students progress to study less familiar musical works from other cultures (e.g., non-Western music such as Chinese music), they can explore cultural characteristics of another tradition. (The effect of globalization on music can also be investigated in this context.)
PILO 9: Value ethical and socially responsible actions	CILOs 1-6: Students will become aware of ethical values implicit in music (including its production, distribution and consumption) and they will be able to form their own opinions on the relationship between music and society.
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILOs 3-5: Discovery in this course consists mainly in students' own effort to appreciate the values of musical works from different genres and cultures in a critical manner.

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Individual reflection (essay): Short, focused essays requiring students to concentrate on a single musical works and/or a philosophical issue related to music in general.