

Faculty of Music  
University of Western Ontario

*Philosophical & Historical Inquiry in Music Education*

*M9641a*

Fall 2019

Thursdays 2:30-5:30pm

Room TC 340

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The purpose of this part of this course is four-fold, (1) to familiarize you with historical research methods, techniques, and established sources for information relating to the history of music and of music education in Canada and elsewhere, (2) to acquaint you with some of the philosophical, political and other issues driving, or underlying, historical research in music or in education that need to be applied to music education (e.g., critical theory, gender studies, and postmodernism), (3) to introduce you to previous historical research in music education undertaken at the University of Western Ontario and elsewhere (with a view to examining format, layout, research techniques, quality etc.), and (4) to encourage you to develop a critical frame of mind (i.e., the habit of evaluating the purpose and quality, and therefore also determining the validity, of those works) toward historical research in music education. Ultimately, the aim is to prepare you to do historical research, and to draw on the research and contributions of established historians, philosophers and other scholars to develop your own ideas and arguments about the past, present and future of music education that you can contribute to professional debates. Philosophical inquiry as it pertains to this course is primarily concerned with questions as to the nature of truth and knowledge coupled with an introduction to basic principles of argumentation and argument analysis. Philosophy is used as a lens and tool for critically examining music education history and current issues.

Assignments and Evaluation

1. Written Assignments: Each week (for approximately 10 weeks) you are to present a written (and oral) critique of either a masters or doctoral thesis on some historical or philosophical topic that interests you (you can instead substitute a book or a research or philosophical article or chapter that you would like to critique). The critiques should be in two parts. In part one (2-3 pp.) you should review the author's main points (i.e., What was this thesis about? What were some of the findings/conclusions?). Part

two (2-3 pp.) should then provide your assessment of the work in terms of strengths and weaknesses (e.g., format and organization, contribution to the field and profession, methodology, writing style, awareness of critical issues, and thoroughness of research). The following criteria are additional useful criteria for assessment and particularly with regard to philosophical work: a) essay structure, b) coherence, c) clarity (of definition and explanation), d) conciseness, e) rigour, f) cogency/strength of argument, g) depth (including breadth and thoroughness of scholarship), and h) quality of writing. You are also encouraged to take issue with the authors' ideas where appropriate. All assignments must be double-spaced in Times or Times New Roman, font size 12. Please do not leave spaces between paragraphs and indent them. All written assignments/critiques are of equal value.

40%

2. Participation: Each week you are also to contribute to a discussion about an assigned reading in which you summarize the content of the reading and discuss your own perceptions of the work in light of your own knowledge of the field and issues discussed in class (e.g., level of interpretation, regional or cultural biases, etc.). These assignments will be primarily methodological in nature (i.e., about what is involved in historical or philosophical writing). Please provide the class with a brief (1 page) typed outline summarizing salient points (use point form, Times, font size 12).

30%

3. Research and prepare a mock dissertation proposal on a topic of interest to you (and approved by the instructor) of approximately 30 pages, including bibliography, and demonstrating awareness of the interplay between historical method and philosophy. Use the Chicago Manual of Style guide. The proposal is due December 12<sup>th</sup>.

30%

### **Learning Outcomes**

By the conclusion of this course you will be cognizant of nature of historical research, its problems, challenges, and methods, coupled with an awareness of the range and state of historical research in music education.

You will have developed an understanding of how and why historical research is inevitably linked with problems of philosophy in that it is concerned with the pursuit of truth and drawing on careful reasoning and evidence in support of arguments addressing key themes, ideas, and questions relating to the past.

You will also demonstrate a critical frame of mind that is characteristic of historians and philosophers as they question established practices, norms, and values through argument analysis.

### **Important Dates**

First term September 3

Graduate Orientation Day (reception @ 3:00 in Grad Club)

September 5 Classes begin

September 16 Deadline for submission of summer term grades for continuing students

October 14 Thanksgiving (no classes)

November 4-10 Fall Reading Week (no classes with the exception of opera rehearsals)

December 5 Last day of first-term classes December 8-19 Exams, if applicable

December 23 Deadline for submission of winter grades for graduating students

### **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

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

### **Statement on Health and Wellness**

“As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on-campus health-related services to help students achieve optimum health and engage in healthy living while pursuing a graduate degree. Students seeking help regarding mental health concerns are advised to speak to someone in whom they feel comfortable confiding, such as a faculty supervisor, a program advisor, or the Associate Dean (Graduate Studies). Campus mental health resources may be found at <https://www.uwo.ca/health/crisis.html>.”

