

Historical and Philosophical Foundations of Music Education

MUE 6080 (3 credits)
Mondays, periods 9-11 (4:05pm-7:05pm)
Music Building 145
Fall 2016

Instructor: Dr. Marshall Haning
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Office Hours: As posted or by appointment

Course Description:

Historical and philosophical foundations of music education. Overview of philosophical concepts and constructs. Individuals, associations and institutions that have shaped music education in the United States.

Required Text

Mark, M. L. & Madura, P. (2013). Contemporary music education (4th ed.). Boston, MA: Schirmer. [ISBN: 978-1-133-95630-3]

Other Resources

1. Online resources have been established for use in this course. To access these, use a World Wide Web browser and open the following URL: <https://ufl.instructure.com>
2. Selected readings and other resources have been placed on reserve in the Music Library – <http://www.uflib.ufl.edu/music/>

Goals and Objectives

Through full participation in this course, the graduate music education student will:

1. analyze and discuss the philosophical foundations of music education, describing salient characteristics of various philosophical concepts and constructs;
2. develop and write a personal philosophy of music education;
3. describe the major historical events and people involved in the development of music education in the United States, and articulate perceived trends for the future;
4. utilize tools essential to scholarly inquiry in the philosophy and history of music education; and
5. demonstrate growth in scholarly writing and presentation skills.

University Required Statements:

Students Requesting Accommodations due to Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honor Policy

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

UF students are bound by The Honor Pledge which states, *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code."* On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Expectations:

Workload

This graduate course requires considerable reading, along with discriminating reflection, writing, and discussion. Be prepared to devote the time necessary to be successful.

Attendance

Prompt attendance is expected as a demonstration of professional commitment. The heart of education at the University of Florida is the teaching/learning interaction between you the student and your instructors. Because of this belief, class attendance is regarded as an essential part of the "contract" between you and the University. You are expected to attend all classes for which you are registered. If you know you must be absent from this class, you should speak with Dr. Haning before your absence, stating the reasons for your absence and agreeing upon a way to

make up the work. Absences for illness and other valid reasons will be excused when advanced notice is provided. If you have a valid reason for an absence on an examination day, and you let me know in advance, you will be permitted to make up the test at a mutually convenient time. Exams and assignments must be made up as soon as possible after your return to class, and no later than one week following your return.

Class Participation

Because active and articulate oral interchange increases verbal skills and promotes a stimulating classroom atmosphere, the instructor will evaluate the quality, quantity, and appropriateness of each student's oral contributions to the class. Although no attempt will be made to translate this evaluation into an objective number of points, the instructor will use his subjective judgment of this behavior in the determination of borderline final grades. The dynamics of this class, and its ultimate value to you, require you to come to class prepared (read assignments), bringing questions and comments to stimulate discussions.

Email

Your UFL email account is the official email address used by the University, where official correspondence is sent. Important communication regarding this course may also take place via email, and your UFL email address is what will be used. All students need to regularly check their email, at least one time per day. Make checking it part of your daily routine. Likewise, unless there are extenuating circumstances, when you send me an email during the week (M-F) you can expect a reply within 24 hours. I will reply on weekends as I am able.

Assignments:

All assignments are due on the date specified. Grades on late assignments will be lowered by 10% for each day they are late. No credit will be given for assignments received later than two weeks following the due date. An exception to this policy is if the student is personally ill (doctor's excuse required) or has a death in his/her immediate family. The student should see the instructor immediately upon his/her return to make arrangements to complete missed assignments at the earliest possible date.

In addition to all assigned course readings and quizzes, students will complete the assignments outlined on the following pages. Additional information about each of these assignments will be provided in class.

Points for Discussion (PFD)

You will be asked to provide "Points for Discussion" (PFD) for various readings. These are to be submitted to Dr. Haning via Canvas by 4:00 PM each Monday that they are due. You should also have access to them (either in digital or hard copy form) during class, as you will at times be asked to share them as a basis for a full class discussion. Each point for discussion should include the point and a brief reason why you personally found it of interest and/or outline a question you have about the reading.

Here is an example:

St. Augustine, p 23: "I feel that by those holy words my mind is kindled more religiously and fervently to a flame of piety because I hear them sung than if they were not sung . . . they are more alive."

I feel that there are times when the spoken word can pass through my mind without much notice, but I find that words set well to music are difficult to ignore, and I can be transported in a way that words alone can't. Some of the most moving experiences of my life have involved singing, and they have stayed with me much longer than most of the words I have heard spoken in my life.

Article Reviews

Each student will locate, analyze, and informally present one article, chosen from each of the following journals (3 articles in total):

- Historical: *Journal of Historical Research in Music Education* (historical article)
- Philosophical: *Philosophy of Music Education Review* (philosophical article)
- Policy: *Arts Education Policy Review* (policy article)

The article you choose should not be a review of a book. Please note that there are other music education journals that publish research related to history, philosophy, and policy. You should utilize them in your scholarship as appropriate. However, for this assignment we will be focusing on these three journals.

