Instructor: Jack W. Forbes
Office: Music 109
Email: forbesjw@uwm.edu
Office Hours: Tues. & Thurs. 12:30-1:30pm (or by appt.)
Course Website: D2L

Required Text & Materials:
2) Additional readings, links, and other materials are available via the D2L site.

Course Description:
The aim of this course is to familiarize students with the major reference tools employed in the academic study of music, to understand the many ways in which a growing body of scholarship in music is organized, to foster critical thinking in handling and preparing research materials, and to learn the elements of academic discourse through writing. This class provides a foundation for all graduate musicology courses, introducing students to the conventions of academic writing and research tools necessary for term assignments, Graduate Recital Proposals, Masters Theses, and publications.

The success of the course for each student depends on active participation. Each week, students will be assigned materials to examine outside of class, and to analyze and critique for their fellow classmates. Students work in groups in order to share the learning experience and to acquire thorough familiarity with the broadest range of publications. Analyses and critiques completed in groups will be discussed in class. Students will also submit individual written assessments of sources to the instructor. Other assignments will provide the students with individual hands-on experience in using major research tools in music. Whenever possible, assignments will be tailored to the student’s individual interests and research. Readings and written assignments are to be completed before the class period in which they are scheduled; failure to do so diminishes the education of the whole class. A large portion of the student’s grade will be based on both the written and oral contributions to the class sessions.

Course Objectives:
1) To develop the ability to locate materials in library catalogs, databases, and other finding tools adeptly; to understand the classification systems and organization of bibliographic information presented in these tools.
2) To provide a broad knowledge of the literature of the discipline, including dictionaries, encyclopedias, indexes, bibliographies, discographies, etc., available in print and electronic form and how to use and/or access these materials.
3) To critically evaluate the reliability and relevance of information found in sources, from academic writing to non-academic non-fiction to on-line sources.
4) To learn at least one of the sets of conventions for citing sources of all kinds—including books, scores, sound recordings, videos, and web resources—and to be able to apply these consistently in your work.
5) To develop an understanding of the methods of historical, descriptive, and experimental research. This is particularly important for music history students, but are also necessary for completing term papers and the Graduate Recital Proposal.
6) To gain experience identifying and using primary and secondary source materials, and to understand the difference between these.
7) To present an overview of the state of information resources and retrieval in a particular aspect of the discipline (on a topic of your choice) and present suggestions as to future directions and potential.
8) To demonstrate an understanding of graduate-level writing skills, including the ability to frame a question, locate, and critically assess secondary (and possibly also primary) sources, and successfully outline a research paper.
Final Course Grade Assessment:
1) Weekly assignments (15 assignments @ 2 pts. each) 30
2) Class Participation (15 class meetings @ 2 pts. each) 30
3) Research Presentation 10
4) Final Project 30
TOTAL: 100

University Policies:
The following link will connect you to UW-Milwaukee’s policies regarding students with disabilities, religious observances, students called to active military duty, incompletes, discriminatory conduct, academic misconduct, complaint procedures, grade appeal procedures and final exam requirements: http://www4.uwm.edu/secu/resources/upload/Syllabus-Links.pdf
Plagiarism is a serious academic offense. Students copying work completed by others, whether found on the web, in a book, or written by other students, will at the very least fail the assignment. For serious cases, I will initiate an academic disciplinary procedure. For a description of what this entails see: http://www4.uwm.edu/osl/dean/conduct.cfm

Course Requirements:
1) Written assignments (see D2L for weekly prompts):
   Students will hand in a one to two page summary of their findings each week. This should be written in prose (NOT point form). It will be evaluated according to organization, thoroughness and clarity of information, accuracy, and writing facility. These weekly assignments are graded as follows: Very good (2 pts.); Good (1.5 pts.); Adequate (1 pt.); Re-submit.

2) Class participation (consisting of three categories):
   a) Regular (and on-time) attendance without unexcused absences
   b) Participation in oral reports of assignments
   c) Participation in class questions and discussions

   Much of the work in this class will be done in groups. Students should decide on the nature of the group report BEFORE class. It is crucial that ALL students take part in group activities but the group should designate one or two students to present the group’s oral report before each class—this means, ideally, you will meet and/or communicate before class and discuss your findings as a group in order to learn from each other. During the semester every student should act as a presenter at least once. Like the weekly assignments, participation is graded on a simple 2-point scale for each class meeting: Very good (2 pts.); Good (1.5 pts.); Adequate (1 pt.). Excused absences will be dealt with on a case-by-case basis.

3) Research presentation (May 2nd or May 9th):
   Each student will present an oral report at the conclusion of the “state of research” term project, exhibiting confidence in speaking and professional presentation. The report must include relevant information about the authors’ backgrounds and the effects of this information on the history and development of the research topic. It must be well organized, and be presented within the time period allowed (usually 15 minutes, depending on class enrollment). The presenter must respond effectively to questions from the audience.