### **Selected Readings**

#### Some Prominent Journals

*Journal of Historical Research in Music Education*

*Journal of Band Research*

*The Choral Journal*

*Bulletin of the Council for Research in Music Education*

*Journal of Research in Music Education*  
*British Journal of Music Education*  
*Philosophy of Music Education Review*  
*Action, Criticism and Theory for Music Education*  
*Journal of Aesthetic Education*  
*Music Education Research*  
*Studies in Art Education*  
*Action, Criticism and Theory for Music Education, ACT journal* (Mayday Group on-line)

### **Historical Methods/Issues**

Borg, Walter and Meredith Gall. "Techniques of Historical Research." In *Educational Research*, 8th ed. Boston: Pearson/Allyn & Bacon, 2007.

Cohen, S. *Challenging Orthodoxies: Toward a New Cultural History*. New York: Peter Lang, 1999.

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Cox, Gordon. "Towards a Usable Past for Music Educators." *History of Education* 28, no. 4 (1999): 449-458.

———. "Transforming Research in Music Education History." In *The New Handbook of Research on Music Teaching and Learning*, eds. Richard Colwell and Carol P. Richardson. New York: Oxford University Press, 2002.

Cox, Gordon, and Robin Stevens, eds. *The Origins and Foundations of Music Education: Cross-Cultural Historical Studies of Music in Compulsory Schooling*. London, UK: Continuum International Publishing Group, 2010. See also 2018 edition.

Cronon, William. "Getting Ready to Do History." *Carnegie Essays on the Doctorate*. The Carnegie Foundation for the Advancement of Teaching, 2005.

Crook, D. and R. Aldrich. "Net Gains? The Internet as a Research Tool for Historians of Education." In *History of Education for the Twenty-first Century*,

eds. D. Crook and R. Aldrich. London: University of London Institute of Education, Bedford Way Papers, 2000.

Elliott, David. "Philosophical Perspectives on Research." In *The New Handbook of Research on Music Teaching and Learning*, eds. Richard Colwell and Carol P. Richardson. New York: Oxford University Press, 2002, pp. 85-102.

Ferguson, Niall. *Civilization: The West and the Rest*. London: Penguin, 2011.

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Fox-Genovese, Elizabeth and Elizabeth Lasch-Quinn. *Reconstructing History: The Emergence of a New Historical Society*. New York: Routledge.

Fraenkel, Jack and Norman E. Wallen. "Historical Research." In *How to Design and Evaluate Research in Education*. McGraw Hill, 2006.

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Hanley, Betty. "The Roots of Canadian Music Education: Expanding Our Understanding." In *From Sea to Sea: Perspectives on Music Education in Canada*, eds. Kari Veblen and Carol Beynon. Coalition for Music Education in Canada, e-book, available at <http://coalitionformusiced.ca/html/sec4-advocacy/ebook>, 2005.

Harman, Chris. *A People's History of the World: From the Stone Age to the New Millennium*. London: Verso, 2008.

Heller, George and Bruce Wilson. "Historical Research in Music Education: A Prolegomenon." *Bulletin of the Council for Research in Music Education* 69 (Winter 1982): 1-20.

———. "Historical Research." In *Handbook of Research on Music Teaching and Learning*, edited by Richard Colwell. New York: Schirmer, 1992.

Heller, Jack and Nicholas DeCarbo. "Maintaining Quality in Research and Reporting." In *The New Handbook of Research on Music Teaching and Learning*, eds. Richard Colwell and Carol P. Richardson. New York: Oxford University Press, 2002.

Howe, S. "Reconstructing the History of Music Education from a Feminist Perspective." *Philosophy of Music Education Review* 6, no. 2 (1998): 96-106.

Humphreys, Jere. "The Content of Music Education History? It's a Philosophical Question, Really." *Philosophy of Music Education Review* 6, no. 2 (1998): 90-95.

Humphreys, Jere. "Expanding the Horizons of Music Education History and Sociology." *The Quarterly Journal of Music Teaching and Learning* 7 (1996-97): 13-16.

Humphreys, Jere, D. M. Bess, and M. J. Bergee. "Doctoral Dissertations on the History of Music Education and Music Therapy." *Quarterly Journal of Music Teaching and Learning* 7 (1996-7): 112-124.

Hyams, B.K. "Oral History." In *Educational Research, Methodology, and Measurement: An International Handbook*, ed. John P. Keeves. Pergamon, 1997, pp. 91-95.

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Mark, Michael. "Music Education History as Prologue to the Future: Practitioners and Researchers." *Bulletin of Historical Research in Music Education* 16 (January 1995).

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McCarthy, Marie. "The Past in the Present: Revitalizing History in Music Education." *British Journal of Music Education* 20, no. 2 (2003): 121-134.

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Negash, Girma. "Art Invoked: A Mode of Understanding and Shaping the Political." *International Political Science Review / Revue internationale de science politique* 25, No. 2 (April, 2004), pp. 185-201.

Paul, James L. and Kofi Marfo. "Preparation of Educational Researchers in Philosophical Foundations of Inquiry." *Review of Educational Research* 71, no. 4 (Winter, 2001): 525-547.

Peters, Diane E. *Canadian Music and Music Education: An Annotated Bibliography of Theses and Dissertations*. Scarecrow Press, 1997.