During your presentation, briefly summarize the article including any salient aspects specifically related to the topics of this course (e.g., in a historical research article describe the types of primary sources used), and lead the class in a discussion of it. In addition, submit an approximately two-page paper that includes a BRIEF SUMMARY of the article and your REACTION TO/REFLECTION ON the article.

Your reaction/reflection might include:

- A. General reaction to the reading.
- B. Relating what is outlined in the article to your previous understanding of the topic.
- C. Application to yourself, your musical practice and activities.
- D. Application to your teaching and your work with students.
- E. Application/importance to music education in general.

Reviews need to be submitted in Canvas prior to the beginning of class on the dates when they are due. Each reaction should utilize APA formatting (i.e., double space, margins, font style, etc.), proper spelling, grammar, punctuation, sentence structure, etc. and be written in a "scholarly" manner. Include the complete citation of the article. Please place your name, the date, and the text "MUE 6080" in the upper left corner of each submission. Length of each submission should be 2-3 pages.

Historical Timeline of Music Education

Each student will create an historical timeline of music education people, places, materials, and events using <http://www.dipity.com>. A minimum of 75-100 entries are required to earn an A on this assignment. All entries need to have descriptions. Many should include links and/or media (e.g., videos),

Historical Project

PhD students will conduct a small scale historical project and write a scholarly paper about it. Possible topics might include, but are not limited to (a) an examination of an important historical music education event or person in your local area, (b) an historical content analysis of a music education journal within a designated time period, or (c) an interview resulting in a brief oral history of an influential figure in music education. You must use primary sources to construct your argument. You may use secondary sources as needed to advance the thesis/argument and construct your narrative. Methodologies such as (a) immersion or saturation, (b) content analysis, (c) oral history, (d) collective biography, (e) genealogical sources, or (f) government sources (Phillips, pp. 50-51) may be utilized. Follow the guidelines outlined in Phillips (2008) and Froehlich & Frierson-Campbell (2013). The paper should be written in a scholarly manner and adhere to APA style conventions. This assignment will include the completion of a prospectus, initial draft (with peer review), and final draft of the paper, along with a presentation of your paper to the class.

A Personal Philosophy of Music Education

By synthesizing the readings and discussions of the course, and integrating these with prior knowledge and experience, each student will write their personal philosophy of music education. In addition, students will describe an application of their philosophy to their current or future teaching setting. The paper should be a sound and valid argument about the theory and practice of music education. It may not be a simple statement of opinion or belief; it is not a "point of view." Rather, it must evidence engagement with the philosophic process, particularly critical inquiry and defensible logic. It should be heavily footnoted/referenced. The assignment will include the completion of an initial draft (with peer review) and presentation of your philosophy to the class.

Assessment

<u>Assignment</u>	<u>Weight</u>	
	<u>Ph.D.</u>	<u>Master's</u>
Points for Discussion	.15	.20
Class Participation	.05	.05
Article Reviews	.15	.20
Quizzes	.10	.10
Timeline	.15	.20
Personal Philosophy	.25	.25
Historical Research Project	.15	N/A

Grading Scale

A+...98-100	A...93-97	A-...90-92
B+...88-89	B...83-87	B-...80-82
C+...78-79	C...73-77	C-...70-72
D+...68-69	D...63-67	D-...60-62
E...59 and below		

The formula for assigning grade points at the University of Florida can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Tentative Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignments Due</u>
August 22	Course Introduction and Overview	
August 29	Early History of American Music Education; Exploring Historical Research	Three PFD
September 5	Labor Day – No Class Historical and Philosophical Research	
September 12	The Contemporary Era; Development of Music Education Philosophy	Four PFD (for last two weeks of readings); Timeline checkup #1
September 19	Evolution of Music Education; Philosophy and the Influence of Psychology	Three PFD; Historical Project Prospectus (Ph.D. students only)
September 26	Public Policy and the Arts; Music Education as Aesthetic Education	Three PFD; Article Review #1
October 3	Bennett Reimer’s Philosophy of Music Education	Three PFD
October 10	David Elliott and the Rise of Praxialism	Three PFD; Timeline Checkup #2; Reimer Quiz

October 17	The Evolution and Expansion of Praxialism	Three PFD; Article Review #2; Elliott Quiz
October 24	Curricular Developments in Music Education I	Three PFD
October 31	Curricular Developments in Music Education II	Three PFD; Article Review #3
November 7	Students with Exceptional Needs; Urban Music Education; Competition	Three PFD
November 14	Music Education Advocacy; Dr. Mitchell Robinson, Guest Speaker	Three PFD; Draft of historical project for peer review (Ph.D. students only)
November 21	The History of Music Education Assessment	Three PFD; Draft of Personal Philosophy for peer review; Peer review of historical project (Ph.D. students only)
November 28	Historical Project Presentations	Peer review of personal philosophy; Final historical projects
December 5	Personal Philosophy and Timeline Presentations	Personal Philosophy papers; Timelines

This syllabus is a guide. It may be varied as needed.