



**Global Great Books 2200G 550 -- The Global Art of Love**  
**Winter 2023**  
Monday 11:30-12:30, Wednesday 11:30-13:30  
HC - W6

Prerequisite(s): None.  
Instructor: Sharang Sharma  
Office: A19  
Office Hours: By appointment.  
Contact: sshar242@uwo.ca

### COURSE DESCRIPTION

Love songs are present all around us. Many phenomena related to love have been expressed through music, the gamut covering everything from make-up to break-up, courtship to remembrance of the deceased beloved, carnal desires to devotional longing. This interdisciplinary course will explore how the theme of love is treated in music from around the world. Whilst different cultures have diversely interpreted philosophic questions about love (i.e. what it is, how it affects us, what are its different forms), the expression of love in music has remained a *Universal* throughout the history of humankind. In this class, we will encounter ancient and modern writers' perspectives on the interaction of love and music. The most important (but not always primary) sources for us will be musical recordings, which we will learn to analyse in conjunction with scholarly articles for the purposes of determining what makes certain music "Art" music, whether it is necessary to speak of Beauty in relation to art, and whether music (notwithstanding its limitations) is at all a suitable conduit for communicating sentiments of love.

### COURSE OBJECTIVES

1. Students learn to discuss music from around the world with appropriate terminology.
2. Students learn the distinction between Art music and non-art music, appreciating both for their merits.
3. Students gain a preliminary functional understanding of Aesthetics.
4. Students develop their understanding of love in Art music.
5. Students learn to identify in music the different forms of love, and support their answers with concrete musical observations.
6. Students understand both, music's expressibility and ineffability.

## COURSE MATERIALS

There are no set texts for this course. All articles are available online, and will be posted on OWL in advance. It is your responsibility to come prepared to lectures, having read the assigned passages. Class time will be dedicated to analysing music using the content from, and perspectives introduced by, the assigned lectures. We will primarily use Naxos and YouTube for recordings. Students may use other streaming platforms to access music as well, but some content may be unavailable on certain platforms.

## FORMAT

The course is predominantly a discussion course based on readings that students are expected to do at home. In class, we will often begin with short lectures to contextualise the readings, and then proceed to guided listenings of music that we will discuss using perspectives and vocabulary introduced in our lectures. Reading ahead, therefore, is key to making sure you are well-equipped to participate fully in class.

## EVALUATION

### **3 reflections: 3x10% (500-750 words, 2-3 pages double-spaced)**

Reflections are based on three three class discussions:

- |   |                            |
|---|----------------------------|
| 1. What do you think is Art?                          | Due: Wednesday, January 25 |
| 2. Where is the separation of Erotic and Agapic Love? | Due: Wednesday, March 1    |
| 3. Can Music Talk?                                    | Due: Wednesday, March 29   |

### **Term paper 20% (2000 words, 7-8 pages double-spaced)**

For this essay, you will build your argument around one (or more) of the course objectives to reflect how you have thought about and engaged with the music presented in class. Essays are due via OWL on **Monday, April 10**.

For any written submissions, it is not only a good practice but an academic expectation that the author (you) use the appropriate formatting style. For music research, Chicago/Turabian is the acceptable style. Please refer to [chicagomanualofstyle.org](http://chicagomanualofstyle.org) for all the style-related information you might need.

### **Playlist Assignment 15%**

You will construct a playlist of musical pieces related to the ones studied in class. A short explanation (50-100 words) must support each musical item you choose. This assignment is intended to get you to look up the immense body of musical offerings available for you to enjoy. The assignment will be ongoing as a forum on OWL. While there is no dedicated deadline for this assignment, you should aim to add one or two entries every week. The forum will close on **Monday, April 10**.

### Participation 10%

The 5% of participation will be awarded for attendance, and 5% (automatically) when you participate in class discussions where you will read your reflection out loud to the class. Every student must read aloud at least once during the term.

### Listening Quiz 2x5%

Two listening quizzes will test students' familiarity with the primary course content i.e., the music. The format of the quiz will be described in class. Quizzes on **Wednesday, February 15**, and **Wednesday, March 29**.

### Final Presentation 15% (15 mins each).

Based on your Term Paper, this presentation is a chance for you to demonstrate your conferencing abilities, as well as to get valuable feedback from your professor and peers.

**NB:** Evaluation rubrics for all assignments are made available on OWL. I am very happy to meet and discuss how you might approach all your written work. Please get in touch whenever you feel like you might need additional clarification on material that you find challenging.

SCHEDULE\*\* (may change with prior notice)

ALL READINGS WILL BE MADE AVAILABLE ON OWL.

