

**AUBURN UNIVERSITY  
COLLEGE OF EDUCATION  
COURSE SYLLABUS**

<b>Course Number:</b>	CTMU 7970-7976 (on campus and distance learning sections)
<b>Course Title:</b>	Urban and Rural Music Education Perspectives
<b>Credit Hours:</b>	3 semester hours
<b>Prerequisites:</b>	Admission to Graduate School
<b>Corequisites:</b>	None
<b>Date Syllabus Prepared:</b>	November 5, 2015, Update May 2016
<b>Instructor:</b>	Dr. Jane M. Kuehne – <a href="mailto:kuehnjm@auburn.edu">kuehnjm@auburn.edu</a> 334-844-6852 (office) – 334-332-7228 (cell/text)

**COURSE DESCRIPTION**

This course focuses on examining practical application of writing and research in rural and urban music education to (1) determine practical working definitions for these two terms within music teaching; (2) define common conceptions and redefine common misconceptions, and examine similarities and differences between teaching in these settings; and (3) approach music education in these two varying settings from sociological points of view.

**JUSTIFICATION FOR GRADUATE CREDIT**

This course is designed for certified music educators to explore music and the musical experience from a sociological perspective. Through careful reading and review of materials, students will explore biases within education based on specific characteristics, including school location. In addition, using a research paradigm, through literature review, self-study, and peer interview, students will examine their own and their peers' beliefs about teaching and learning in rural and urban settings, and arrive at conclusions based on their study.

**REQUIRED RESOURCES**

**Textbooks** – available through Auburn University bookstore (online or on campus)

- Fitzpatrick-Harnish, K. (2015). *Urban music education: A practical guide for teachers*. New York: Oxford University Press. (also available on Kindle through Amazon).
- Kelly, S. N. (2015). *Teaching music in American society* (2<sup>nd</sup> ed.). New York: Routledge.

**Selected Journal Articles** – available online through the Auburn University library

- Bates, V. C. (2011). Sustainable school music for poor, white, rural students. *Action, Criticism, and Theory for Music Education* 10(2): 100–127. Retrieved: [http://act.maydaygroup.org/articles/Bates10\\_2.pdf](http://act.maydaygroup.org/articles/Bates10_2.pdf)
- Bates, V.C. (2013). Drawing from rural ideals for sustainable school music. *Action, Criticism, and Theory for Music Education* 12(1), 24–46. [http://act.maydaygroup.org/articles/BatesB12\\_1.pdf](http://act.maydaygroup.org/articles/BatesB12_1.pdf)
- Bates, V. C. (2011). Preparing Rural Music Teachers: Reflecting on "Shared Visions". *Journal of Music Teacher Education*, 20(2), 89-98. doi:10.1177/1057083710377722
- Burkett, E. I. (2011). A Case Study of Issues Concerning Professional Development for Rural Instrumental Music Teachers. *Journal of Music Teacher Education*, 21(1), 51-64. doi:10.1177/1057083710393152
- Cooper, Shelly (2005). Marguerite V. Hood and Music Education Radio Broadcasts in Rural Montana (1937-39). *Journal of Research in Music Education* (53)4, 295-307.
- Doyle, J. (2012). Music Teacher Perceptions of Issues and Problems in Urban Elementary Schools. *Bulletin of the Council for Research in Music Education*, (194), 31–52. <http://doi.org/10.5406/bulcouresmusedu.194.0031>
- Hunt, C. (2009). Perspectives on Rural and Urban Music Teaching: Developing Contextual Awareness in Music Education. *Journal of Music Teacher Education*, 18(2), 34-47.

