

**Summer 2020 Music Education Graduate Courses**  
**9586L – Special Topics in Music Education:**  
**Music Education in Inclusive Contexts**  
**July 6-17, 2020**

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10:00-12:00 synchronous daily (first 2 weeks of July)

**Course Description:**

This class is first and foremost a class where making music together is viewed as primary to human development and that 'inclusion' (as difference) frames and underscores the very notion of what it means to be human. While there will be a focus on disability studies in music education inclusion will be addressed in a broad sense as well. Thus, the class will be predicated on the following guiding questions:

- What is normal?
- Medical vs Social Model of Disability
- Are we all equal?
- What is fair?
- Whose culture is it, anyway?
- Who benefits?
- Gender Inclusivity
- Decolonization

**Course Objectives:**

1. Examine the social, political and economic implications of human diversity in modern society.
2. Examine key legislative events in the development of education for 'exceptional' students as reflected in curricular and instructional practice
3. Broaden personal experiences with students and their challenges through readings, essays, webinars, guest lecturers, observations, group interactions and projects.
4. Identify goals and purposes for the improvement of engaged music experiences for all students
5. Experience and use a variety of pedagogical approaches that assist learning.

**Assignments and due dates**

In preparation for our short two weeks together you will be asked to do the following things. The days will go by quickly so it is IMPERATIVE that we all plan ahead all of our days so that we can do the readings and the class activities.

Each number below has a task that must be completed. Each day we meet please have a black marker and white paper on which you can write and hold up to your screen for everyone to see.

1. While we will meet in person (through zoom) each day for 2 hours you will need also to meet with your group for an hour each day. After checking with your group members and introducing

yourselves send me a schedule of when you will meet each day AND what hour each of you will set aside individually to do your own readings. **This is due no later than Sunday July 5th. Send a group email with this information to both Caroline and me.**

2. As a group you will be designing a website. A shell of your website must be up and running so you can begin posting on that site. I use <https://www.weebly.com> which is free. Other people like using <https://www.wix.com>, which is also free. This needs to be up and running by the first day of class. Send that website link to both Caroline and me.

You can find your groups in the drop box- post all of your group videos in the drop box for now, but once your website is up and running you will move them there as well.

3. Previous to the class beginning there will be readings you will need to do. Read the three articles below and keep track of any phrases, or whole sentences that are particularly meaningful or interesting. Write those out on a separate strip of paper. Then move them around to create a poem, rearranging them until you are satisfied.

Record (video or audio) this poem and then a narrative addressing WHY you chose what you chose. **DUE Friday July 3rd no later than 5:00 pm.** No longer than 3 minutes. Post this in your dropbox, but once your website is up post them there as well.

1. 'Social Justice Warriors'

<https://observer.com/2016/02/the-totalitarian-doctrine-of-social-justice-warriors/>

2. The Real Reason We Need to Stop Trying to Protect Everyone's Feelings

<https://observer.com/2015/09/the-real-reason-we-need-to-stop-trying-to-protect-everyones-feelings/>

3. The Pecking Disorder: Social Justice Warriors Gone Wild

<https://observer.com/2015/06/the-pecking-disorder-social-justice-warriors-gone-wild/>

4. You will need to video a positionality video. Both Caroline and I will be sending ours to you next week. As part of your video you will include your thinking about inclusion and what it means to you and what you think the purpose of inclusion is. Caroline and I will not be doing that- as we don't want our thinking to influence yours (not that it would, but you know what I mean). **Due no later than Tuesday June 30th.** Post in your drop box folder

5. After these are posted each group will then create together a 3-5 minute video introducing who you are as a group. This can be with the use of Voice Thread (see in our Resource folder in the Helpful Course and Technology folder a Voice Thread tutorial) or however else you choose to present this. Make certain that you watch the Positionality videos from everyone in your group before putting this together. The assumption is that you will have dialogue with each other before putting this together. The purpose is to have a sense of who you are as a group (your interests in this class, what you want to think about more in-depth that we may not have time to address in class- see the Resource list for help with this). **Due no later than Sunday July 5th 5:00 pm.** This needs to be posted in your group drop box folder.

6. You need to record a dialogue with someone who is not in this class. You will do two versions of this. The first interview will be less than thoughtful, the 2nd you will practice the kind of dialogue I am asking us all to practice. You can record ZOOM conversations. Anyone can set up a ZOOM meeting through our OWL website. I will be sending you an example of this so you know what I am talking about. **This will be due no later than Sunday July 5th.** You can do this way before then, however. Place these in your drop box folder.