Phelps, Roger P., Ronald H. Sadoff, Edward C. Warburton, and Lawrence Ferrara. *A Guide to Research in Music Education*. 5<sup>th</sup> ed. Lanham, MD, 2005.

Preston, Keith Y. and Jere Humphreys. "Historical Research on Music Education and Music Therapy: Doctoral Dissertations of the Twentieth Century." *Journal of Historical Research in Music Education* 24, no. 1 (2007): 55-73.

Rainbow, Bernarr. "The Challenge of History." *Philosophy of Music Education Review*, 3, no. 1 (Spring 1995): 43-51.

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Regelski, Thomas. "Critical Theory as a Foundation for Critical Thinking in Music Education." In *Studies in Music from the University of Western Ontario* 17 (January 1998): 1-21.

Schulman, Lee S. "Disciplines of Inquiry in Education: An Overview." In *Complementary Methods for Research in Education*, ed. R. M. Jaeger.

Szego, C. Kati. "Music Transmission and Learning." In *The New Handbook of Research on Music Teaching and Learning*, eds. Richard Colwell and Carol P. Richardson. New York: Oxford University Press, 2002.

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Wieland, Sandra Howe. "Reconstructing the History of Music Education." *Philosophy of Music Education Review* 6, no. 2 (Fall 1998): 96-106.

Zinn, Howard. *The Politics of History*, 2<sup>nd</sup> ed. Urbana and Chicago: University of Illinois Press, 1990.

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Bute, Daniela. *The Challenges of Democratization, Globalization, and European Integration for Music Education in Romania*. Ph.D. diss., University of Western Ontario, 2010.

\_\_\_\_\_. "A History of the National University of Music in Bucharest, 1864-2003. M.Mus. thesis, University of Western Ontario, 2004.

Gardi, Lisa. "The History of Music Education in the London and Middlesex County Roman Catholic Separate School Board, 1858-1994." M.Mus. thesis, University of Western Ontario, 1996.

Horsley, Stephanie. "A Historical and Critical Analysis of the Music Education Advocacy Efforts of the Canadian Music Educators Association, the Canadian Coalition for Music Education, and the National Symposium on Arts Education." M.Mus. thesis, University of Western Ontario, 2005.

Horsley, Stephanie. *A comparison of neoliberal music education reform in Ontario and England*. Ph.D. diss. University of Western Ontario. 2013.

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McLennon, Sean. "The Music Special Interest Council of the Newfoundland and Labrador Teachers' Association: An Historical Perspective of Its Impact on the Development of Music Education in Newfoundland and Labrador." M.Mus. thesis, University of Western Ontario, 1999.

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Beynon, Carol, and Kari Veblen. "Contemplating a Future for Canadian Music Education." In *From Sea to Sea*.

Birge, E. Bailey. *A History of Public School Music in the United States*. Philadelphia: Oliver Ditson, 1937 (reprinted by MENC 1966).

Britton, Allan. "Music in Early United States Public Education." In *Basic Concepts in Music Education*. Chicago: NSSE, 1958.

———. "The How and Why of Teaching Singing Schools in Eighteenth-Century America." *Bulletin of the Council for Research in Music Education* 99 (1989): 23-41.

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———. "A House Divided? The Schools Council and Music Education in the UK in the 1970s." *Journal of Historical Research in Music Education*, in press.

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De Couve, A. C., C. Dal Pino, and A. L. Frega. "An Approach to the History of Music Education in Latin America." *Bulletin of Historical Research in Music Education* 19, no. 1 (1997): 10-39.

Dunsmore, Douglas. "The Effect of Government Policy on Choral Music Education in Newfoundland and Labrador." *Dialogue in Instrumental Music Education* 22, no. 1 (Spring 1998): 1-13.

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Hao-Chun Lee, A. "The Influence of Japanese Music Education in Taiwan During the Japanese Protectorate." *Journal of Historical Research in Music Education* 23 (April 2002): 106-118.

Herbert, T. and M. Sarkissian. "Victorian Bands and Their Dissemination in the Colonies." *Popular Music* 16, no. 2 (1997): 165-179.

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Kallmann, Helmut. *A History of Music in Canada 1534-1914*. Toronto: University of Toronto Press, 1960.

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McIntosh, Dale. *Music in British Columbia, 1850-1950*. Victoria: Sono Nis Press, 1989.

McGee, Timothy. *The Music of Canada*. Markham, ON: W.W. Norton, 1985.

Pitts, Stephanie. *A Century of Change in Music Education – Historical Perspectives on Contemporary Practice in British Secondary School Music*. Aldershot, Hampshire, UK: Ashgate Publishing, 2000.

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Woodford, Paul. *A Newfoundland Songbook: A Collection of Music by Historic Newfoundland Composers, 1820-1942*. St. John's: Creative Publishers, 1987.

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### **Selected Philosophy Readings and Sources**

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