

# Sociology in Music Education

MUE 7046

Time: Thursdays, 4:05pm-7:05pm

Fall 2024

## Instructor

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Office Hours: M & W 12:50-1:40pm

## Course Description

The purpose of this course is to gain knowledge and understanding of the social factors that impact music education in the United States and around the world.

## Course Goals and Objectives

Through full participation in the course, students will...

1. Examine the effects of sociology and related theories on music education in the community, the rehearsal classroom, and the school and on its curriculum in general.
2. Examine a variety of social issues affecting students and teachers in school music learning environments.
3. Address issues of inequality in music education and propose possible solutions.
4. Reflect on their own preconceptions and misconceptions of different cultures.
5. Understand and apply culturally responsive teaching practices for socially diverse classrooms.

## Required Textbooks

\*Students do not need to purchase any textbooks for this course. **All readings will be provided online through Canvas or Digital Course Reserves.**

Dewey, J. (1938). *Experience and education*. New York: Touchstone.

Freire, P. (1970, 1993). *Pedagogy of the oppressed*. Penguin Random House.

Froehlich, H. C., & Smith, G. D. (2017). *Sociology for music teachers: Practical applications* (2<sup>nd</sup> edition). Routledge.

Hess, J. (2019). *Music education for social change: Constructing an activist music education*. Routledge.

Kelly, S.N. (2018). *Teaching music in American society* (3<sup>rd</sup> ed.). New York: Routledge.

Lind, V. R., & McKoy, C. (2016). *Culturally responsive teaching in music education: From understanding to application*. New York: Routledge.

Regelski, T. A., & Gates, J. T. (Eds.). (2009). *Music education for changing times*. New York: Springer

Talbot, B. C. (Ed.). (2018). *Marginalized voices in music education*. Routledge.

## Attendance

Class attendance is expected and reflective of professional interest and commitment. **Any unexcused absence will result in a 5% penalty applied to the final course grade.** Absences may be excused when accompanied by a doctor's note, in the event of a documented emergency or death in the family, or for other events when arranged in advance with the instructor. **You must notify the instructor of your absence prior to the start of class.** *Extenuating circumstances will be considered on an individual basis.*

Students are expected to be prompt and ready to begin at the designated start time. Attendance will be taken at the beginning of class and those arriving after the start of class will be marked late. **Three late arrivals will equal one unexcused absence.**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

## Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Digital Device Policy

You are highly encouraged to bring your laptop or tablet to every class. Cell phones must be silenced and put away in a pocket or bag. Students found to be using electronics for purposes not related to the class (e.g. checking Instagram or texting) will no longer be permitted to use it during class time.

## Class Demeanor

This class involves continuous active participation. Please stay actively engaged in listening and responding to others during class discussions and refrain from checking your phone or participating in activities unrelated to our class. As professionals, we will be open to and respectful of diverse opinions expressed by students and instructors.

## University Honesty Policy

Students are expected to do their own work, use their own words, and provide proper citations when using outside sources. Use of AI is not permitted unless discussed with the professor ahead of time. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

[The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the professor of this class.

## **Additional Resources**

If you are in need of help, contact the following:

Counseling and Wellness Center: <http://www.counseling.ufl.edu>

Phone: 392-1575

University Police Department: 392-1111 or 9-1-1 for emergencies.

## **Course Assessments (percentage of grade)**

### **Weekly Reading Reflections (20%) – due weekly Wednesday @ 11:59pm**

Each week prior to class students will submit a written reflection summarizing each reading in 2-3 sentences and identifying two points from the readings that resonated with you, two points that prompt concern, and two questions.

### **Embodied Knowledge Self-Reflection (10%)**

*Embodied Knowledge* is a term derived from the phenomenology of the French philosopher, Maurice Merleau-Ponty (1908-1961) that refers to knowledge embedded in the body, which is not necessarily explicit, conscious, or articulated. Just as a young girl may be able to ride a bike without being able to explain all the skills required, a music teacher may be adept at accommodating students' individual needs without being consciously aware of how she does it. We all have embodied knowledge that is profoundly shaped by our own personal experience.

The purpose of this reflection is to reflect on the interaction between class readings and what you know about yourself as a teacher. This involves identifying insights you have gained about yourself through engaging with the course content including aspects of cognitive dissonance and emotional discomfort as well as concepts that resonate with your past practices and future aspirations. The reflection should identify blind spots you may have as a result of your lived experience, how you have examined them, and how you will address them. This reflection should braid together properly cited insights from course content with specific examples from your own personal experience and should be 6-8 pages in length, in APA7 format, and include a reference list.

### **Research Article Analysis (10%)**

Research articles in music education typically follow a predictable template and learning to assess the strength and clarity of an article is a learned skill that is essential to any scholar wishing to stay abreast of developments within a discipline. This analysis will provide a citation in APA style and an assessment of the abstract, introduction, review of literature, research purpose and questions, methodology, analysis, results, discussion, and contribution to the literature.

### **Current Event Discussion (15%)**

Identify a current issue related to music education in the public schools and/or society in general. Prepare a presentation on the issue. Following the presentation, lead the class in a discussion/debate of the issue. Provide your classmates with a handout that includes pertinent information and citations for at least 5 related articles (news sources and/or scholarly journals).

