

**Music 9593**  
**Performance Research I**  
**Fall 2025**

**Instructor:** Dr. Kate Helsen

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**Office hours:** TC 227, by appointment

**Course Description**

Students will become familiar with the scholarship associated with performance research.

- They will learn how to use resources such as a music library, internet repositories, musicological journals, and scholarly editions to their maximum potential.
- They will develop strong, clear writing worthy of a professional musician.
- They will gather confidence in speaking and writing about their art and their role as a professional musician.

This course will foster a meaningful relationship between research and performance in the context of the larger community, building a strong connection between artist and audience. Students will be encouraged to learn from guest speakers, field trips to archives, and from primary materials brought into the classroom, as well as from each other through discussion.

**Course Materials**

There are no required texts for this course. Readings will be available as PDFs on Brightspace.

**Method of Evaluation**

- Attendance / Participation in class discussions: 10%
  - **Attendance will be taken each class.** Unexcused absences deduct 1% per class. The last three classes have higher absentee penalties, as per the schedule.
- Edition Comparison: 20% **Due: Oct. 8 2025 (11:55 pm on Brightspace)**
- Individualized Repertoire List (with bibliography) 15% **Due: Oct. 22, 2025 (11:55 pm on Brightspace)**
- Program Notes: 15% **Due: Nov. 12, 2025 (11:55 pm on Brightspace)**
- Independent Study Project: 40%
  - 30% Written Submission: **Due: Dec. 3, 2025 (11:55 pm on Brightspace)**
  - 10% In-class Presentation: **Sign up on Brightspace (Nov. 12, 19 & Nov 26)**

**Course Timeline and Format**

This course will be taught in person, in two 80 min block sessions on Wednesday mornings.

Date	Topic	Activity / Deadline
Wed Sept 10	Introduction	
Wed Sept 17	Authenticity: Sources, Editions	<u>Reading</u> : Excerpt from Grier, J. <i>The critical editing of music</i> (Cambridge, 1996): 1 - 36.
Wed Sept 24	Authenticity: Performances	<b>Music Library and Archives</b>
Wed Oct 1	Authentic Explorations, Connections	Class discussion
Wed Oct 8	Communities and Musicians <b>*Edition Comparison Due*</b>	<u>Reading</u> : Excerpt from Wallace, D. <i>Reaching Out</i> (New York , 1970): 1-16.
Wed Oct 15	Cultivating Thriving Communities	Guest Speaker
Wed Oct 22	Communication - Program Notes <b>*Repertoire List Due*</b>	<u>Reading</u> : Excerpt from Wingell, R. <i>Writing about Music</i> (Upper Saddle River, 2002): 91-97 and <u>Reading</u> : Bellman, J. <i>A Short Guide to Writing about Music</i> (New York, 2007): 56-65.
Wed Oct 29	Communication - Media	
Wed Nov 12	ISP presentations <b>*Program Notes Due*</b>	Attendance mandatory (unexplained absence = -5%)
Wed Nov 19	ISP presentations	Attendance mandatory (unexplained absence = -5%)
Wed Nov 26	ISP presentations	Attendance mandatory (unexplained absence = -5%)
Wed Dec 3	<b>*Written ISP Due on Brightspace*</b>	

### Graduate Course Learning Objectives

- Students will learn how to use resources such as a music library, internet repositories, musicological journals, and scholarly editions to their maximum potential.
- Students will develop strong, clear writing worthy of a professional musician.
- Students will gather confidence in speaking and writing about their art and their role as a professional musician.

### Enrolment Restrictions

Enrolment in this course is restricted to graduate students in Music, as well as any student who has obtained special permission from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

### Statement on Academic Offences

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf) Note especially that plagiarism is a major scholastic offence. Students are expected to write all assignments in their own words. If you take an idea from another author, you must acknowledge this by using quotation marks where appropriate and by proper referencing.

### **Statement on Gender-Based and Sexual Violence**

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html). To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

### **Health and Wellness Services**

Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.

### **Accessible Education Western (AEW)**

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

### **Statement on the Use of Generative Artificial Intelligence (AI)**

At Western, it is not permitted to misrepresent submitted work, such as assignments, presentation scripts, responses, and even communication via email, as your own if it has been influenced by the use of generative AI tools. Please feel free to reach out to me with any questions you may have about the use of generative AI tools before submitting content that has been informed by these tools.