

SYLLABUS
School of Music
University of Florida

Historical and Philosophical Foundations of Music Education

MUS 6080 (3)

Fall 2022

M, 4:05-7:05 (Periods 9-11)

Professor: Dr. Marshall Haning

Office: 358 Music Building

Office Hours: As posted or by appointment

Telephone: (352) 273-3190

Email: mhaning@arts.ufl.edu

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 Texts

Chatfield, T. (2018). *Critical thinking*. Los Angeles, CA: Sage.

Hodges, D. A. (2017). *A concise survey of music philosophy*. New York, NY: Routledge.

Mark, M. L. (2008). *A concise history of American music education*. Lanham, MD: Rowman & Littlefield.

Other resources for this course are available on the course Canvas site, or through Online Course Reserves in the UF Library. Instructions for accessing these materials can be found on Canvas.

Goals and Objectives

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

- summarize and discuss the philosophical foundations of music education;
- describe, analyze, and evaluate salient characteristics of various philosophical concepts and constructs;
- develop and write a personal philosophy of music education;
- 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;
- utilize tools essential to scholarly inquiry in the philosophy and history of music education; and
- demonstrate growth in scholarly writing and presentation skills.

University 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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Campus Resources

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>
- University Police Department: 392-1111 or 9-1-1 for emergencies. <http://www.police.ufl.edu/>
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

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. 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, 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.

Assessment

<u>Assignment</u>	<u>Weight</u>	
	<u>Ph.D.</u>	<u>Master's</u>
Points of Interest/Perusall Discussions	.15	.20
Music/Education Philosophy Statements	.15	.15
Article Reviews	.15	.20
Timeline	.15	.20
Personal Philosophy	.25	.25
Historical Research Project	.15	N/A

Grading Scale

A...93-100	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

Key for Reading Assignments

Chatfield; Hodges; Mark – Required texts

O – Online PDF located in Canvas – <https://ufl.instructure.com>

E&S – Elliott, D. J. & Silverman, M. (2014). *Music matters: A philosophy of music education* (2nd ed.). New York, NY: Oxford University Press.

F&F – Froehlich, H. & Frierson-Campbell, C. (2013). *Inquiry in music education: Concepts and methods for the beginning researcher*. New York, NY: Routledge

P – Phillips, K. H. (2008). *Exploring research in music education & music therapy*. New York, NY: Oxford University Press.

R – Reimer, B. (2003). *A philosophy of music education: Advancing the vision* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.

August 29	Introduction to Arguments
Sept 5 (no class)	Historical Research Early Music Education (Greece/Rome) Colonial Music Education Music Education as a Curricular Subject
Sept 12	Review History/Historical Research Logic and Form of Arguments Types of Reasoning Educational Philosophy
Sept 19	Philosophical Research Utilitarian Philosophy
Sept 26	The Expanding Music Curriculum The Sputnik Era Aesthetic Philosophy – Beginnings
Oct 3	Aesthetic Philosophy – Reimer Musical Philosophy
Oct 10	Praxial Philosophy – Elliott
Oct 17	Praxial Philosophy – Others
Oct 24	Faulty Reasoning Rhetoric Bias Critical Thinking Overall
Oct 31	Major Philosophical Approaches: A Critical Review
Nov 7	Philosophical Debate
Nov 14	Other Schools of Philosophy
Nov 21	Applying Philosophy Writing Philosophy
Nov 28	The Modern Era

	Music Education Policy/Laws Policy Research Personal Philosophy Presentations
Dec 5	Historical Project Presentations Personal Philosophy Presentations Future Directions
Final Exam (10am-Noon, Monday, Dec. 12)	

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