

**9892b Doctoral Orchestral Literature: String Literature  
Winter 2016**

**Instructor**

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**Seminar Dates and Times**

Wednesdays, 12:30-3:30 p.m.  
Talbot College 340

**Office Hours (subject to change)**

Mondays 11 a.m. to 12 noon  
Fridays 11 a.m. to 12 noon

**Course Description**

Through lectures, student-professor discussion in seminars, listening to recordings, presentations and papers, I want this seminar to ask explore the following questions:

- how have bowed stringed instruments (from here on called "stringed instruments") emerged, evolved and dispersed?
- how does their evolution reflect their surrounding environment for musicians, and their culture at large?
- how has stringed instrument repertoire emerged, evolved and dispersed?
- what comes first, the advancement of stringed instrument technology, or the advancement of stringed instrument repertoire?
- how does the evolution of one stringed instrument affect the evolution of other stringed instruments?
- how do compositions by string players affect string-writing by major composers?
- how do treatises and teaching affect the composition of major works?
- how do treatises and teaching affect stringed instrument playing technique?
- how has stringed instrument repertoire been a trailblazer for music repertoire in general?

Attendance is mandatory.

**Learning Outcomes**

After they are finished with this course, I hope that students know more about the literature of stringed instruments, and in particular, Western classical stringed instruments: their history, evolution, musical and extra-musical influences, and the instruments for which the literature was conceived. Through this course, I hope students become better writers, researchers and thinkers.

**Grading Formula**

Paper #1 20%  
Paper #2 30%  
Presentation 30%  
Attendance and Participation 20%

**Classes**

January 6  
Writing  
Early stringed instruments

January 13  
Pre-16th Century

January 20  
16th-century  
PROFESSOR ASSIGNS PAPER #1 TOPIC, DUE FEBRUARY 10 (approximately 2000 words)  
PROFESSOR ASSIGNS TOPICS FOR PRESENTATION FOR MARCH 9 CLASS (45 minutes per student)

January 27  
17th-century

February 3  
18th-century: Part 1  
BETWEEN FEBRUARY 3 AND FEBRUARY 12 STUDENTS MEET WITH PROFESSOR TO DISCUSS PAPER #2 TOPIC  
Topic for Paper #2 can overlap with Presentation Topic  
Topic for Paper #2 can also overlap with Monograph Topic

February 10  
18th-century: Part 2  
**PAPER #1 DUE (approximately 2000 words)**

February 24  
19<sup>th</sup> century : Part 1  
STUDENTS DECLARE TOPIC FOR PAPER #2, DUE APRIL 6 (approximately 4000 words)  
Topic for Paper #2 can overlap with Presentation Topic  
Topic for Paper #2 can also overlap with Monograph Topic

March 2  
19th-century: Part 2

March 9  
**PRESENTATIONS (45 minutes each) 30% of Final Grade**  
FEEDBACK

March 16  
20th-century: Part 1

March 23  
20th-century: Part 2

March 28-April 1 (PROFESSOR WIEBE ABSENT)  
Students convene at a place and time of their choosing to discuss Paper #2

April 6  
21st-century  
**PAPER #2 DUE (approximately 4000 words)**

#### **PARTIAL BIBLIOGRAPHY**

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