4) Written term project (Bibliographic Essay & Annotated Bibliography):
   The written “state of research” term paper must have a focused topic and identify the most relevant research materials. This bibliographic essay is very different from a “research paper” and models are posted on the class website. It must demonstrate expertise with a wide array of research tools in music. It must assess these sources and their contribution to the larger question posed by the student. The grammar, syntax, writing style, spelling, consistency, and accuracy must be suitable for graduate-level research. The paper must be well organized, have a central thesis and supporting statements, and offer a conclusion. It must include relevant information about the authors’ and researchers’ backgrounds, and the effects of this information on the history and development of the research topic, providing a critical appraisal of the research. It must suggest a rationale for further work on this topic by scholars. The bibliography must be annotated and use an approved and consistent citation style with accurate spelling, punctuation, and format. The annotations must not be merely synopses of the sources’ contents, but indicate some the sources’ significance to the topic.
Draft Bibliographies/Papers: Students are encouraged to begin work early on their projects and to submit drafts for feedback. Your weekly submissions will be copyedited for clarity and style and students are encouraged to look at this editing. While many students in this class may not intend to pursue an academic career, learning the conventions of academic writing is crucial to future success, not only in graduate school, but also in publishing papers in professional journals. Academic writing, like any style of writing, is best learned through practice, and this class provides an opportunity for students to learn this style of writing while working with an instructor who is a working academic and has also been employed in academic publishing.

Drafts can be submitted until April 18th, but NO drafts will be accepted after that date. The final project is due on the May 15th but can be submitted early at the time of the aural presentation.

SPRING 2018 COURSE SCHEDULE
*This schedule is subject to change, announced in class or via email/D2L.

<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Topics &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> Jan. 24th</td>
<td>Introduction to the Course #1</td>
</tr>
<tr>
<td></td>
<td>– Getting to know each other</td>
</tr>
<tr>
<td></td>
<td>– Syllabus, Schedule, Objectives</td>
</tr>
<tr>
<td></td>
<td>– Research methods, bibliographic format, style manuals</td>
</tr>
<tr>
<td></td>
<td>– Course expectations:</td>
</tr>
<tr>
<td></td>
<td>- A bibliographic essay vs. a research essay</td>
</tr>
<tr>
<td></td>
<td>- Graduate-level writing</td>
</tr>
<tr>
<td></td>
<td>- Compiling and critiquing sources</td>
</tr>
</tbody>
</table>

| **Week 2** Jan. 31st | Introduction to the Course #2  |
|                     | – Evaluating Sources: How do we evaluate the information we find? |
|                     | – Critical Thinking: Definitions and Applications |

| **Week 3** Feb. 7th | Catalogs and Retrieval; The Bibliographic Record; Libraries & Library Classification |
|                    | – Music Librarian, Rebecca Littman, will provide an overview of the library catalog and other library resources. |
| Reading: Benton, Rita. "Libraries," *Grove Music Online*. Read sections 1-5 of this long article. Skim through the list of libraries in different nations. Pay particular attention to the section on cataloging and classification (section 5). |

| **Week 4** Feb. 14th | Dictionaries and Encyclopedias |
| Reading: Coover, James B. and John C. Franklin, "Dictionaries and Encyclopedias of Music," *Grove Music Online*. Read sections I-III of this long article, and skim the list of publications. What are the subtle changes to the goals of these works over time? |
| Term Project: Submit term-project title/question/topic of interest. |

| **Week 5** Feb. 21st | Periodical Literature |
| Week 6 | Feb. 28<sup>th</sup> | Online Indexes and Abstracts: RIPM, RILM, Music Index  
**Reading:**  
Benton, Rita. "Répertoire International des Sources Musicale [RIPM]" *Grove Music Online.*  
Brook, Barry and Barbara Dobbs MacKenzie, "Répertoire International de Littérature Musicale [RILM]" *Grove Music Online.* |
|---|---|---|
| Week 7 | Mar. 7<sup>th</sup> | Online Indexes and Abstracts: JSTOR, Project Muse, others  
**Reading:**  
**Term Project:**  
Submit term-project prospectus (including a one-paragraph description of the project), and a preliminary bibliography. |
| Week 8 | Mar. 14<sup>th</sup> | Other Online Resources: The Good, the Bad, and the Ugly  
**-------- SPRING BREAK (March 18<sup>th</sup> – 25<sup>th</sup>) --------** |
| Week 9 | Mar. 28<sup>th</sup> | Histories, Biographies, and Bio-bibliographies  
**Reading:**  
| Week 10 | Apr. 4<sup>th</sup> | Catch-up Week |
| Week 11 | Apr. 11<sup>th</sup> | Iconographies and Musical Instrument Collections  
**Reading:**  
| Week 12 | Apr. 18<sup>th</sup> | Discographies and discographical research  
**Reading:**  
Post, Jennifer and David A. Threasher, “Sound Archives,” *Grove Music Online.*  
**Term Project:**  
Deadline for the submission of draft essays and annotated bibliographies |
| Week 13 | Apr. 25<sup>th</sup> | Monuments, Collected Sets, Anthologies, Sheet Music Collections  
**Reading:**  
| Week 14 | May 2<sup>nd</sup> | Oral Reports on Term Projects |
| Week 15 | May 9<sup>th</sup> | Oral Reports on Term Projects  
**-------- Final Projects are due by Tuesday, May 15<sup>th</sup> at 5pm. --------** |