Instructor
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MUED 602 Sociological Foundations of Music Education

Course Description:
This course focuses on enhancing the music teacher's awareness of the social aspects of teaching music in American society. This is an intensive reading, research, and discussion course in the sociology of music and music education's roles in society. Students will develop a basic understanding of the sociological functioning of music in society and how education in music should, but often does not, meet the greater society's needs. Socialization in performing groups, group identity, and sociology of schools will be studied. Current trends in US music education will be analyzed from a sociological perspective. Students will also develop basic sociological research and reporting skills.

Academic Program

This course is one of four foundational courses in the Master of Music in Music Education.

Course Goals/Outcomes

After completing this course, students will be able to evaluate current practices in music education from a sociological perspective, thus, helping students to be critically thinking professionals. Students will understand the basic sociological underpinnings and assumptions of education in the US, music in American society, and school music education. They will be able to evaluate current movements in music education from a sociological perspective, helping them to be critically thinking professionals who develop music programs that meet the needs of their students.

Major Learning Objectives

The formal requirements for the course will include satisfactory completion of class presentations, final culminating project, and participation in class discussions and assignments to demonstrate comprehensive knowledge and

understanding of the social ramifications and critical issues of teaching music in American society.

Required Text*

Teaching Music in American Society   *Students will purchase prior to course.*
A Social and Cultural Understanding of Music Education
1st or 2nd Edition
Author: Steven N. Kelly
Publisher: Routledge
Format: Paperback, 200 pages
ISBN: 978-0415-99209-1
Price: $43.00

Assessment and Evaluation

Grade	Percentage
A	93-100%
A-	90-92.9%
B+	88-89.9%
B	83-87.9%
B-	80-82.9%
C+	78-79.9%
C	73-77.9%
C-	70-72.9%
D+	68-69.9%
D	63-67.9%
D-	60-62.9%

Your Grade will be based on

Assignment	Percent of Total Grade
Pre-course Assignments	20%
Participation (Activities I-X)	10%
Daily Reflections/Group Reflections	10%
Group Work Assignments	10%
Research Project	50%
Attendance/Participation	See policy

Assignments and Assessment Timeline

1. **Pre-course Assignments (20%)**

For the beginning date of this course, please read chapters 1-7 of the text listed above to complete the following pre-course assignments:

a. Summarize each of the chapters of the text in a typed outline or short paragraph. Submit this summary on the first day of class. This will provide background material to stimulate class and group discussions.

b. After reading the assigned text chapters, prepare a 6-8 minute presentation introducing your school and music program with visuals (i.e., powerpoint/prezi/video), and identifying the social and cultural aspects of the community and school in which you are currently teaching or have recently taught. Presentations will be given during the first two days of class to provide context for understanding and application of class discussions and assignments

The requirements for this presentation are minimal; you are free to be creative as long as these four requirements are met:
1. Well-rehearsed 6-8 minute (carefully timed) presentation
2. School and Music program introduced effectively
3. Clear, attractive visual
4. Social and cultural aspects of the community and school identified

Bring your laptop/tablet to use for your presentation. If you need any additional technological resources besides the projector, let me know by June 1 so that I have time to arrange for this with the technological support staff.

c. Consider possible topics for the group research project (see Research Project Presentation requirements below) by compiling a list of areas of interest in the sociology of music education.

2. **Participation (10%)**

Participation and effort will be expected for all discussions and activities (Activities 1-10). Opportunities will be given to role-play, discuss, trouble-shoot, develop, and analyze sociological aspects of music education.

3. **Daily Reflections/Group Reflection (10%)**

a. Keep a daily journal by answering questions posed at the end of each day, or by reflecting on related ideas to the topics discussed that day. Daily reflections will be shared in small group discussions, and culminate in a small group reflection on changes that could be implemented in each of your school music programs.

b. Final Reflection (group or individual): Develop one of the daily reflections into a plan of action to implement in your school. Please include the following to receive full credit:

   i.   Identify one aspect of social/cultural change that you would like to initiate and why.
   ii. Describe the significance of the change to you and/or others in light of how this affects or relates to an aspect of sociology of music education.
   iii. Provide an overview of a plan of action that you can implement.
   iv. Identify and list the specific steps needed to make this a reality during the next school year; include details such as a possible timeline, resources, and personnel/assistants, etc.
   v.   Present steps 1-4 to the rest of the class.

