

MURRAY STATE UNIVERSITY

Revised 9/15

DEPARTMENT: MUSIC

COURSE PREFIX: MUS COURSE NUMBER: 600

CREDIT HOURS: 3

I. TITLE: Historical and Philosophical Foundations of Music Education

II. COURSE DESCRIPTION AND PREREQUISITE(S): Historical and philosophical foundations of music education; lecture and discussion with attention to aesthetics, aesthetics education and the relationship of music and art to these in forming a philosophy of music education.

III. COURSE OBJECTIVES:

The students will:

- A. *communicate* in clear writing and in persuasive oral discussion a philosophical rationale for the role of music in education;
- B. *discuss* knowledgeably the sources of philosophy which collectively represent the intellectual foundations for music in education;
- C. *demonstrate* a thorough familiarity with the major symposia, events, ideas, and publications which have shaped contemporary thinking in the field of music education;
- D. *describe* the musical and aesthetic foundations upon which school music teachers may base instructional practice;
- E. *identify* and discuss the purposes and functions of music in American schools, choosing those which would appear to produce efficient and effective planning for curriculum and instruction;
- F. *demonstrate* an understanding of the sociological and psychological assumptions that shape current practices in American music education; and
- G. *relate* historical precedents to current issues in music education in order to propose innovative directions for the future of the profession.

IV. CONTENT OUTLINE:

- A. History of Music Education
 - 1. Time Line
 - 2. Major Names, Dates, Events
- B. Philosophical Foundations
 - 1. Leonhard, Meyer, Langer, Reimer, and others
 - 2. Aesthetic Education
- C. "Musicing"
 - 1. Making Music
 - 2. Purpose of Music in Education
- D. Musical Values
 - 1. What is "good music"?
 - 2. How do you select repertoire?
- E. Music in Context
- F. Social Foundations of Music Education
- G. Curriculum

- 1. Philosophical Basis
- 2. National Standards
- H. Assessment
- I. Advocacy

V. INSTRUCTIONAL ACTIVITIES:

Reading, lecture, discussion, writing, group and individual presentations, research, debate.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCE:

None required

VII. TEXT(S) AND RESOURCES:

Required Texts:

Elliott, David. J. (1995). Music Matters: A New Philosophy of Music Education. New York: Oxford University Press.

Mark, Michael L. and Charles L. Gary. (2007). A History of American Music Education. 3rd edition. New York: Rowman and Littlefield Education

Supplemental Texts:

Fowler, C. (1988). Can We Rescue the Arts for America's Children? New York: American Council for the Arts.

_____. (1996) Strong Arts, Strong Schools: The Promising Potential and Shortsighted Disregard of the Arts in American Schools. New York, NY: Oxford University Press.

Reimer, B. (2003). A Philosophy of Music Education: Advancing the Vision. 3rd edition. Englewood Cliffs, NJ: Prentice-Hall.

VIII. EVALUATION AND GRADING PROCEDURES:

Students will be graded on classroom participation and preparation, written assignments, projects, and written tests. Letter grades will be given.

Written Critiques	50 pts
Philosophy	50 pts
Attendance	50 pts
Portfolio	50 pts
Exams	200 pts
Total	400 pts

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Students are expected to attend all classes. All work is due on given dates; projects must be turned in during class or before 4:00 p.m. in the music department office. The final grade will be lowered for each absence after the first one.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to

evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).