## **WORK FOR WEEK ONE:**

### **MONDAY**

You will need to have these readings completed and **ready to discuss** for Monday. Both of these books are on our OWL site in the folder Course Readings. You **MUST** read the document “Course Reserves Information” (to be found in our Helpful Course and Technology Information) **BEFORE** reading these books online. **NOTE that you must NOT keep these books open on your computer, others will not be able to access them. You can, however, download a certain amount of pages from each book.**

1. Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education / Özlem Sensoy and Robin DiAngelo.* (Second edition.). Teachers College Press.

READ: Chapter 6: Understanding Privilege through Ableism

2. Davis, L. (2017). *The disability studies reader / Lennard J. Davis [electronic resource]* (Fifth edition.). Routledge.

READ: Chapter 13 -The Social Model of Disability (Tom Shakespeare)

Assignment: You will need to have an individual 500-word response to these two articles **due no later than Tuesday July 7th 5:00 pm.** Please note that as this is graduate work I may be sending you back work to revisit. The purpose of written work is to learn how to craft an argument, a vision, a message. I can help you with that, but you need to let me help you with that. Meaning, the purpose is NOT to get a “good grade” but rather to learn how to strengthen your written voice. Post these on your websites as well

### **TUESDAY** – Marlee and members of the class

There are many policy documents in the One Drive document I sent you addressing Ontario and other provinces articulating school policies and special needs. special education students. **Be familiar with those before the class on Tuesday**

### **WEDNESDAY** - Caroline and Rob Castrogiovanni

(ALL articles - unless noted otherwise - can be found in our library data base)

Treweek, C., Wood, C., Martin, J., & Freeth, M. (2019). Autistic people's perspectives on stereotypes: An interpretative phenomenological analysis. *Autism*, 23(3), 759–769.

Baldwin, A. (2017). Community music-making for everyone via performing ensembles: here are five groups that make an inclusive, musical difference in their communities.(Lectern). *Teaching Music*, 24(3).

Assignment: As a group send 3 questions out of the articles to both Caroline and me, **no later than Tuesday July 7 5:00 pm**. Note that you will need to read these articles on Monday AND discussion with your group on Monday. Post these questions on your website making certain to cite the articles using APA format (Note that on the library website when you access an article you will also see these three dots: ... If you click on those you will then see a quotation mark: “. If you click on that you can choose APA citation and one will be generated for you).

#### **THURSDAY – The Relational** Dr. Elizabeth Mitchell

Elizabeth Mitchell. (2019). Community Music Therapy and Participatory Performance. *Voices*, 19(1). <https://doi.org/10.15845/voices.v19i1.2701>

Gary Ansdell. (2002). Community Music Therapy & The Winds of Change. *Voices*, 2(2), np. <https://doi.org/10.15845/voices.v2i2.83>

Assignment:

a) As a group come up with 3 questions for our guest and send those to both Caroline and me no later than **Wednesday night 9:00 pm** and post these on your website citing the articles.

b) As a group video record a dialogue concerning both these articles - this is **DUE (posted on your website) no later than Sunday 5:00 pm**. Note that the readings from Wednesday should also be discussed in this video. ZOOM Videos can be recorded. One of you will need to set that up for your group. Note that you will be assessed on how you help the other think through the reading, not on how much you know – although you need to have read these articles well in order to do this with others. Just as you practiced in your “dialogue videos” you will help the other think more deeply in these group dialogues

**FRIDAY** – This will be a catch our breath day. No readings for class.

Assignment: Write a 500-word essay concerning the week and the readings and discussions. Send to both Caroline and me and post these on your website. Make certain to reference the works you are citing **Due no later than Sunday 12th 5:00 pm**

#### **WORK FOR SECOND WEEK:**

**MONDAY** – Dr. Don DeVitto

DeVito, D., Telles, T., & Hidalgo, B. (2020). Culturally Responsive Research Projects in a Title I Elementary Center for Fine Arts. *Visions of Research in Music Education*, 35.

[http://www-usr.rider.edu/~vrme/v35n1/visions/DeVito%20Telles%20and%20Smith\\_Culturally%20Responsive%20Research.pdf](http://www-usr.rider.edu/~vrme/v35n1/visions/DeVito%20Telles%20and%20Smith_Culturally%20Responsive%20Research.pdf)

(Title I schools in the US refer to schools that serve underserved communities.)

Assignment: Each group sends 3 questions for Don DeVitto based on the above article **no later than Sunday, July 12th 5:00 pm** to both Caroline and me. Post these on your website as well.

### **TUESDAY - Gender**

Nichols, J. (2013). Rie's Story, Ryan's Journey: Music in the Life of a Transgender Student. *Journal of Research in Music Education*, 61(3), 262–279.

