

This is the draft for an in-class activity that I designed for the Public Health in Classical Music course. The course is designed to have one class dedicated to discussion in each module, and this worksheet is meant to guide the discussion process. Prior to start of the module, students will listen to an assigned selection and jot down some initial thoughts. During the discussion class, they will discuss these notes with a classmate and answer a couple of questions about the piece itself (one objective, one subjective). We will then study one of the selections in great detail. Near the end of class, students will again reflect on the music and see if their thoughts have changed from their initial thoughts prior to the start of the module. Lastly, as part of each module, there will be a “theme question” posted in CourseWorks, and students are responsible for starting their own post answering the question as well as respond to another student’s post. This is done with the intention of maximizing student involvement and participation both inside and outside the classroom.

Public Health in Classical Music: In-Class Activity

Before the First Class of the Module

1. Complete the required listening assignment prior to the start of class. Prior to class, use the space below to jot down a few initial thoughts you have about the piece(s). Some questions you might want to consider are:
 - What is your first impression of this piece – like it, hate it, or indifferent?
 - What aspects of the piece(s) do you like or dislike?
 - Given the historical/public health context, are you able to appreciate the piece more? If so, in what ways?
 - Any additional questions you would like to raise in class.

During Class

2. Take 5-10 minutes to share your questions and notes with a classmate. How does he or she compare to how you felt about the piece?

3. This will be an objective-based question that is specific to the piece(s) assigned for that particular week. It could be a question about the readings or a particular section of the listening assignment.

Example: “When did Hector Berlioz compose *Symphonie fantastique*? Who was Harriet Smithson, and how did she influence the composition of this piece?”

4. This will be an open-ended question that is specific to the public health topic of this module. The purpose of this question is not to find an answer but rather to stimulate additional discussion.

Example: “Last week in class, we discussed the historical importance of tuberculosis and why it was such a frequently discussed topic in operas. Can you think of a modern equivalent, that is, another public health issue that may become integral to pop culture? Be prepared to defend your choice to the class.”

5. This will be a question about the impression of a music selection after extensive classroom discussion and/or lecture presentation. The purpose of this question is to see if the additional material has changed or influenced a student’s way of thinking.

Example: “Based on the information we discussed in class, watch the following selection from Act III, scene 2 of *Lucia di Lammermoor* again. Refer to your notes from Question 1. Has your perception of this selection changed? If so, why?”

After Class

6. Complete the discussion post assignment on the topic. Remember to start your own thread on one topic and reply to one other person’s post.