SYLLABUS
MUED 5340–001, MUED 5340–D01
Foundations of Music Education: Historical & Philosophical Foundations
Summer I, 2017

Monday, June 19 to Wednesday, June 28; (29 & 30 free for research activities)
(final work due Friday, August 4)

8:00 a.m. – Noon
MB 245

INSTRUCTOR: Keith Dye, Ed.D.C.T.
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OFFICE HOURS: by appointment

REQUIRED TEXT:
None

RESOURCE TEXTS:


SUPPLEMENTAL READINGS:
Articles and Book Excerpts on Recommended Lists (see attached)

USEFUL WRITING TOOLS:

http://www.citefast.com/ (many other FREE online resources – citefast is my favorite!)


Note: APA style is the preferred style for research in music education and will be used in all written assignments in this course.

Course Content

Introduction to Graduate Studies in Music Education explores the foundations of music education including the study of the historical and philosophical basic concepts upon which current music education practice is based.

Course Purpose

This course is designed to provide practicing music educators with knowledge of historical and philosophical foundations of their profession. The course also allows practice in evaluating and writing historical research and considering the historical and philosophical modes of inquiry as related to music education. This course is a required course for the Master of Music Education degree, and is also designed as a preparation course for PhD Fine Arts Music students in preparation for qualifying exams in music education.

Expected Learning Outcomes

Upon completion of this course, students should be able to:

• Articulate historical and philosophical issues related to the music profession.
• Survey the persons and events that have shaped the history of music education.
• Summarize, analyze and report information in an objective manner.
• Distinguish between author information and student opinion, and between primary and secondary sources
• Demonstrate the ability to logically analyze, critique, and choose alternatives consistent with a personal value system.

Methods for Assessing the Expected Learning Outcomes for the Course

The expected learning outcomes for the course will be assessed through:

Exams, class/online discussion, written reactions to student presented information, article summaries, book reviews (doctoral students only), cognition essays and final historical paper and presentation.

Graded Assessments (based on expected student learning outcomes)

• (20%) Class Discussion/Online Participation; includes in-class discussion as well as timely and thoughtful responses to online discussion threads; *includes book review for doctoral students.
• (10%) Summary of the Times presentation
• (10%) International Article presentation
• (20%) Cognition Essays (2) on Historical Articles
• (20%) Cognition Essays (2) on Philosophical Articles
• (20%) Final paper proceeded by presentation/justification of personal assignment choice
Grading Scale

A = 90–100
B = 80–89
C = 70–79
D = 60–69 – questionable professional progress
F <60 – highly questionable professional progress

Criteria for Grade Determination

(20%) Class Discussion/Online Participation

• Prepare daily readings at the time they are assigned. Feel free to express ideas and opinions from your own experiences, but during discussions, please make references to relevant readings whenever appropriate.
• Respond to online discussion prompts in a timely and thoughtful manner. Show evidence of having read and considered your colleague’s online responses.
• *Doctoral students: submit a book review from choices provided. Book review should include summary of the author’s thoughts plus your opinions about the meaning/benefit of the book. Your review should encourage/discourage the rest of the class to read the book. May be completed as extra credit by master’s students.

(10%) Summary of the Times Presentation (scheduled during class)

• Present crucial information regarding your assigned time period in an interesting, informative and engaging manner?
• What happened historically and politically?
• What happened musically?
• What happened in education, particularly as related to music education?
• What was popular culture during the time? Dances? Popular music? Literary figures? Scientific discoveries?
• Use any materials or media you choose to help the class understand what it was like to live in your time period. Teach us about your time period. CREATIVITY IS ENCOURAGED!
• Length: no more than 15 minutes.

(10%) International Article Presentation (scheduled during class)

• Summarize the key points of the article
• Lead a discussion exploring the relevance of the article
• Length: no more than 10 minutes.
(20%) Historical Cognition Essay (2) Select 2 articles from the list provided.

- Cognition essays (3–5 pages) should contain the following labeled sections:
  - Bibliographic citation for the article (APA formatting)
  - Purpose of the article to include 1–3 sentences similar to a book jacket summary or an annotation.
  - Summary of the thoughts of the author. Express the ideas of the author in your own words to indicate your understanding of the content. Do not express your personal opinions here.
  - Your personal reaction to the article. May include how this historical information might apply to your particular teaching situation.
  - Questions. List three questions that occurred to you as you carefully considered the article.

(20%) Philosophical Cognition Essays (2) Select 2 articles from the list provided.

