

## PHD COMMON MUSIC HISTORY EXAM

The PhD Common Music History exam is a **four-hour** written examination for PhD students (who will answer three of the five questions in Parts 1 and 2), offered once each semester, with the following components:

Part 1. BROAD TOPIC: a 1-hour essay devoted to a broad topic, such as a genre, a period, or a composer; you will select one to two of the two topics presented.

Part 2. FOCUSED ESSAY: 1-hour essay devoted to a focused topic (see below); you will select one to two of the three topics presented.

Part 3. RESEARCH TOOLS: a 30-minute essay on a specified research tool.

Part 4. TERMS (30 minutes): concise, but thorough musical-historical definitions of six terms, selected from a list of eight.

ALL OF THE QUESTIONS WILL BE DERIVED FROM THE TOPICS LISTED BELOW.

THE QUESTIONS FOR THE GENRE, BROAD TOPIC, AND FOCUSED TOPIC MAY NOT BE FRAMED AS A SURVEY OR HISTORICAL OVERVIEW. THEY WILL BE ASKED IN A MANNER THAT REQUIRES CRITICAL THINKING ABOUT MUSIC AND ITS HISTORY WITHIN THE GIVEN CHRONOLOGY.

The broad topic (part 1) will be drawn directly from the topics below in sections A, B, and C (trace the genre, discuss the period or period junction, etc.).

The focused essay (part 2), will be derived from the topics in sections A, B, C, and D, and may draw from more than one of them (for example, if one of the genres is the tone poem, and the period junction were Classic/Romantic, you might be asked to discuss how the tone poem developed from the Classical to the Romantic period; if one of the genres is the motet/anthem, you might be asked to discuss how Josquin used cantus firmus in mass or motet).

The question on research tools will relate to one of the two listed in section E.

The terms to be defined will be related to the topics in sections A, B, C, and D. (See section F below.)

NB: Topics used on the exam will be removed from the list for the following two semesters, and will be replaced with others.

### TOPICS FOR PHD COMMON EXAM, SPRING 2020

#### A. GENRES

You should be able to trace each genre from its origins through the beginning of the 21st century (if applicable), as well as answer a more focused question related to particular aspects of the genre within a narrower time frame. You should be able to discuss specific composers and specific works, considering issues of form, style, instrumentation (where relevant), national character (where relevant), unique approaches, etc.

*Instrumental:*    **Symphonic poem**

**String Quartet**

*Vocal:*            **German opera**

**Motet**

## B. PERIODS AND PERIOD JUNCTIONS

You should be able to clearly define the period, being able to discuss the reasons for the traditional boundaries (and any aspects you believe argue against those boundaries), the style and formal characteristics of works from that period, national character, instrumentation, cultural and literary influences, etc. For period junctions you should be able to discuss what links the two periods and what separates them. You should, in both cases, be able to cite characteristic (and exceptional) composers and specific works.

### **The transition from the Middle Ages to the Renaissance Music after World War II**

## C. COMPOSERS

You should be able to discuss the composer's biography and his or her works, considering issues of style (and style periods), form, genre, etc. You should be able to discuss specific works from all the periods and all the important genres of the composer's output. You should also be able to discuss the chief research tools associated with this composer (biographies, thematic catalogues, collected works, etc.)

### **Monteverdi Beethoven**

## D. OTHER FOCUSED TOPICS

In preparing the first two topics, you should be sure to consider specific composers and works and be able to describe relevant aspects of representative musical examples.

For the third topic, directed at PhD students in musicology/ethnomusicology, scholars important to the developing field(s) should be included.

### **Neo-Classicism Nationalism**

#### **Ethnomusicology Topics:**

- 1) **Organology** (systems of instrument classification including Sachs-Hornbostel, extramusical associations, critical organology)
- 2) **Indonesian music** (know various genres and terms on the Common Core Literacy World Music page)

## E. RESEARCH TOOLS

For each of the types of research tool listed, you should be able to define its characteristics, functions, and typical organizations. You should be prepared to discuss specific representative examples in detail, including, where relevant, authors and editors, organizational or editorial principles, etc.

### **Web-based resources Critical editions**

## F. TERMS

The candidate will be required to write clear and concise definitions of 6 terms, which should include musical as well as historical specificity, including an explanation of the period or dates to which it applies, the repertoire with which it is concerned, and references to specific composers, schools, genres, works, practices, or conventions to illustrate the term.

As stated above, these terms will be related to topics in sections A, B, C, and D (for example, *Gesamtkunstwerk* and *Leitmotif* are terms related to compositional practices of Wagner).

NOTE: For some guidance in selecting representative composers (for those topics other than the ones specified in section C) and works, you may consult the study list at the following website. Note that this list is designed for Ph.D. students in Musicology, so it includes materials for which you will not be responsible.

[https://finearts.uky.edu/sites/default/files/Uploads/Documents/MusicologyLiteracyList\\_9-27.pdf](https://finearts.uky.edu/sites/default/files/Uploads/Documents/MusicologyLiteracyList_9-27.pdf)