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.

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 12th.

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

**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*
Historical Methods/Issues


**Theses/Dissertations**


Published Historical Sources


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


Selected Philosophy Readings and Sources

Philosopher’s Index
Philosophy of Education webpage


**Additional Sources**


Richardson, Carol P. “Engaging the World: Music Education and the Big Ideas.” 

Scott, Derek B. “Music and Sociology for the 1990s: A Changing Critical Perspective.” *The Musical Quarterly* 74, no. 3 (1990): 385-410,


