

9582a Special Topics in Music Education: Music and Society Fall 2015 (Online)

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TC 123

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Please use the OWL course database for course communications once the course has begun.

Office Hours: By virtual appointment or whenever I am online. Students can also arrange to meet with me in person if they are on campus.

Course Title: Special Topics in Music Education: Music and Society

Class Meetings: Online beginning Thursday, Sept. 10, 2015. Thursdays are considered Day 1 of the course. Live classroom sessions will be scheduled according to student and instructor availability.

Class Texts:

Small, C. (1996). Music, society, education. Middletown, CT: Wesleyan University Press. (ISBN978-0-8195-6307-1)

DeNora, T. (2000). Music is everyday life. Cambridge: Cambridge University Press.

This book is also available online through the UWO library database. You do not need to purchase it. However, some find reading a book through the library databases awkward and do not like the inability to take notes. I encourage you to explore the library's virtual version of this book and decide if you would like to order a physical copy or not.

Additional course readings for this course are drawn from the Western University library's online databases or provided through links in the course database.

Recommended Text:

Writing assignments in this course follow the American Psychological Association style guide, so you may find it helpful to acquire the most recent edition:

American Psychological Association. (2009). Publication manual of the American Psychological Association. (6th ed.). Washington, DC: American Psychological Association. (ISBN: 978-1-4338-0561-0561-5)

Additional Materials: Students are required to have a working webcam and microphone and an Internet connection that will adequately support both. Please test out your technology in the course database well before your first live classroom.

Course Description:*9586a Special Topics in Music Education: Music and Society*

This course draws on the fields of ethnomusicology, sociology, and philosophy to encourage students to think about the various ways in which society and individuals interact with music. We also consider the different uses of music in society and how these are similar and different both globally and within our own societies and among individuals. These ideas are then situated within the context of music education as we examine such questions as “How is this learning context structured?”; “What does it mean to be a teacher/learner/audience member within a particular musical practice?”; “How do musical practices evolve in response to changing societies and/or how do they influence that evolution?” and “How have (or should) we as music educators respond to changing social and musical practices?”

You are encouraged to reflect upon your reactions to new ideas and conceptions of what it means to be musical within what you might consider traditional and non-traditional music learning contexts (recognizing that your own conceptions were shaped by your own past social and musical experiences). You will also consider how music learning in general may be connected between formal, informal, and aformal learning contexts; across generations and among different individuals; across societies; and within your own teaching practice.

The online format of this course relies heavily on asynchronous textual interaction among students and instructor (i.e., online discussion forums, wikis, and journal reflections), but also allows opportunities for the students and instructor to come all together in “real time” through the virtual classroom for live discussions and presentations. You will also complete written reflections on three seminal texts and write a final paper on a topic of your choice related to the course content and your own personal interests.

Learning Outcomes:

By the end of this course you should be able to:

1. Consider the nature of what we mean by “being musical” or “musical practice”;
2. Understand and discuss a variety of ways in which music and society have and continue to interact with and influence each other in a variety of global and local contexts;
3. Consider how the interaction between music and society is reflected in the process of musical transmission and learning in various contexts;
4. Discuss what you consider to be the limits of teaching and learning within a social context. i.e., what counts as music teaching and as learning? How intentional do music teaching and learning have to be in order for them to still be considered as occurring within a system of music education?;
5. Think critically about the ethical implications and pedagogical challenges in systems of educational transfer;
6. Consider the challenges and opportunities presented by music making and learning in the digital age and within the context of social and economic globalization (e.g., the ease of musical sharing facilitated by Internet technologies, musical responses to the forced economic Westernization of many locations, the role that social media has played in recent democratic revolutions; musical accessibility in relation to questions of musical consumption, ownership, and production in youth and recreational culture);

7. Think critically about tensions between music, society, and education within your own teaching context and be able to sensitively consider or uncover where such tensions may exist in other contexts;
8. Communicate ideas, arguments, and conclusions clearly and appropriately in a variety of formal and informal contexts (e.g., asynchronous discussion, journal entry, wikis, live classroom presentation, research paper).

Method of Evaluation:

Online Discussion	20%
Online Journal Entries.....	15%

Online Discussions and Journal Entries are the primary place where students interact with each other, the instructor, and the course material. Students are expected to complete weekly course readings and lecture notes and post either a response to a discussion question or their general thoughts and ideas about a particular topic. Students are also required to respond to at least two of their peers in each discussion or journal assignment. Assessment is based on completing the minimum required number of posts, evidence of understanding of topics addressed in readings and lectures, ability to think critically upon readings, depth of engagement in class discussions, and writing clarity.

Written Reflections (x3).....	20%
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Students are asked to provide a written reflection on each of three main areas of study on the topic of music society, and culture. Assessment is based on ability to reflect critically upon the work, depth of engagement with ideas in the work, ability to relate work to related literature and your own experiences, and writing clarity.

Final Paper.....	30%
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Students will complete a final paper on a topic of their choice. The final paper should be related to some aspect of music, society, and education as discussed in class, although students are encouraged to take course ideas in a new direction in order to relate the topic to their own interests, needs, and experiences. Assessment is based on ability to reflect critically upon the ideas presented in the course, depth of engagement with ideas from the course, application of ideas to your own experiences, use of related literature, argument persuasiveness, and writing clarity.

Live Classroom Presentations (x4).....	15%
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The class will meet in the virtual live classroom for “face-to-face” real time sessions during the weeks that the written reflection and final paper are due. Students will present and discuss their ideas in relation to these assignments in order to work out their ideas and give each other advice prior to the assignment due dates. Assessment is based on attendance, readiness, and scholarly engagement in discussion with the goal of helping fellow students refine and strengthen their ideas.

Total	100%
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Assignment Submission Dates:

- Online Discussions.....weekly/bi-weekly
- Online Journal Entries.....minimum 4 entries, submitted as student chooses
- Live Classroom Presentations (x4).....scheduled to fit students’ and instructor’s schedules during Weeks 3, 7, 11, and 13
- Written Reflections (x3).....Oct. 7, Oct 28, Nov. 25
- Final Paper.....Dec. 14

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 http://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 http://www.health.uwo.ca/mental_health/resources.html

Statement on the Use of Plagiarism Checking Software:

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, <http://turnitin.uwo.ca/>

University Policy on Accommodation for Medical Illness

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. More information can be found at [Policy on Accommodation for Medical Illness](#).

Instructor's Policy on Illness and Attendance:

Full attendance and participation in discussions and live classrooms is expected and 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. Medical documentation may be required in some circumstances. Please be proactive with this. I can't help you if I don't know that there is a problem. Late written assignments will only be accepted and graded if permission has been granted by the instructor in advance of the deadline.