- Isbell, D.. (2005). Music Education in Rural Areas: A Few Keys to Success. *Music Educators Journal*, 92(2), 30–34. Retrieved from <http://www.jstor.org/stable/3400194>
- Lee, William R. (1997). Music Education and Rural Reform, 1900-1925. *Journal of Research in Music Education* (45)2, 306-26.
- Ward, L.J (2013). Exploring the distinct hip-hop culture of urban students. *GEMS*, 6(3), 13-22. Retrieved from <http://library.queensu.ca/ojs/index.php/gems/article/view/5065/4935>

## COURSE OBJECTIVES

1. Demonstrate an understanding of sociology and music education, including the roles of diversity, enculturation and socialization, and school enculturation. (Kelly Chapter 1-2)
2. Demonstrate understanding of sociological theories in music education (Kelly Chapter 1-2)
3. Define education and the many sub-categories in the area (status, politics, social, economic, etc.), and the purpose of education (Kelly Chapter 3, Fitzpatrick Chapter 4)
4. Demonstrate understanding of Equality and Education, including stereotypes, inequalities, and grouping (families, gender, races and ethnicities, disabilities, diversity, school location, etc.) (Kelly Chapter 5, Fitzpatrick Chapters 3 and 5)
5. Define through readings and literature review common areas in urban music education practice (Fitzpatrick Chapter 6, Articles: Ward (2013), Doyle (2012), and other research articles)
6. Define through readings and literature review common areas in rural music education practice. (Research articles: Bates, Burkett, Cooper, Isbell, Lee, and other research articles)
7. Define through readings and literature review common areas between urban and rural music educators, students, and schools. (Fitzpatrick and research articles)
8. Define through readings and literature review differences between urban and rural music educators, students, and schools. (Fitzpatrick and research articles)
9. Define, examine, and where necessary, challenge external and internal biases about music education, rural music education, and urban music education through research review, self-study, and peer interview. (Fitzpatrick, Kelly, research article analyses, self-study and peer interview)
10. Define practical applications of research reviews, compare and contrast, self-study, peer interview findings. (readings and research reviews, compare/contrast paper, self-study, peer interview)
11. Demonstrate understanding (through application) of foundational concepts in research methodology.

## COURSE CONTENT AND SCHEDULE

Weeks 1-2      Topics:

- Course Focus on Urban and Rural Music Education
- Using research-oriented paradigm
- Introduction to the Assignments
- What is sociology in music education? (Objective 1,2)
- What is “education” and why do we educate “the masses?” (Objective 3)

Class Discussions:

- Sociology in Music Education (Objective 1, 2)
- Urban Music Education Thoughts/Ideas (Objectives 5, 7, 8)
- Rural Music Education Thoughts/Ideas (Objectives 6, 7, 8)
- Identifying Areas of Bias and Applications of Bias in Schools (Objective 9)

Readings: Kelly Chapters 1, 2, 3

Weeks 3-4	<p>Topics:</p> <ul style="list-style-type: none"> <li>Equality in Education (Objective 4)</li> <li>Defining and challenging (when necessary) External and Internal Biases (Objective 9)</li> <li>Characteristics of Urban Music Education (Objective 5)</li> <li>Characteristics of Rural Music Education (Objective 6)</li> <li>Commonalities and Differences between Rural and Urban Music Education (Objectives 7, 8)</li> </ul> <p>Class Discussions</p> <ul style="list-style-type: none"> <li>What is “equal?” (Objective 4)</li> <li>What is “bias?” (Objectives 9, 10)</li> </ul> <p>Readings: Kelly Chapter 5 and 7, Fitzpatrick Chapter 2 and 3, JRME: Hunt (2009), Readings for objectives 5, 6, 7, and 8</p>
Week 5-6	<p>Topics/Class Discussions:</p> <ul style="list-style-type: none"> <li>Identifying and Challenging Negative External Biases (Objective 9)</li> <li>Identifying and Challenging Negative Internal Biases (as needed) (Objective 9)</li> <li>Writing a Research Literature Review and Method Section (Objective 11)</li> <li>Self-Study Practice and “Write-Up” Formats (Objective 11)</li> <li>Literature Reviews Check-in (Objective 11)</li> <li>First draft self-study questions. First draft peer interview questions. (Objective 11)</li> </ul> <p>Midterm Exam</p>
Weeks 7-8	<p>Topics:</p> <ul style="list-style-type: none"> <li>Practical Applications for Theoretical Research and Concepts in Rural and Urban Music Education (from research journal to classroom application) (Objective 10)</li> <li>Self-Study Check ins (Objectives 9, 11)</li> <li>Peer Interview Check ins (Objective 9, 11)</li> <li>Current results from Literature Reviews (Objectives 5, 6, 7, 8)</li> </ul>
Week 9-10	<p>Topics:</p> <ul style="list-style-type: none"> <li>Orally Present Findings from Literature Reviews (compare and contrast) (Objective 11)</li> <li>Present Method and Results for Self-Study, and Peer Interviews (Objective 11)</li> </ul> <p>Class Discussions</p> <ul style="list-style-type: none"> <li>Applying what we’ve learned – from graduate class to classroom teaching (Objective 10)</li> </ul> <p>Final Exam</p>