Date	Theme	Listening	Reading
Jan 9	Intro and Course Layout		
Jan 11	Listening with Love: Must all Art be appreciated? Must all Art entertain?  20 <sup>th</sup> century Song Birds.	Umm Khaltoum, <i>Inta Omri</i> .  Farida Khanum, <i>Dil jalaane ki baat karte ho</i> .	Leo Tolstoy, <i>What is Art?</i> , Chapter 1.  Danielson, Virginia. "Listening to Umm Kulthūm."
Jan 16	Architecture of Art: Love gestures between the <i>fixed</i> and the <i>improvised</i> .	Hindustani classical genre of Khayal, artist: Kaushiki Chakraborty.	Natyashastra pp 1-17 "Origin of Nāṭya".  "Elements of a work of Art" from <i>The Power of Sound</i> by Edmund Gurney.
Jan 18	Frivolous Love: Is Jazz too lighthearted to be considered Art?	Cole Porter Song Book, Ella Fitzgerald.	Clive Davis, "Has Jazz Gone Classical?"  Robert Witkin, "Why did Adorno hate Jazz?"
Jan 23	Love in contemporary popular music. Is it Art? Does K-Pop represent Korea's cultural take on love?	BTS, TWICE, BIGBANG.  TBD.	Barbara H. Rosenwein, 'Problems and Methods in the history of Emotions'.  Roger Scruton, <i>Beauty</i> , Chapter 4.  Jung, Eun-Young. "The Place of Sentimental Song in Contemporary Korean Musical Life."

Jan 25	What is Art? Read aloud reflection/class discussion.	**class discussion**	REFLECTION 1 DUE "WHAT DO YOU THINK IS ART?"
Jan 30	Lyric Declamation from Medieval Korea: Understanding Pansori.	Korean National Gugak centre concert 2016	Man-young, Hahn. "The Origin of Korean Music."
Feb 1	Lyric Declamation in Courtly Love of the European Middle Ages: Monody, Chanson, Troubadour, Trouvère.	Machaut, <i>qui n'aroit d'autre deport.</i>	Alghani, Jalal abd. "Mediaeval Arabic love theory between dissonance and consonance: Abū Bakr Muḥammad Ibn Zakariyyā' Al-Rāzī and his argument against <i>Ishq</i> ."  New Grove Entry on Troubadour, Trouvère, Chanson.
Feb 6	Understanding Eros and Agape	TBD.	Stanford Philosophy entry on Love.
Feb 8	Polyphony: Drama of Love, Sex, and Heartbreak in Italian Madrigals	Marenzio, <i>Canzone di baci.</i> Monteverdi, <i>Sfogava con le stelle</i> Gesualdo & Ars subtilior.	Carr, David. "Music, Meaning, and Emotion."
Feb 13	Melancholy in the Lute songs of Dowland and The Beatles.	Dowland, <i>Lachrimae.</i>  TBD.	Taruskin, 186-7.  Bonds, 162-5.  Ian Inglis, Variations on a Theme: The Love Songs of the Beatles.
Feb 15	*LISTENING QUIZ*  Art Song: Lieder and Songs	Schubert, "Leiermann".  TBD.  Barber, "Sure on this shining night"	New Oxford Companion, "Lied" by Leslie Orray/John Warrack.
Feb 27	French Art Song: Mélodie	Fauré, "Spleen".  Debussy, <i>Cinq chansons de Charles Beaudelaire.</i>  Hahn, "C'est l'extase"	Pierre Bernac, <i>The Interpretation of French Song</i> , Introduction.

Mar 1	How do erotic and agapic love appear in music?  Read aloud reflection/class discussion.	**class discussion**	REFLECTION 2 DUE  Where is the separation of Erotic and Agapic Love in Music?
Mar 6	Choral Music	Durufié, "Ubi caritas"  Ešenvalds, "Long Road".	Jean Berger, "Interpretation of 20th century choral music"
Mar 8	Erotic Love in Judaeo-Christian musi: Song of Songs.	Buxtehude, Monteverdi, Palestrina, Rossi.	Song of Songs.
Mar 13	AGAPE	Buxtehude, <i>Membra Jesu Nostris</i>	LISTENING WEEK
Mar 15	EROS	Bizet, <i>Carmen</i>	LISTENING WEEK
Mar 20	Devotional: Psalms, Bhajan, and Sufi	TBD	Zijiang Ding, "Love and the Eastern Spirit."
Mar 22	Love without Words: Instrumental Music	Mahler, Symphonic portrait of Alma.  Berlioz, <i>Symphonie fantastique</i> .	Vladimir Janélévitch, Music and the Ineffable trs. Carolyn Abbate
Mar 27	Love without Words: Expressions of Love in para-musical artistic genres.	Inuit love songs.	Nattiez, Jean-Jacques. "Inuit Throat-Games and Siberian Throat Singing: A Comparative, Historical, and Semiological Approach."
Mar 29	Can Music Talk?  Read aloud class discussion.	**class discussion**	REFLECTION 3 DUE  What are Music's expressible and ineffable qualities?
Apr 3...	<i>PRESENTATIONS</i>		to continue on Apr 5, 10.



## **Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023**

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no disruptions to in-person instruction. This is subject to change.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

### **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: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar) . The appeals process is also outlined in this policy as well as more generally at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

**b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](https://www.uwo.ca/academic_calendar) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed **Consideration Request Form**. Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation\\_medical.pdf \(uwo.ca\)](https://www.uwo.ca/academic_calendar/academic_consideration_medical.pdf). Consult **Huron Academic Advising** at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at



[huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>  
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>  
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>  
Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

[huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca) Community

Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -  
[Academic Calendar - Western University \(uwo.ca\)](#)