DePaul University - School of Music
History of Music Education in the United States
MED 404 – 201

Instructor: Dr. Phillip Hash
Phone: 815-254-6634
Email: pmh3@calvin.edu
Course Location: School of Music Rm. 214
Time: July 6-15, 9:00am – 1:00pm, MWF (5 class sessions)

OVERVIEW

This class will provide graduate music education majors with the opportunity to develop historical frameworks for their understanding of the teaching profession. Students will learn about the history of music education and examine this perspective in relation to the present and future. Students will question the nature and value of music, in order to gain a sense of purpose in teaching. Throughout the course, historical issues will be addressed in relation to the practice of teaching. (2 quarter hours)

OBJECTIVES

As a result of this course, students will:

1. Describe the major historical events involved in the development of music education in the United States and consider possible implications for the present and future.
2. Discuss important people in the history of music education in the United States in relation to their beliefs, accomplishments, and contributions to the field.
3. Interact with and interpret primary source materials related to the history of music education.

TEXTS/MATERIALS

There is no required textbook for this course. Assigned readings will be drawn from various primary and secondary sources related to music education history. Students will access articles and other materials from the internet using databases from the DePaul University Library. Students will also need access to PowerPoint (PPT) in order to complete their final presentation.
## COURSE GRADING RUBRIC

<table>
<thead>
<tr>
<th>Class Work &amp; Participation 50%</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tr>
<td><strong>Student is present and on time each day, actively participates in class, and takes responsibility for learning. All assignments are completed on time in a quality manner. The student does not access the internet during class.</strong></td>
<td><strong>Student is present each day and on time most days, participates in class, and takes responsibility for learning. Most assignments are completed on time in a quality manner. The student does not access the internet during class.</strong></td>
<td><strong>Student is present each day, sometimes participates in class, but takes little responsibility for learning. Some class assignments are completed on time in a quality manner. The student does not access the internet during class.</strong></td>
<td><strong>Student misses class, rarely participates in class, and does not take responsibility for learning. Few class assignments are completed on time or in a quality manner. The student is sometimes distracted by the internet during class.</strong></td>
<td><strong>Student misses many classes, does not participate in class, and does not take responsibility for learning. Class assignments are not completed on time or in a quality manner. The student is frequently on the internet during class.</strong></td>
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<tr>
<th>Final Presentation 30%</th>
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<td><strong>The student described the topic studied and provided reasons for its importance. A substantial amount of information is given to support the conclusions. The delivery is engaging and effective. There is considerable evidence of preparation, organization, and enthusiasm for the topic. The PPT adds to the presentation in meaningful ways.</strong></td>
<td><strong>The student described the topic studied. Information is relevant to the topic. Conclusions are somewhat supported by the historical data. The delivery is effective. There is evidence of preparation, organization, and enthusiasm for the topic. The PPT adds to the presentation.</strong></td>
<td><strong>The student somewhat described the topic studied. Most information is relevant to the topic. Conclusions are vague and only partially supported by the historical data. The delivery is somewhat effective. There is some evidence of preparation and organization, but more is needed. The PPT adds to the presentation.</strong></td>
<td><strong>The student stated the topic studied. Some information is relevant but student does not draw conclusions from the historical data. The delivery is difficult to follow. Much more preparation and organization is needed. The PPT adds little to the presentation.</strong></td>
<td><strong>Final presentation is not attempted.</strong></td>
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<tr>
<th>Day 4 Test 20%</th>
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<td><strong>Short test will include</strong>&lt;br&gt;10 matching items related to important people in music education&lt;br&gt;15 multiple choice questions over notes from days 1-3&lt;br&gt;2 short essay questions related to the readings**</td>
<td><strong>The student described the topic studied. Information is relevant to the topic. Conclusions are somewhat supported by the historical data. The delivery is effective. There is evidence of preparation, organization, and enthusiasm for the topic. The PPT adds to the presentation.</strong></td>
<td><strong>The student somewhat described the topic studied. Most information is relevant to the topic. Conclusions are vague and only partially supported by the historical data. The delivery is somewhat effective. There is some evidence of preparation and organization, but more is needed. The PPT adds to the presentation.</strong></td>
<td><strong>The student stated the topic studied. Some information is relevant but student does not draw conclusions from the historical data. The delivery is difficult to follow. Much more preparation and organization is needed. The PPT adds little to the presentation.</strong></td>
<td><strong>Final presentation is not attempted.</strong></td>
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ATTENDANCE - PLEASE NOTE WELL:

Attendance for this class is mandatory. Unexcused absences and tardies will negatively affect your final grade. This will be determined, if necessary, on an individual basis. If you do arrive late or are absent from class, it is your responsibility to contact the professor. Illnesses and unforeseen circumstances do occasionally arise and will be taken into consideration. If you are ill, you should email the professor before class. Students will likely be expected to make up missed class time through additional assignments.

ACADEMIC INTEGRITY:

Work done for this course must adhere to the University Academic Integrity Policy, which you can review in the Student Handbook or by visiting Academic Integrity at DePaul University (http://academicintegrity.depaul.edu). It is expected that the work submitted or brought to class will be the student’s own. You are encouraged, in fact, required to take information and draw conclusions based on the research literature. However, please make certain that proper citation for all references employed. Failure to do so is plagiarism. When in doubt about the proper method or need for citation, please ask the instructor.


COURSE OUTLINE

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<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
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<tr>
<td>1</td>
<td>7-6</td>
<td>Philosophies &amp; Rationales for Music Ed</td>
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<td>2</td>
<td>7-8</td>
<td>General/Vocal Music Pedagogy &amp; Methods (1800s)</td>
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<tr>
<td>3</td>
<td>7-11</td>
<td>General/Music Pedagogy &amp; Methods (1900s)</td>
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<tr>
<td>4</td>
<td>7-13</td>
<td>Development of School Ensembles</td>
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<td>5</td>
<td>7-15</td>
<td>Final Presentations</td>
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ASSIGNMENTS/ASSESSMENTS

Day 1 Reading:


Day 2 Reading:


   OR


Day 3 Reading:


2. Assigned article from the Journal of the *Journal of Historical Research in Music Education*, vol. 28(2) (2007, April)


c. Mark, M. L. (2007). MENC from 1957 to 1982: Music education against the backdrop of the cold war, the struggle for civil rights, and emerging technology, pp. 127-139,


Be prepared to facilitate discussion of your article.

Day 4 Readings (CHOOSE ONE)


4. Test (20% of grade)
   a. 10 matching items on important figures in music education
   b. 15 multiple choice questions over the notes
   c. 2 short essay questions over the readings

Day 5:

Final Presentation (30% of grade)

1. Prepare a 20 minute presentation on an historical topic of your choice
2. Utilize both primary & secondary sources (Primary = MEJ, newspapers, materials found on google books, Internet Archive, Hathi Trust, etc.)
3. Create visually interesting PPT (Include photos, brief audio/video, demonstration or activity if appropriate)
4. Include a bibliography in a standard format on last slide