- Cognition essays (3–5 pages) should contain the following labeled sections:
  - Bibliographic citation for the article.
  - Purpose of the article to include 1–3 sentences similar to a book jacket summary or an annotation.
  - Summary of the thoughts of the author. Express the ideas of the author in your own words to indicate your understanding of the content. Do not express your personal opinions here.
  - Your personal reaction to the article.
  - Questions. List three questions that occurred to you as you carefully considered the article.

(20%) Final Project & Presentation – Select one from the following five options.

Due Date: Friday, August 4, 2017

- OPTION 1 – Oral History Paper & Presentation
  - Create a formal oral history document related to music education.
  - Requirements include a formal paper (may include a script) and bibliography as appropriate.
  - Must include a list of questions you designed.
  - Paper must be constructed so that your thoughts and those of your interviewee are clearly delineated.
  - Must include a reflective summary. (What does it mean?) <20 pages.
  - Typed with APA formatting.
  - Sources (at least 3) must include sources related to interview techniques used.
• OPTION 2 – Philosophical Paper & Presentation
  ○ Create a formal paper comparing and contrasting at least two major philosophical thoughts that have influenced music education.
  ○ Must include summary of philosophical thoughts differentiated from your own opinions (What does it mean?).
  ○ Paper must be constructed so that your summary of various thoughts is clearly delineated from your own opinions about the topic(s).
  ○ Typed with APA formatting. < 20 pages.
  ○ Minimum 12 sources.

• OPTION 3 – Historical Paper & Presentation.
  ○ Create a formal research paper on a topic related to course content.
  ○ Must include primary source(s) as well as secondary sources.
  ○ Paper must be constructed so that primary sources are clearly identified within the paper.
  ○ Must include a summary of what you personally conclude (What does it mean?) clearly differentiated from the historical parts of your paper.
  ○ Typed with APA formatting. <20 pages.
  ○ Minimum 12 sources.
  ○ Must include original content, conclusions or questions. May not be simply a summary of articles read.

• OPTION 4 – Music Education Artifact.
  ○ Examine an artifact related in some way to music education (historical textbook, tune book, shape note book, horn book, etc.) or another primary source (birth certificate, marriage certificate, census report, etc.).
  ○ Describe the artifact in detail. Place the artifact in its musical and sociological context.
  ○ Reflect in detail on the specific research topics that might be derived from this artifact or pursue one of the research topics that you generated from your artifact.
  ○ Typed with APA formatting. < 20 pages.
  ○ Minimum 12 sources.

• OPTION 5 – Preliminary/Abridged Thesis Proposal
  ○ Select a potential topic
  ○ Using the provided format prepare the document for a Thesis Proposal
  ○ Heading and Personal Data
  ○ Proposed Title
  ○ Justification
  ○ Review of Related Literature (outline and minimum 12 resources only)
  ○ Methodology and Materials (minimum 3 resources)
  ○ Expected Results/Conclusions
  ○ Bibliography (minimum 15 resources)
  ○ Typed with APA formatting

Expectations:

• Submit work on time. BAD THINGS HAPPEN TO THOSE WHO PROCRASTINATE. No late work will be accepted for full credit without prior arrangements with the instructor.
• Typing is required. All assignments submitted digitally. SAVE A COPY.
• Arrangements for unavoidable absences can be made by conversations with the instructor prior to the event.

The instructor reserves the right to modify any part of the course as necessary to meet the learning needs of the class.

ADA Compliance
http://www.depts.ttu.edu/opmanual/OP34.22.pdf

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Academic Integrity
http://www.depts.ttu.edu/opmanual/OP34.12.pdf

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

a. “Cheating” includes, but is not limited to:
   (1) Copying from another student’s test paper;
   (2) Using during a test materials not authorized by the person giving the test;
   (3) Failing to comply with instructions given by the person administering the test;
   (4) Possession during a test of materials that are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.
   (5) Using, buying, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test, test key, homework solution, or computer program;
   (6) Collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with other assignment without authority;
   (7) Discussing the contents of an examination with another student who will take the examination;
   (8) Divulging the contents of an examination for the purpose of preserving questions for use by another when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
   (9) Substituting for another person or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
   (10) Paying or offering money or other valuable thing to or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
   (11) Falsifying research data, laboratory reports, and/or other academic work offered for credit; and
   (12) Taking, keeping, misplacing, or damaging the property of the university or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.

b. “Plagiarism” includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one’s own academic work being offered for credit.

c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments
offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

d. “Falsifying academic records” includes, but is not limited to, altering or assisting in the altering of any official record of the university and/or submitting false information or omitting requested information that is required for or related to any academic record of the university. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

e. “Misrepresenting facts” to the university or an agent of the university includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; or providing false or misleading information in an effort to injure another student academically or financially.

