

Disability Studies in Music Education - MUSIC 9781

Fall 2024

Don Wright Faculty of Music Course Syllabus

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Office Hours: by appointment

Class Times: Information available on OWL

Class Location: Information available on OWL

Course Description

In this course we will examine the complex construct of disability as both an identity and experience in the context of music education. Engaging with readings and other resources such as videos and podcasts that draw on key concepts and ideas from the interdisciplinary field of disability studies, we will survey and discuss how disability is framed and experienced in diverse music teaching and learning contexts, both past and present. Furthermore, this course will provide opportunities to examine how disability intersects with other marginalized lived experiences (e.g., race, gender, sexuality), and both the promise and problems that music poses for inclusion.

Modeled on the concept of a “continuing conference,” this course will seek to make connections between topics discussed from week to week. Given that “music and disability studies” is intentionally broad in scope, students are encouraged to “roam” and engage with topics related to disability and music education that are of particular interest to them. Therefore, this course will provide opportunities for students to engage in inquiries focusing on topics of their choice under the vast umbrella of music education and disability studies. Students will be expected to present on their chosen topics and facilitate discussions. In addition, this course will include guest speakers who will present on specialized topics related to the course.

Course Materials

Required readings will be provided on OWL

Course Learning Outcomes

During this course, students will:

- examine, evaluate, and discuss relevant literature and other media related to music education and disability studies
- discuss their understandings of theory related to music education and disability studies
- conduct a literature review on a topic of interest related to music education and disability studies
- present on a topic of interest related to music education and disability studies
- integrate accessibility considerations into all assignments

Course Timeline and Format

Please note that the sequence of topics may need to be adjusted to accommodate guest speakers.

Week 1 (September 11) – Accessibility; doing research; bibliographies

Week 2 (September 18) – Normalcy and Coloniality

Week 3 (September 25) – Disability Models; Assignment 1

Week 4 (October 2) – Philosophy; Assignment 2

Week 5 (October 9) – Feminism DS; Assignment 2

Reading Week – October 16

Week 6 (October 23) – Black Disability Politics; Assignment 3

Week 7 (October 30) – Intersectionality; Assignment 3

Week 8 (November 6) – Queer Studies; Assignment 3

Week 9 (November 13) – Public Scholarship; Assignment 3

Week 10 (November 20) – Mad Studies; Assignment 3

Week 11 (November 27) – Assignment 4

Week 12 (December 4) – Assignment 4

This schedule is intended to be flexible to accommodate for (a) guest speakers, and (b) focusing on topics as determined by the class

Weekly readings will be assigned and made available on OWL. Students can expect approximately 3 readings (articles or books chapters) per week. Reading times vary between individuals, but based on previous experiences, students report taking anywhere between 20-60 minutes to read one article or chapter. Therefore, students should plan to dedicate 1-3 hours per week of reading time to this course based on their own respective reading paces. The instructor will aim to ensure the readings are compatible with screen readers.

Methods of Evaluation

There will be four assessed elements of the course:

Assignment	Detail	Weighting	Due date
Assignment 1	Presentation Pitch	10%	Week 3
Assignment 2	Discussion	20%	Weeks 4&5
Assignment 3	Presentation	50%	Weeks 6-10
Assignment 4	Facilitation	20%	Weeks 11&12

In keeping with the spirit of a “continuing conference,” all assignments will be presented in class to promote peer-led learning, peer discussions, and peer reviews. Students are welcome to use a modality of their choosing to “present” their assignments. For example, a presentation could be oral, but it could also be a video, a text-based script, or another medium. *How* assignments are assessed (e.g., criteria of assessment, weighting of criteria, method of assessment) will be discussed and decided upon as a class.

Please note that all assignments are accompanied by approximate durations in minutes—these time estimates are intended to be guidelines for presenters to prepare accordingly, not hard rules. We will take the time needed to adequately discuss each topic within the time constraints of the allotted class schedule.