4. **Group Research Assignments (10%)**

Complete the daily group assignments (Group Research Assignments 1-10) related to the Research Project as suggested for each day. Additional information will be presented in class.

Specific Assignments 1-10 are outlined below:

1. Create Interview and Survey Questions (**Monday**)
   a. One or two interview questions
      i.   Main questions (plan for descriptive but relatively short answers)
      ii. Limit follow-up questions limit to 1 or 2 per question
      iii. Record background information (i.e. age group, sex) or ask questions (education; musical study) that would be relevant to your findings
   b. 6-10 Survey questions
      i.   Plan for pre-determined answers (i.e., T/F, rating scale; multiple choice)

ii. Include appropriate background questions to help provide context (i.e. age, sex, musical training) that would be relevant to your findings

2. Conduct Pilot Study: Trial basis of interview and survey questions
    a. Interview at least two people each
    b. Survey at least five people each

3. Compare results/refine questions (**Tuesday**)

4. Complete Interview and Survey
    a. Interview at least 5 people each
    b. Survey at least 20 people each

5. Compile data (**Wednesday**)
https://support.google.com/docs/answer/87809?hl=en or
    www.SurveyMonkey.com/

6. Report and Analyze results for the Interview and Survey
    a. Categorize and describe the answers from the Interview, then answer the following:
        i. What were the Results?
        ii. What results were expected?
        iii. What results were surprising?
        iv. Comment on anything interesting/unusual
    b. Analyze results obtained for the Survey. Describe the statistics obtained for each question, then answer the following:
        i. What results were expected?
        ii. What results were unusual?
        iii. Comment on any patterns or unusual results
    c. Compare/contrast the participants and/or responses from the interview/survey
        i. What differences were noted?
        ii. What answers were similar?
        iii. What patterns emerged?
        iv. Report and comment on anything interesting or unusual

7. Interpret your results from the Interview and the Survey (**Thursday**)
    a. Explain Interview results

b. Explain Survey results

c. Discuss connections between the Interview and Survey results

8. Draw "limited" conclusions and make recommendations for music educators, answering the following questions:
   a. What can be learned from this?
   b. How can this information help music educators?
   c. What would you do differently next time?

9. Prepare to present the "findings" of parts 6-9 in a powerpoint or prezzi format to the class in a well-rehearsed 20-25 minute presentation (see Group Research Project below), and include the following:
   a. Show video excerpts (if possible) of typical and unusual interviews
   b. Show data results of interviews and surveys
   c. Summary of conclusions
   d. Apply learning for your classmates

10. Research Projects presented to Class (**Friday)**
    a. Findings of Parts 6-9 presented
    b. Powerpoint or prezzi format used
    c. Well-rehearsed
    d. 20-25 minute presentation
    e. Following aspects included:
       i. Show video excerpts (if possible) of typical and unusual interviews
       ii. Show data results of interviews and surveys
       iii. Summary of conclusions
       iv. Apply learning for your classmates
          5. **Group Research Project Presentation (50%)**

    a. Prepare and present an interview/survey research project based on detailed information and instruction provided in class which will entail the following (specifics outlined in 4. Group Research Assignments):

       1. Develop an appropriate interview survey and a questionnaire survey on a sociological issue related to music education of interest to you

2. Administer the interviews individually (in person) and surveys (such as via Facebook) to a specific population (i.e., music teachers, music students)
3. Compile, analyze and interpret results
4. Draw conclusions and provide applications for music educators
5. Report findings in a visual presentation to the class.

b. Complete Group Work Analysis Report
Submit this report individually (via email) following your group presentation on Friday; identify group title and group members; provide the following information about your Group Research Project and any additional comments that would help document your experience of working in this group:
1. Did your group complete all 10 Group Research Assignments? If not, explain
2. Did all members of the group cooperate, share the responsibilities, and contribute equally? If not, explain.
3. Did all members of the group produce quality work? If not, explain.
4. Should all members of the group receive the same grade? Why/why not?
5. Submit this report individually (via email) following your group presentation on Friday.