Palkki, J., & Caldwell, P. (2018). “We are often invisible”: A survey on safe space for LGBTQ students in secondary school choral programs. *Research Studies in Music Education*, 40(1), 28–49.

Allsup, R. (2016). Fractured (fairy) Tales: In Search of Transformational Spaces in Music Education. *Bulletin of the Council for Research in Music Education*, (207-208).

Assignment: Everyone must read the Nichols article. Then 2 of you (in each group) will read the Palkki et al article and the other 3 in your group will read the Allsup article. You will then record a dialogue you have in your small groups discussing these articles and post those no later than **MONDAY NIGHT THE 13th! In your recorded dialogues make certain to talk about the Nichols article as well. These will be posted on your website.**

### **WEDNESDAY – Decolonization Dr. Deborah Bradley**

Bradley, D. (2012). Good for What, Good for Whom?: Decolonizing Music Education Philosophies. In *The Oxford Handbook of Philosophy in Music Education*.

Stanton, B. (2018). Musicking in the Borders: Toward Decolonizing Methodologies. *Philosophy of Music Education Review*, 26(1), 4–23.

Chávez, L., & Skelchy, R. P. (2019). Decolonization for Ethnomusicology and Music Studies in Higher Education. *Action, Criticism & Theory for Music Education*, 18(3).

<http://act.maydaygroup.org/volume-18-issue-3/act-18-3-chavez-and-skelchy/>

Assignment: Each group sends 3 questions for Professor Bradley sent to both Caroline and me **no later than Tuesday 5:00 pm**. Note: Everyone must read the Bradley article. Then 2 of you (in each group) will read the Stanton article and the other 3 in your group will read the Chávez,

L., & Skelchy article. You will record a dialogue you have in your small groups discussing these articles and post those no later than **Thursday night the 16th. In your recorded dialogues make certain to talk about the Bradley article as well. These will be posted on your website**

### **THURSDAY – Class member presentations**

1. READ: Benedict (2021). Educating for Belief and Nonbelief.

(This can be found in the folder “Readings that can’t be found in the library”. Note this is a chapter out of my forthcoming book, *Music and Social Justice: A Guide for Elementary Educators*.

Assignment: Send Caroline and Cathy 3 group questions you want me to address in class. Due no later than **THURSDAY morning 9:00 am.**

2. Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal? : an introduction to key concepts in social justice education / Özlem Sensoy and Robin DiAngelo*. (Second edition.). Teachers College Press.

Assignment: Read: Chapter 11: “Yeah but...”: Common Rebuttals – Write out 3 issues or ideas each of you *individually* want to address in class - **post these on your website no later than Thursday morning 9:00 am.**

3. Go through the resource folder and DOWNLOAD and read over the documents in the Indigenous Ways of Knowing document.

**FRIDAY:** Group presentations of your websites up to this point

**DUE SUNDAY July 19th:** 1000-word essay addressing the readings from this week and how you are making sense of them, what they mean to you, issues you may have, etc.

### **GROUP WEBSITE CRITERIA**

This class should be focused on the theoretical, yes. But these recent times have underscored the need for actionable engagements beyond the theoretical. As a major part of your commitment in this class, then, each group will be designing a group website that will function as such a site.

A shell of website needs to be up by and running the first day of class.

I find weebly.com to be very intuitive. You can add and change things very easily, which will come in handy as the two weeks progress. Here is mine for example.

<http://www.cathybenedict.com/>

If you want to look at student websites (undergraduates) the Intro class and the Kodály class both have links to their individual websites. As with all things, some of these are done more thoughtfully than others. Note that yours will not look the same as they will function differently.

<https://www.weebly.com>  
<https://www.wix.com/>

The website must be cohesive and address the salient issues that are being raised in class, not just a repository for YouTube videos. It must also be a place where, as a group, you make it clear what can and must be done differently as teachers and as a society. As we won't have time over the two weeks to address everything, there will be MANY topics we won't be able to get to. Thus, your website can be the place you address topics that are of interest to you, both as a group and as individuals. HOW you put this together is up to you. But there must be cohesion and a narrative that addresses what you have chosen and WHY you have chosen. Make sure to read the Microsoft document I sent you of possible resources / topics. This might help you decide what you want to follow. All of the information on the final website must be curated, so it makes sense to someone who finds your website.

