9640 Theories of Music Education

Instructors:
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Fall Term 2017 & Winter Term 2018
Talbot College Rm. TC 307
Thursdays 2:30 to 5:20
Individual tutorials by appointment

Course description

This course focuses on the advanced study of enduring questions and current issues in music education. Using a multi-disciplinary approach, students will examine topics from a variety of theoretical perspectives in order to understand, analyze, and evaluate theories of music education. Particular emphasis will be placed on situating theories within their educational, social, cultural and political context. Students will be challenged to reflect critically upon a range of theories and apply them to their own personal experience and philosophy. Students will be expected to read widely around the theories discussed, engage in and contribute to class work and discussion, and prepare an initial draft and final paper/presentation to the timelines set by instructors.

Learning Outcomes

- Demonstrate an in depth understanding of a range of theories at the forefront of music education connecting them where appropriate to relevant knowledge outside the field

- Develop capacity to conceptualize, design, and develop research within a particular theoretical area

- Make informed judgments on complex issues in their field of specialisation,

- Evaluate the broader implications of applying theoretical knowledge to particular contexts.
• Communicate complex and/or ambiguous theoretical ideas, issues and conclusions clearly and effectively.

• Exercise personal responsibility and largely autonomous initiative in complex scholarly situations;

**Instructional methods**

This course aims at providing students with an in-depth view of a selected number of key frameworks and their theorists. Thus, the course will provide an ample, varied and exciting range of theoretical perspectives arriving from or being used to advance music education thinking and action.

This class will be team taught by four professors in the Department of Music Education.

This class meets as a weekly seminar. Individuals tutorials, when necessary, are to be arranged with instructors.

**Schedule**

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<th>FALL TERM</th>
<th>Topics TBA</th>
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<tr>
<td><strong>Dr. Betty Anne Younker</strong></td>
<td>September 7–How do we construct meaning?</td>
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<td>Weeks 1 - 5</td>
<td>14–Inquiry based learning; critical thinking</td>
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<td>21–Creative thinking</td>
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<td>28–Causal links between arts study and academics (?)</td>
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<td>October 5–Neuroscience, psychology, and the musical brain</td>
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<td>12-Fall Reading Week – No Classes</td>
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<td><strong>Open Graduate Seminar</strong></td>
<td>October 19 - Student Presentations</td>
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<td>Week 6</td>
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<td><strong>Dr. Patrick Schmidt</strong></td>
<td>October 26 – Foucault and Power</td>
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<td>Weeks 7 – 12</td>
<td>November 2 – Critical Traditions since Foucault</td>
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<td>16 – Power in Postmodern Contexts</td>
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<td>23 – Discipline and Policy</td>
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<td>30 – Rhizomatic Power and Fluidity</td>
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<td><strong>Open Graduate Seminar</strong></td>
<td>December 7 – Student Presentations</td>
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<td>Week 13</td>
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| WINTER TERM                      |                                                                              |
| **Dr. Paul Woodford**            | January 11- Woodford, *Democracy and Music Education*                     |
| Weeks 1 - 5                      | 18 -Music education and the neoliberal                                      |
|                                  | manipulated man                                                            |
|                                  | 25 - Jean’Francois Drolet, *American*                                     |
Structure of the Course and Assignments

The overall structure for the class will be shared among all 4 sections. In this class each section will be independent but still organized according to common parameters. Each section will culminate in students making a public presentation, which will be based on an essay/paper developed during each section of the course, based on theories and frameworks discussed during each section.

Evaluation

1. Weekly Readings and In-Class Contributions
   30% of Total Grade
   Due dates - Weekly during all 4 sections

2. Presentations and Essays/Papers
   70% of Total Grade
   Due dates – At the end of each of the 4 sections

End of Section Presentations
a. Each student will be in charge of one 20-minute presentation on a topic of their choosing. Presentations will take place at the end of each section (see schedule) and will be public (10 minute discussion/question period).
b. Presentations must have a balance of researched materials, links and videos, and original contribution and analysis (not a summary).
c. Basic criteria are analysis, clarity of thought and expression, and critical reflection on the selected topic.

End of Section Essay/Paper
a. Each student will write a 2000-word essay for each section of the course.
b. Essays will be based on the theories/frameworks discussed during each section.
c. Essays will form the basis for End of Section Presentations (above).
d. Each essay will be developed in two drafts. The first draft will be due on 3rd week of each section. The final in the 5th week of each section.
e. Essays should be properly formatted and follow APA style guide.

All general assignments will be guided by the following assessment criteria:

- The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively;
- Recognition of the complexity of knowledge and the potential contributions of other interpretations, methods and disciplines- in other words the ability to reflect upon the possibility of other interpretations or viewpoints than those presented by a particular theorist or theorists;
- The intellectual independence to read widely around class discussion and seek out relevant literature;
- The ability to evaluate the broader implications of applying knowledge to particular contexts;
- The ability to exercise personal responsibility and largely autonomous initiative in researching, reading around and reflecting upon weekly class materials;
- The ability to make informed judgments on complex issues in specialist fields;
- Accurate use of APA referencing style (6th edition)
- Clear and accurate expression in English

All assignments should demonstrate the following: understanding of content, organization (clear and concise summary of ideas in some sort of logical order), clarity of expression and communication, levels of personal and intellectual engagement with content, acknowledgment of diverse and differing views, appropriate use of illustrative materials, consideration toward who is the selected audience or readership.

**Required Textbook:** There is no required textbook

Course readings will be assigned by individual professors. Students will be expected to read widely around assigned readings and to demonstrate initiative in researching literature and identifying appropriate readings. Professors will be happy to advise upon suitability of identified literature.

**General Policies**

**University Policy on Accommodation for Medical Illness.** This can be found at [www.studentservices.uwo.ca/secure/index.cfm](http://www.studentservices.uwo.ca/secure/index.cfm). As of May 2008, the University has a new policy on Accommodation for Medical Illness, which states that “in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Documentation shall be
submitted, as soon as possible, to the appropriate Dean’s office.” Students with special learning needs or circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be made.

**Instructor’s policy on illness and attendance.** Full attendance at all classes is expected and medical documentation is required unless you have the permission of the instructor. If you are ill or some problem occurs that prevents you from attending class on a given day then you must notify the instructor to that effect either before or immediately after class. Unexplained absences will result in a reduction of three (3) points in your attendance/participation grade for each absence and (5) points for each absence when a class presentation is scheduled (each student will be assigned class presentations in advance). Students with medical documentation or an acceptable excuse for an absence will not be penalized and will be permitted to reschedule a presentation. Late written assignments will only be accepted and graded if permission has been granted by the instructor in advance of the deadline.

**Statement on Academic Offences:** “Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at www.uwo.ca/univsec/handbook/appeals/scholoff.pdf.

Plagiarism is a major scholastic offense. Students must write their assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt by using quotation marks where appropriate and by proper referencing such as footnotes or citations. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com, www.turnitin.com.”