

Sociology in Music Education

MUE 7046

Time: Wednesdays, Periods 3-5 (9:35am-12:35pm)

Spring 2019

Instructor

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Office Hours: W 12:50pm-1:40pm; other times available by appointment

Course Description

The purpose of this course is to gain knowledge and understanding of the social factors that impact music education in the United States and around the world.

Course Goals and Objectives

Through full participation in the course, students will...

1. Examine the effects of sociology and related theories on music education in the community, the rehearsal classroom, and the school and on its curriculum in general.
2. Examine a variety of social issues affecting students and teachers in school music learning environments.
3. Address issues of inequality in music education and propose possible solutions.
4. Reflect on their own preconceptions and misconceptions of different cultures.
5. Understand and apply culturally responsive teaching practices for socially diverse classrooms.

Required Textbooks

Dewey, J. (1938). *Experience and education*. New York: Touchstone.

Kelly, S.N. (2015 or 2018). *Teaching music in American society* (2nd or 3rd ed.). New York: Routledge.

Lind, V. R., & McKoy, C. (2016). *Culturally responsive teaching in music education: From understanding to application*. New York: Routledge.

Regelski, T. A., & Gates, J. T. (Eds.). (2009). *Music education for changing times*. New York: Springer (available as an ebook from the library)

Additional readings and resources will be posted on Canvas.

Recommended Materials

American Psychological Association. (2010). *Publication manual*, 6th ed. APA. ISBN: 9781433805615

Froehlich, H. C. (2007). *Sociology for music teachers*. New Jersey: Pearson.

MUE 7046 COURSE OUTLINE Spring 2019

Class Meeting	Topics/Assignments Due
Jan. 9	Introduction to Sociology in Music Education Review of Syllabus
Jan. 16	Sociological Perspectives Read: Kelly Ch. 1 Kratz, J. (2007). Music at the tipping point. <i>Music Educators Journal</i> 94(42), 42-48. Due: Questions Kelly Ch. 1
Jan. 23	Theoretical Foundations Read: Kelly Ch. 2 Due: Questions Kelly Ch. 2
Jan. 30	The Purposes of Education Read: Kelly Ch. 3 Due: Questions Kelly Ch. 3
Feb. 6	Music Education's Role in Society Read: Kelly Ch. 4 Due: Questions Kelly Ch. 4
Feb. 13	Equality of Education Read: Kelly Ch. 5 Reimer "Roots of Inequality and Injustice: The Challenges for Music Education" (On Canvas) Due: Questions Kelly Ch. 5
Feb. 20	Cultural Factors Read (From Regelski & Gates text): Ch. 7 Koza "Listening for Whiteness" and Ch. 8 Cavicchi
Feb. 27	Social Components of Music Learning and Teaching Read: Kelly Ch. 6 and 7 Due: Questions Kelly Ch. 6 and 7 Due: My Music, Your Music
Mar. 13	Culturally Responsive Teaching Read: Lind and McKoy Section I
Mar. 27	Culturally Responsive Teaching Read: Lind and McKoy Section II Due: Comfort Zone Exercise
Apr. 3	The Teaching Profession Read: Kelly Ch. 8 Due: Questions Kelly Ch. 8
Apr. 10	Current Issues in Music Education Dewey: pp. 1-32 Due: Current Event Presentation
Apr. 17	Current Issues in Music Education Read: Dewey pp. 33-66 Due: Current Event Presentation
Apr. 24	Current Issues in Music Education Read: Dewey pp. 67-91 Due: Current Event Presentation
Final	Due: Final Paper

Course Assessments (percentage of grade)

Weekly Questions (10%)

Most weeks you will be required to prepare responses to the questions found at the end of each chapter in the Kelly text. These responses will not be submitted; however, I will check to see if you have them prepared.

Current Event Presentation (20%)

Identify a current issue related to music education in the public schools and/or society in general. Prepare a presentation on the issue. Following the presentation, lead the class in a discussion/debate of the issue. Provide your classmates with a handout that includes pertinent information and citations for at least 5 related articles (news sources and/or scholarly journals).

Comfort Zone Exercise (20%)

Engage in musical or cultural event that is outside of your 'comfort zone.' Make conscious note of your feelings, possible prejudices, and observations while you attend/participate in the event. After your experience, write a self-analysis of the experience. Include at least 4 references. APA format.

My Music, Your Music (20%)

Engage in a conversation with someone under the age of 18 about his or her music preferences. Inquire about the following things: what they like and why, what they don't like and why, favorite musician, favorite song, and school music experiences. After the interview, listen the child's favorite song several times. Write a 4+ page reflection and analysis of your experience.

Final Paper (30%)

Write a 7-10 page paper on one issue or topic addressed during the semester. Include at least 7 citations. Include an abstract. APA format. Submit topic selection by Week 10.

Grading Policy

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

It is each student's responsibility to submit assignments on time, check grades online, and monitor his/her course grade throughout the semester.

Written assignments must be typed and use good writing style, correct grammar, spelling, and punctuation. Papers should use 1-inch margins, double spacing, and 12pt Times Roman font.

Assignments must be submitted online through Canvas unless otherwise instructed. Hand written assignments will not be accepted.

Information on current UF grading policies may be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Make-Up Policy

Assignments missed due to personal illness or emergency may be made up with the professor's consent, but on the student's initiative.

Assignments not submitted on the due date will receive a zero.

Attendance

Class attendance is expected and reflective of professional interest and commitment. **For each unexcused absence, a student's course grade will be lowered by five percentage points.** Absences may be excused when accompanied by a doctor's note, in the event of a documented emergency or death in the family, or for other events when arranged in advance with the instructor. **You must notify the instructor of your absence prior to the start of class.** *Extenuating circumstances will be considered on an individual basis.*

Students are expected to be prompt and ready to begin at the designated start time. Attendance will be taken at the beginning of class and those arriving after the start of class will be marked late. **Three late arrivals will equal one unexcused absence.**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodations

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 that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

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/>

Any grade discrepancy should be brought to the instructor's attention immediately. Keep all original copies of assignments and grading documentation, hardcopy or electronic copies as distributed to students.

Electronic Use Policy

You are highly encouraged to bring your laptop to every class. Cell phones must be silenced and put away in a pocket or bag. Students found to be using electronics for purposes not related to the class (e.g. checking Instagram or texting) will no longer be permitted to use it during class time.

University Honesty Policy

Students are expected to do their own work, use their own words, and provide proper citations when using outside sources. 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-honorcode/>) 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 professor or TA's in this class.

Additional Resources

If you are in need of help, contact the following:

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>

Phone: 392-1575

University Police Department: 392-1111 or 9-1-1 for emergencies.