To be included on the website:

- Your introductory group presentation. (Note that you do not have to post the positionality videos on the website or your practice dialogues - unless you want to)
- A landing page that makes the purpose of your website clear (on this page will also be the group video you will make – see below).
- All of the questions you craft as a group for each guest– make sure to provide the citation for these questions.
- All of the individual essays that you write. Do not post these until you have a clean copy that I okay you to post. There will be two 500- word essays, and one 1000-word essay.
- You will post all of your recorded dialogues. Keep in mind that you need to identify the articles you are citing: provide citations and frame the discussion. When you post these online do not just post the recording of the dialogue. When you send them to me, you won't need the framing, but you will when they go up on your website. (Note that you do not have to post your practice dialogue videos unless you want to)
- Post your poem and then a narrative addressing the first three Observer articles
- Each individual will need to design one actionable school project and one actionable community project. I am using the word project here broadly. But the projects have to be linked to a topic we addressed in class, or a topic of your own choosing. Again, these need to be curated somehow on your site. Before sending me any questions you might have about what you “can” and “can't” do, talk this over with your group and see what collective thinking produces. Also, keep in mind that if there are more than one of you in the group who would like to focus on the same topic, please do work together – but each of you still have to design those two projects.

There is no template / example for this, but what must be included is an articulated purpose of such a project, and why this project needs to happen, as well as how this project can happen. Thus, you will need to come up with a detailed enough outline so that someone could actually DO the project.

As part of these projects include any sources that might be helpful. For instance, YouTube videos, articles to read, narrated ppt, organizations, etc. The more information the more helpful the website.

- Final reflection video. One individual **and** one group video (again you might use voice thread, or just record your ZOOM dialogue). Make certain to go back and watch your positionality video before you make these videos: particularly your individual reflection video. Hopefully, even within these 2 brief weeks, there will be some transformation. The group final reflection should also focus on what has shifted in your thinking, movement forward, lingering issues and questions, final thoughts on any of the readings, etc.
- **After** the website has been designed and mostly set in place, record a group video (using voice thread perhaps) introducing the overall general purpose of the entire website and what the visitor might expect and why you chose to do what you did. This probably cannot be done until the very end of class or in the week after class before the website is due. This needs to be placed on the landing page of your website.

## **FINAL DUE DATE FOR THE COMPLETED WEBSITE:**

**July 26th**

### **ASSESSMENT**

#### **Individual**

Writing responses 15%

Pre class work 15%

#### **Group work**

Questions 15%

Group dialogues 15%

Final website 40%

### **GENERAL POLICIES**

#### **UNIVERSITY POLICIES**

- Students are responsible for making up any missed classes or assignments as soon as possible. In order to ensure fairness and consistency for all students, academic accommodation for work representing more than 30% of the student's overall grade in the course shall be granted only in those cases where there is documentation in the form of a completed and appropriately signed

Student Medical Certificate (SMC) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities, or the equivalent documentation for non-medical or compassionate grounds.

Students seeking academic consideration must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence. Documentation, if required, shall be submitted to the Office of the Associate Dean, Undergraduate (TC210).

Note that the new Self-Reporting Absence Portal may not be used for requesting academic relief for work worth more than 30%, or for Final Exams scheduled during the official examination period. Students are directed to read the full Senate policy on accommodation for medical illness at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Consideration\\_for\\_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf)

A pdf copy of a Senate approved Student Medical Certificate (SMC) may be downloaded here: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

- In cases where students miss work that is worth 30% or less of the total course grade due to medical illness or compassionate grounds, if an online absence report is submitted using the new Self-Reporting Absence Portal, or if documentation is voluntarily submitted to the Associate Dean's office and the Associate Dean deems that accommodation is warranted, then the missed assignment(s) or quiz(ze)s may be discounted in the calculation of the final grade for the course. If documentation is not submitted voluntarily then the missed assignment(s) or quiz(ze)s will receive a grade of zero.
- Students who are in emotional/mental distress should refer to Mental Health@Western at the following website [https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/) for a complete list of options about how to obtain help.
- Students may be excused to observe a religious holy day of their faith without penalty provided they notify the instructor in advance. Students are responsible for material covered in their absence and each student shall be permitted a reasonable amount of time to make up missed work.
- If you require academic accommodations because of a disability, please let the instructor know BEFORE class begins and, if you have not done so already, register as soon as possible with Accessible Education (formerly known as Services for Students with Disabilities). You can learn more about the Student Success Centre's services for accessible education at <http://success.uwo.ca/academics/sas/index.html>.

**Instructors' 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. 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. See UWO Policy on Accommodation for Illness found under “Rights and Responsibilities” at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Consideration\\_for\\_abs\\_e\\_nces.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_abs_e_nces.pdf). The university’s policy on attendance may be found at [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

**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/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.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](http://www.turnitin.com).”