Assignment 1 – Presentation Pitch (approximately 10 minutes) – 10%

The presentation pitch is intended to be a relatively informal presentation of approximately 5 minutes, followed by an instructor-facilitated discussion of approximately 5 minutes. It is an opportunity for students to share their ideas on potential topics for Assignment 3 (presentation). Students are required to have identified at least 1 related reading/media source to their topic(s) of interest and share the main point(s) of the source(s). In addition, students should discuss (1) what or who is the focus of their proposed presentation, (2) why this topic is of interest to them, (3) how they anticipate preparing the presentation going forward. Following the presentation, we will have an open discussion in class about the topic, which can include asking questions and offering suggestions.

Assignment 2 – Discussion (approximately 10 minutes) – 20%

Building on Assignment 1, students are tasked with leading a discussion. As a source for discussion, students are asked to engage with non-academic media produced by disabled persons. One example is Alice Wong's podcast, Disability Visibility: <https://disabilityvisibilityproject.com/podcast-2/>. Specifically, students are asked to consider how the media they chose to engage with informs their thinking about music education and disability.

The student leading the discussion is required to provide (1) a brief (no more than 5-minute) introduction to and overview of the topic, and (2) questions to generate a 5-minute discussion. Based on previous experiences with this exercise, 3 question prompts should be prepared in advance to generate discussion. The student leading the discussion is also required to facilitate the discussion, which entails inviting classmates to share their perspectives on the topic(s).

Assignment 3 – Presentation (approximately 20 minutes) – 50%

Assignments 1 and 2 lead toward Assignment 3, building a foundation for it. Students are required to give a 15-minute presentation followed by a 5-minute discussion on their chosen topic. The presentations should serve as evidence that students have engaged with 12 or more sources related to their chosen topics. Students are required to submit an annotated bibliography prior to their presentation.

Assignment 4 – Facilitation (approximately 5-10 minutes) – 20%

Building on what we have learned together throughout the semester, this final assignment tasks students with designing a participatory music-making activity that applies their knowledge of accessibility to music teaching practice. Students are tasked with (1) creating a plan that explains (i) *what* they will do (ii) a rationale that justifies *why* they chose this approach, and (iii) detail *whose* knowledge they drew on to create the activity; and (2) implementing the plan in class.

Enrollment Restrictions

Enrollment in this course is restricted to graduate students in music education.

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

Instructor Statement on Accessibility

The following statements related to accessibility (“Statement on Health and Wellness,” “Statement on Accommodation for Medical Accommodation,” and “Accessible Education Western”) are required components of a syllabus as determined by the Senate and SGPS. These policies may not adequately address a learner’s accessibility needs. In an attempt to address our collective access needs as a class community, we will discuss and navigate accessibility continually through regular check-ins. All members of the class are encouraged to dialogue with the instructor about their individual access needs if they do not feel comfortable doing so amongst the class. Because access is relational and access needs can conflict, there can be no guarantees that all access needs will be met; however, as a class, we will strive to make our learning environment as accessible as possible to everyone involved, inclusive of students, the instructor, and guests.

Statement on Health and Wellness

Students who are in emotional or mental distress should refer to Mental Health Support for a complete list of options about how to obtain help:

<https://www.uwo.ca/health/psych/index.html>

Statement on Accommodation for Medical Accommodation

The Graduate Program in Music recognizes that a student’s ability to fulfill academic responsibilities may, on occasion, be impaired by illness or injury. To ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s course grade shall be granted only in cases where there is documentation indicating that the student could not reasonably be expected to meet the academic responsibilities. Documentation shall be submitted, as soon as possible, to the office of the Associate Dean (Graduate Studies), not to the course instructor. Students with special learning needs or other circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be considered.

Accessible Education Western

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that

appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence, either recently or in the past, you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html

To connect with a case manager or set up an appointment, please contact support@uwo.ca or call 519-661-3568