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. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
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. Your 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 in 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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (8 at 35 pts ea)</td>
<td>280</td>
</tr>
<tr>
<td>Article Reviews (2 at 100 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>History of Music Education Paper</td>
<td>200</td>
</tr>
<tr>
<td>Philosophy of Music Education Paper</td>
<td>200</td>
</tr>
<tr>
<td>Personal Philosophy Paper</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1010</td>
</tr>
</tbody>
</table>

### 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. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

### D. 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:  

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

**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.