### **Musical Diversity Case Study – (50 points total) 25%**

- Participant Identification/Interview Protocol (10 points)
- Initial Draft (15 points)
- Final Revised Paper (25 points)

Case studies have been an important methodology within music education scholarship for documenting the experience of marginalized individuals. For this project, you need to conduct a series of interviews with a musician whose culture and background are different from your own and who represents a minoritized group within music education. Using the chapters in Talbot (2018) as a model, this 8-10-page paper in APA style should relate the lived experienced of your participant using concepts from the course readings as an interpretive lens.

### **Individual Book Presentation – 20%**

In addition to the assigned course readings, each student will read a book related to a course topic of their own choice and give a presentation on the book during class. In addition to your presentation slides, please provide a handout for each member of the class. A list of suggested books will be provided; however, students are welcome to select a book not on the list with instructor approval.

### **Grading Policy**

A	100 – 93%
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 – 73
C-	72 – 70
D+	69 – 68
D	67 – 63
D-	62 – 60
E	59 and Below

***It is each student's responsibility to submit assignments on time, check grades online, and monitor his/her course grade throughout the semester.***

Information on current UF grading policies may be found at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Written assignments must be typed and adhere to APA 7<sup>th</sup> edition style guidelines. Guidance on APA 7<sup>th</sup> edition formatting can be found through the [Purdue OWL APA](#) website.

Assignments must be submitted online through Canvas unless otherwise instructed. Handwritten assignments will not be accepted.

Any grade discrepancy should be brought to the instructor's attention immediately. Keep all original copies of assignments and grading documentation, hardcopy or electronic copies as distributed to students.

### **Make-Up Policy**

Assignments missed due to personal illness or emergency may be made up with the professor's consent, but on the student's initiative.

***Assignments not submitted on the due date will receive a zero.***

## MUE 7046 COURSE OUTLINE Fall 2024

*This is an outline and will be varied as needed.*

Class Meeting	Topic	Assignments
Week 1 8/22	Introduction to Sociology in Music Education	
Week 2 8/29	Sociological Perspectives and Theoretical Foundations	Due: <ul style="list-style-type: none"> <li>• Weekly Reading Reflection WED @ 11:59pm</li> <li>• Choose independent book</li> </ul>
Week 3 9/5	Theoretical Foundations, Part II	Due: <ul style="list-style-type: none"> <li>• Weekly Reading Reflection WED @ 11:59pm</li> <li>• Case Study IRB Submission (optional)</li> </ul>
Week 4 9/12	The Purposes of Education	Due: <ul style="list-style-type: none"> <li>• Weekly Reading Reflection WED @ 11:59pm</li> <li>• Choose research article for article analysis</li> <li>• Possess independent book</li> <li>• Embodied Knowledge Self Reflection due <b>SUN 9/15 @ 11:59pm</b></li> </ul>
Week 5 9/19	Music Education's Role in Society	Due: <ul style="list-style-type: none"> <li>• Weekly Reading Reflection WED @ 11:59pm</li> <li>• Current Event Discussion – Student #1</li> </ul>
Week 6 9/26	No Class – NafME Conference	Due: <ul style="list-style-type: none"> <li>• Article Analysis due <b>MON 9/30 @ 11:59pm</b></li> </ul>
Week 7 10/3	Equality of Education	Due: <ul style="list-style-type: none"> <li>• Weekly Reading Reflection WED @ 11:59pm</li> <li>• Musical Diversity Case Study Participant and Interview Protocol due <b>SUN, OCT 6</b></li> </ul>
Week 8 10/10	Cultural Factors	Due: <ul style="list-style-type: none"> <li>• Weekly Reading Reflection WED @ 11:59pm</li> <li>• Current Event Discussion – Student #2</li> </ul>
Week 9 10/17	Social Components of Music Learning and Teaching	Due: <ul style="list-style-type: none"> <li>• Weekly Reading Reflection WED @ 11:59pm</li> </ul>

		<ul style="list-style-type: none"> <li>• Musical Diversity Case Study Draft &amp; Member Check due <b>SUN, OCT 20</b></li> </ul>
Week 10 10/24	Culturally Responsive Teaching	<p>Due:</p> <ul style="list-style-type: none"> <li>• Weekly Reading Reflection WED @ 11:59pm</li> <li>• Current Event Discussion – Student #3</li> </ul>
Week 11 10/31	Culturally Responsive Teaching, Part II	<p>Due:</p> <ul style="list-style-type: none"> <li>• Weekly Reading Reflection WED @ 11:59pm</li> <li>• Musical Diversity Case Study due <b>SUN, NOV 10</b></li> </ul>
Week 12 11/7	The Teaching Profession	<p>Due:</p> <ul style="list-style-type: none"> <li>• Weekly Reading Reflection WED @ 11:59pm</li> </ul>
Week 13 11/14	Issues in Music Education	<p>Due:</p> <ul style="list-style-type: none"> <li>• Weekly Reading Reflection WED @ 11:59pm</li> <li>• Independent book presentations in class</li> </ul>
Week 14 11/21 (Last class)	Issues in Music Education	<p>Due:</p> <ul style="list-style-type: none"> <li>• Weekly Reading Reflection WED @ 11:59pm</li> </ul>