## COURSE ASSIGNMENTS AND EVALUATION

### Grading System

A = 90-100    B = 80-89    C = 70-79    D = 60-69    F = Below 60

### Assignments

Your final grade will be determined based on your work on the following four assignments/areas. As noted below, each assignment/area is worth a specific percentage of your total grade.

### 25 % Comparing and Contrasting Rural and Urban Music Education

- Literature Review #1 – Urban Music Education
  - i. Review 5-6 Directly related research articles from peer-reviewed journals.
  - ii. Review 3-4 Directly related practitioner articles from reputable periodicals
- Literature Review #2 – Rural Music Education
  - i. Review 5-6 Directly related research articles from peer-reviewed journals.
  - ii. Review 3-4 Directly related practitioner articles from reputable periodicals
- Literature Review(s) Contrasts and Similarities Paper and Presentation
  - i. Using your literature reviews (from above) write a compare and contrast section for a research paper. The goal for a “full literature review” section is to have from 16 to 20 unique sources. Use two primary headings (Similarities and Differences). Under those headings you can categorize by specific topic area.
- Present your Findings in class (or by recorded video if necessary).

### 25 % Self-Study and Peer Interview Questions, Answers, and Analysis

- Method Section – Write a method section that outlines what you will do to complete your self-study.
- Self-Study Questions, Answers, Analysis – Create a set of probing questions that you will answer. Analyze your own answers based on the areas you identified in your literature.
- Peer Interview Questions and Answers (questions with transcript) – Create a set of probing questions that you will use to interview one of your peers. Analyze his/her answers based on the areas you identified in your literature.
- Write a discussion section that speaks candidly about what you discovered. Make conclusions about topic areas based on your literature, results, and discussion.
- Present your Findings in class (or by recorded video if necessary).

### 20 % Reading Reviews and Analysis

- Reading Reviews – from Kelly and Fitzpatrick texts
  - i. Read assigned readings and submit reviews and/or questions on appropriate course discussion boards.
- Reading Reviews – from specifically assigned research articles (some of which are listed in the resources section above)
  - i. Read assigned readings and submit reviews and/or questions on appropriate course discussion boards.

### 20 % Exams

- Midterm Exam
  - i. Will cover readings, research analyses, and research process
- Final Exam
  - i. Will cover readings, research analyses (results, discussion), and class presentations.

### 10% Participation, Attendance and/or Archives

- Attend and participate in class lectures and discussions or view video archives of missed classes and post detailed notes that demonstrate you’ve viewed the archives. In discussion areas, make sure to include your views from the class discussion. Participate in live in class discussion and online (written or collaborative) discussions.

## CLASS POLICY STATEMENTS

Please also see: [http://www.auburn.edu/student\\_info/student\\_policies/](http://www.auburn.edu/student_info/student_policies/)  
and <http://bulletin.auburn.edu/generalinformation/policynotes/>

- A. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
- B. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
- C. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
- D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
- E. Harassment: Harassment based on protected class constitutes a violation of university policy and may also constitute a violation of civil rights laws. Such harassment will not be tolerated by Auburn University. It subverts the mission of the university and threatens the careers, educational experience and well-being of students, faculty and staff. Prohibited harassment includes harassment based on race, sex, age, religion, color, national origin, disability, sexual orientation, and veteran status.
- F. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
- G. Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
- H. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are:
- Engage in responsible and ethical professional practices;
  - Contribute to collaborative learning communities;
  - Demonstrate a commitment to diversity; and
  - Model and nurture intellectual vitality.