Student Absence for Observance of Religious Holy Day

http://www.depts.ttu.edu/opmanual/OP34.19.pdf

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Absence Due to Officially Approved Trips – The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructor of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed.

Civility in the Classroom


Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

Student Handbook and Code of Conduct

MUED5340 – Course Calendar

Prior to Class

Readings

6/19 Monday

Presentations
Course Overview

Current Issues: State of Music Education in the American Education

Future Issues: Possible Influences on Music Education

Past Issues: Early Thinking on Music Education

Discussion/Student Presentation
Why Study Foundations of Music Education?

How Much Did You Know About the History of Music Education?

How Does/Could This Knowledge Impact Your Role as a Music Educator?

Assignments

Reading
Reimer – What Music Cannot Do (from Seeking the Significance of Music Education)

Katz – Capturing Sound (excerpt)

Doing – SELECTION:
ASSIGN DECADES: Begin work on “decades” presentations (Friday)


ASSIGN COUNTRIES: Begin work on international presentations (Monday)

Britain  France  Germany  Norway
Japan  China  Argentina  South Africa
Canada  Ireland  Norway  Cuba
6/20 Tuesday

Presentations

Brief, Abbreviated, History of Recorded Music and Its Impact on American Culture

The Western Heritage (from A History of American Music Education – Mark & Gary, 2007)

Introduction: Program Committee Assignment (Small Groups)

Discussion/Student Presentation
Reimer – What Music Cannot Do (from Seeking the Significance of Music Education)

Why Have a Philosophy?

Katz – Capturing Sound (excerpt)

Assignments
Reading

Doing
Prepare assigned decades (due Friday) & country presentations (Due Monday)

6/21 Wednesday

Presentation
The New World: America (from A History of American Music Education – Mark & Gary, 2007)

Discussion/Student Presentation

Select Articles (4)

Introduce Program Committee Assignment (ongoing group work & report throughout the course)

Assignments
Reading
Abeles – The Role and Purpose of Music in American Education (from Foundations of

Doing
Time Presentations for Friday
International Presentations for Monday
Program Committee Assignment (as time allows)

6/22 Thursday

Presentation

Discussion/Student Presentation

Small Group Reports: Program Committees

Assignments
Reading

Doing
Assigned International Presentations for Monday

Articles for Wednesday (6/28)

6/23 Friday

Presentation

Final Project Choices/Ideas

Discussion/Student Presentation

Times Presentations

Small Group Activity Part 2: Program Committees
Assignments

Reading

Doing
Program Committee Reports for Tuesday (Questions)
Article Presentations for Wednesday

6/26 Monday

Presentation
Growth of Music Education in America (from *A History of American Music Education* – Mark & Gary, 2007)


Discussion/Student Presentation

Committee Report Questions

Assignments

Reading

Doing
International Presentations

Prepare remaining presentations

6/27 Tuesday

Presentation
Development of Professional Music Organizations (from *A History of American Music Education* – Mark & Gary, 2007)

Growth of Instrumental Music and Music in Texas

Discussion/Student Presentation
Program Committee Assignment – Share Reports

Final Project Choices/Ideas – Questions

Assignments

Reading
Teacher Education and Future Directions (from *Foundations of Music Education, 2nd edition*, 2004 – Abeles, et. al.)

Doing
Prepare Presentations:
Assigned Articles (4)

Final Project Choices/Ideas

6/28 Wednesday

Discussion/Student Presentation
Teacher Education and Future Directions (from *Foundations of Music Education, 2nd edition*, 2004 – Abeles, et. al.)

Articles (4)

Final Project/Paper Choices Presentations

Assignments

Final Project/Paper

6/29 & 6/30

Research and Creativity

(Final work due August 4)
Historical Research Reading List

Access Online Journals at TTU [http://library.ttu.edu/](http://library.ttu.edu/)

- Select 1 each from 2 different periods
- Other historical research studies may be selected after consultation with instructor.

Colonial & Post-Colonial America to Late Nineteenth-Century America


Early Twentieth-Century America


Heeden, Debra G. (2007). Alice Carey Inskeep (1875-1942): A Pioneering Iowa music educator and MENC


**Late Twentieth-Century America - Present**


Philosophical Research Reading List

Accessing Online Journals at TTU http://library.ttu.edu/

- Select 2

Note: Where possible, these readings were selected so that you could examine the original sources rather than someone’s summary of these ideas. Even though the differences in writing styles may make the original sources a bit more complex to digest, you have the opportunity to evaluate, critique, and then modify to your own choosing any of the ideas expressed here by some of the thinkers who have influenced our profession.


