

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

MUSC 640

HISTORY AND PHILOSOPHY OF MUSIC EDUCATION IN AMERICA

COURSE DESCRIPTION

In this course, students examine the historical and philosophical development of music education in America, traced from its roots in biblical times through recent historical events and trends. Also emphasized are the pedagogical movements in and sociological aspects of music education from the early colonial period through the 21st century. Readings and discussions will emphasize specific subjects including: Ancient Greek music philosophy and aesthetics, music in the medieval universities and the quadrivium, the influences of humanism and the Enlightenment, musical aesthetics related to 19th and 20th century thought, and the current discussion related to aesthetic vs. praxial music educational philosophies.

RATIONALE

Music education scholarship within the context of a Christian worldview mandates a thorough study of the philosophical ideas, problems, and historical roots of music education in the United States. Music in the schools will be scrutinized through these lenses in the course readings, lecture presentations, and critical discussions. The intention of the analyses is to develop objective assessment and analytical techniques applicable to the field of music education.

I. PREREQUISITES

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCES

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Explain a general history of music education within Western culture.
- B. Identify the philosophical concepts and movements in music and education that have shaped the development of music education.

- C. Evaluate the impact of historical events and trends within music education that influence current pedagogy and research in the field.
- D. Analyze philosophies of music education in the context of the Christian worldview in order to inform curricular and praxial initiatives within the discipline.
- E. Determine aesthetic positions within Western art, folk, and popular music, articulating their intersections with current philosophies in music education.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations

- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (8)

Discussion boards are collaborative learning experiences. Therefore, the student will create a thread in response to the provided prompt for each forum. Each thread must be at least 200 words, demonstrate course-related knowledge, and be supported by biblical principles. In addition to the thread, the student will reply to the thread of at least 1 classmate. The reply must be at least 50 words and must also be supported by biblical principles.

- D. Article Reviews (2)

The student will review articles within the context of the history and philosophy of music education. Each review must summarize the music education topic explored in the article, analyze the main contentions of the author, and critique the arguments and/or advocacies of the article. Each review must be 6–8 pages and adhere to current Turabian format.

- E. History of Music Education Paper

The student will write a 10–15-page research-based paper in current Turabian format that focuses on a chosen topic within the history of music education. The paper must include at least 8 scholarly sources in addition to the course textbooks and the Bible.

- F. Philosophy of Music Education Paper

The student will write a 10–15-page research-based paper in current Turabian format that focuses on a chosen topic within the area of philosophy of music education. The paper must include at least 8 scholarly sources in addition to the course textbooks and the Bible.

- G. Personal Philosophy Paper

The student will write a 3–4-page research-based paper in current Turabian format that focuses on his or her personal philosophy of music education.

VI. COURSE GRADING AND POLICIES**A. Points**

Course Requirements Checklist	10
Discussion Board Forums (8 at 35 pts ea)	280
Article Reviews (2 at 100 pts ea)	200
History of Music Education Paper	200
Philosophy of Music Education Paper	200
Personal Philosophy Paper	120
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

MUSC 640

Textbooks: Elliott, *Praxial Music Education: Reflections and Dialogues* (e-book) (2005).
 Mark & Gary, *A History of American Music Education* (2007).
 Reimer, *A Philosophy of Music Education: Advancing the Vision* (2003).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Mark & Gary: chs. 1–6 2 presentations	Course Requirements Checklist	10
		Class Introductions	0
		DB Forum 1	35
2	Mark & Gary: chs. 9–10 2 presentations	DB Forum 2	35
		Article Review 1	100
3	Mark & Gary: chs. 11–14 1 presentation	DB Forum 3	35
		Article Review 2	100
4	Elliott: chs. 3–5 1 presentation	DB Forum 4	35
5	Reimer: chs. 1–4 2 presentations 1 website	DB Forum 5	35
		History of Music Education Paper	200
6	Elliott: chs. 12–17 Mark & Gary: chs. 16–17 1 presentation	DB Forum 6	35
7	Elliott: ch. 8 Mark & Gary: ch. 18 1 presentation	DB Forum 7	35
		Philosophy of Music Education Paper	200
8	Reimer: ch. 5 2 websites	DB Forum 8	35
		Personal Philosophy Paper	120
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.

REQUIRED MATERIALS					
TITLE AND ISBN# (13-DIGIT # PREFERRED, INCLUDE SUB-TITLE)	EDITION	YEAR	AUTHOR(S)	PUBLISHER	CITY/STATE
Title: Music Matters: A New Philosophy of Music Education ISBN# 9780195334043	2 nd	2015	David Elliott Marissa Silverman	Oxford University Press	New York, NY
Title: A philosophy of music education ISBN# 9780130993380	3 rd	2002	Bennett Reimer	Pearson	Upper Saddle River, NJ
Title: A history of American music education ISBN# 9781578865765	3 rd	2007	Michael Mark Charles Gary	R & L Education	Lanham, Maryland
<i>Manual for Writers of Research Papers.</i> ISBN#	Most current		Turabian, Kate L.	University of Chicago Press	Chicago, IL
E-book Information (for textbook manager use only):					