Attendance

Due to the compressed nature of this course, attendance is mandatory. Students will have one grade point subtracted from their final grade for every hour missed. In addition, missing class will result in a zero for any activity/discussion/presentation scheduled. Tardiness or leaving early will affect the participation grade, and for every two tardy arrivals or early dismals, a grade point will be subtracted from the final grade.

University policies on absences may be found in the Uarts catalog.

Technology

This course requires the use of internet resources in researching and reporting on social and cultural issues in music education. A technology presentation program such as *Powerpoint* or *Prezi* must be used in the

pre-course assignment and research presentation. A resource, such as google docs or survey monkey (https://support.google.com/docs/answer/87809?hl=en or www.SurveyMonkey.com/) will be used to prepare the data for the research project.

University policies on technology may be found in the Uarts catalog.

Academic Integrity

Academic dishonesty includes, but is not limited to the following:

• Previously submitted work
• Plagiarism (including pasting/copying from a website)
• Cheating
• Falsification of academic materials
• Misrepresentation of documents
• Confidential academic materials
• Selling academic assignments
• Purchasing academic assignments

University policies on academic integrity may be found in the Uarts catalog.

Class Format

Class discussion, personal reflections, group work and presentations should provide varied and meaningful learning opportunities.

Contact

Contact me anytime: dwolf@cairn.edu, cell phone=215-266-2285. I will be presenting at a conference in Dubai, July 5-19: please limit correspondence to email during this time.
Appointments: before or after class

Disability Service

Any student eligible for and requesting accommodations due to a disability should provide an Accommodation Form from Disability Services.
Suggested Outline

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Course Introduction	Activity IV: Defining "Normal" (Ch. 2, 3)	Group Research Work Session III	Activity IX: Social components of music learning (Ch. 6)	Prepare for Presentations
9:00	Activity I: Pre-course Reading Discussion (Ch. 1-7)	Pre-course presentations			Group I, II Presentations
10:00	Break				
10:15	Pre-course presentations	Pre-course presentations	Research Check: Group Research Assignment 4	Group Research Work Session V	Group III, IV Presentations
11:00	Activity II: Sociological Perspectives (Ch.1)	Activity V: Purposes of Education (Ch.3)	Activity VII: Music in Society (Ch.4)		Group V, VI Presentation
12:00	Lunch				
1:00	Pre-course presentations	Pre-course presentations	Presentation: Integration of Music Education	Activity X: Social characteristics of effective teachers (Ch. 7)	Daily Reflection Review Discussion
2:00	Activity III: Theoretical Foundations (Ch.2)	Activity VI: Creativity (Ch.3, 4)	Activity VIII: Equality of Education (Ch. 5)	Research Check: Group Research Assignments 5-7	Personal Application for Change: Sharing
2:30	Break				
2:45	Group Research Work Session I; Research Check: Assignment 1	Group Research Work Session II; Research Check: Assignments 2, 3	Group Research Work Session IV	Group Research Work Session VI	Closing Activity
4:00	Daily Reflection #1 Ch. 1, 2	Daily Reflection #2 Ch. 3, 4	Daily Reflection #3 Ch. 4, 5	Daily Reflection #4 Ch. 6, 7	
Group Research Assigned	1. Prepare interview + survey Q	3. Refine questions 4. Conduct interviews + surveys	5. Compile data 6. Analyze Data	8. Draw Conclusions 9. Prepare + Practice Presentation	10. Group Presentation to the Class

	2. Conduct pilot study (ALL Q)		7. Interpret Data		