

# GE1117: MUSIC AND HUMAN VALUES: PHILOSOPHICAL INVESTIGATIONS

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## Effective Term

Semester B 2022/23

## Part I Course Overview

### Course Title

Music and Human Values: Philosophical Investigations

### Subject Code

GE - Gateway Education

### Course Number

1117

### Academic Unit

Public and International Affairs (PIA)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### GE Area (Primary)

Area 1 - Arts and Humanities

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
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

#### 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 real-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.

### Teaching and Learning Activities (TLAs)

TLAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Introduction of basic concepts, critical vocabularies, historical background, ideas, and arguments; examination of examples of musical works with reference to human values.	1, 2, 3, 4, 5, 6	

2	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.	2, 3, 5, 6	
3	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.	1, 2, 3, 4, 5, 6	
4	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.	1, 3	
5	Group presentation	Offers students a chance to collect musical works and offer their own comments on such works with reference to human values.	1, 2, 3, 4, 5, 6	
6	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.	1, 2, 3, 4, 5, 6	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation	1, 2, 3, 4, 5, 6	15	
2	Open-book Quiz	1, 3	30	
3	Group presentation	1, 2, 3, 4, 5, 6	25	
4	Individual reflection (essay, around 1,000 words)	1, 2, 3, 4, 5, 6	30	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

1. Individual reflection (essay)

**Excellent (A+, A, A-)**

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.

**Good (B+, B, B-)**

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.

**Fair (C+, C, C-)**

Adequate understanding of the musical work(s); ability to articulate personal views.

**Marginal (D)**

Sufficient familiarity and understanding of the musical work(s) to enable the student to progress without failing.

**Failure (F)**

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.

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**Assessment Task**

2. Group presentation

**Excellent (A+, A, A-)**

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.

**Good (B+, B, B-)**

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.

**Fair (C+, C, C-)**

Basic and adequate choice of materials and understanding of the subject; ability to respond to simple problems during discussion.

**Marginal (D)**

An acceptable level of familiarity with the subject matter and grasps of materials.

**Failure (F)**

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of materials or literature.

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**Assessment Task**

3. Open-book quiz

**Excellent (A+, A, A-)**

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.

**Good (B+, B, B-)**

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.

**Fair (C+, C, C-)**

Adequate understanding of the questions and ability to articulate personal views.

**Marginal (D)**

Minimal understanding of the critical concepts and issues to enable the student to progress without failing.

**Failure (F)**

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

**Keyword Syllabus**

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; Shostakovich; Boulez; Cage.

**Reading List****Compulsory Readings**

	Title
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	<a href="http://www.bbc.co.uk/radio3/discoveringmusic/listeninglibrary.shtml">http://www.bbc.co.uk/radio3/discoveringmusic/listeninglibrary.shtml</a> [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.]

**Additional Readings**

Title	
1	Nil

**Annex (for GE courses only)**

**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:**

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**

2, 3, 4, 5

**PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology**

1, 3, 4

**PILO 3: Demonstrate critical thinking skills**

1, 2, 4, 6

**PILO 4: Interpret information and numerical data**

1, 4

**PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues**

1, 2, 3, 4, 5, 6

**PILO 9: Value ethical and socially responsible actions**

1, 2, 3, 4, 5, 6

**PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation**

3, 4, 5

**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.