

SCHOOL OF FINE ART AND MUSIC
Winter Semester 2016
MUSC*4450-01
HONOURS SEMINAR IN MUSIC



INSTRUCTOR: Marta McCarthy
TIME: Tuesday & Thursday; 4:00 – 5:20pm
LOCATION: MacKinnon, Rm. 203
OFFICE: Johnston Hall, Rm. 124
PHONE: Ext. 54377
EMAIL: mmccarth@uoguelph.ca
OFFICE HOURS: Thursday; 2:30-3:50 pm

CALENDAR DESCRIPTION:

The Honours Seminar in Music teaches advanced research methods common to a range of musical investigations: musicology (including ethnomusicology, popular music and jazz), music theory, music pedagogy, and musical creation. In addition, the Honours Seminar in Music allows students to engage in individual research with concentrated energy through a one semester/one credit course in a supportive peer environment.

Prerequisite(s): Completion of the music core.

Restriction(s): Instructor consent required.

COURSE DESCRIPTION:

This course is both a practical introduction to research in Music and an opportunity for you to develop an individual project/paper. First and foremost, however, the course seeks to acquaint you with the fundamental principles of rigorous and extended research, including developing a research mindset, learning to frame meaningful questions (both research questions and interview questions), and becoming aware of antithetical biases such as those long-held as “common sense”. We will approach this research from numerous music disciplines (music education, musicology, theory, etc.) and sub-disciplines (analytic, historical, ethnomusicology etc.), focusing especially on their common fundamental research methods, including: archive and library research, examination of literature, score and aural analysis, interview skills, an understanding of field recording techniques, and technological approaches to the analysis of sound.

We will spend the first part of the course in assignments that introduce and develop research and critical reading skills. You will prepare a detailed research proposal and annotated bibliography for an independent project/paper. In order to help students prepare for the course, information about focusing your research interests will be provided in November, 2011, and each student will be asked to write a draft version of their research proposal, due to Dr. McCarthy by January 2nd. Throughout the course, you will work closely both with Prof. McCarthy and with a secondary advisor as you research and produce your project/paper. The course emphasises a supportive peer environment for research and analysis.

The Honours Seminar in Music is a capstone course for the Music Major. Because it is worth 1 credit in 1 semester (the equivalent of 2 courses), it will require intensive time and independent work on the part of all participants. Please plan accordingly!

METHOD OF EVALUATION:

Critical Reading – (article summaries, peer editing, analyses)	15%
Class presentations and sharing of insights on your topic.....	15%
Annotated bibliography	15%
Project/paper proposal	10%
Interview draft	5%
Final draft of project/paper	40%

Due Dates:

Critical Readings: Throughout January and February classes

Class presentations on your topic: (individual): Week 6 and 7

Proposal draft: (Individual meetings with course instructor encouraged in Fall 2015)

Finalized Proposal: Tuesday, January 26

Annotated Bibliography:

1. Resource list: Tuesday, January 19
2. Annotated bibliography (may include revisions of original list): February 28
3. Final Literature review: March 3

Paper Outline and Interview Draft: March 24, 2016

2nd draft of Final paper for peer editing: April 6

Finalized paper: Thursday, April 15, 2016

LEARNING OUTCOMES: By the end of this course, successful students will be able to:

- Identify and apply several forms of research and interview techniques
- use critical analysis to identify spurious arguments and biases
- apply language and critical skills to peer editing
- design an effective research proposal in their chosen area
- monitor and reflect on their progress as communicators, both written and verbal
- hypothesize solutions to research problems, and revise data-gathering strategies in response to these hypotheses
- make independent decisions in the development of a research plan
- conduct action research in music

Developing a Research Plan

Name: _____

Please submit the starred sections by Tuesday, January 17th

You will then meet with me and discuss the plan and be invited to *refine the Research Question* and Methodology and reminded to complete the other sections throughout the course.

BRAINSTORMING IDEAS (for Thursday, January 12th):

-What is your main area of interest for this project? (e.g. music theory, musicology, ethnomusicology, pedagogy, music education, performance theory, historical inquiry, etc.) What have you already studied that provides background for this research and/or that has inspired further wonderment?

-What questions intrigue you the most in this chosen area? Why is it important to you?

-Draw a conceptual web (free form or linear) that shows the different layers of fields and constructs which influence your topic.

FOCUSING YOUR IDEAS INTO A RESEARCH QUESTION: - How can you express your wonderment about the topic in a question that can be explored through research?

RESOURCES:

I have broken the Bibliographic requirements of this course into 3 separate submissions but each is related and grows from the previous submission:

****I.Resource List DUE TUESDAY, JANUARY 17 in class:** This is your ‘first best guess’ as to what materials will provide the best background for your research. For our purposes, you are asked to submit 5 titles that deal with the most closely related constructs, and 5 titles that explore your question/area more directly. The balance of these may be different depending on the nature of your topic – if you are unsure, discuss with me. The resources may include books, journals, aural materials (CD/DVD), and on-line resources, but should include at least 5 BOOKS.

II. Annotated Bibliography DUE TUESDAY, FEBRUARY 28 in class: This may include any or all of the materials from the resource list, but is also meant to demonstrate your broadened awareness of the resources by:

- i. Adding 5 more (for a total of 15) resources
 - ii. Providing a description for each resource as to how it will be useful to your research
- Your work on this will be aided by a library class on Tuesday, February 7th.

III. Literature Review DUE

This is a more detailed version of the annotated bibliography, written in such a way that it can fit directly into your final paper: instead of a list, you discuss your topic from the point of view of these previous researchers: In other words, what have you learned from the resources that sets the stage for your own research? How have other authors DESCRIBED, DEFINED, and USED the concepts and ideas with which you are dealing? What questions do these authors see as remaining to be posed? What was strong and weak in their own arguments?

**METHODOLOGY:

Is your research quantitative or qualitative or a mixture?

What methodologies are best suited to answering your research question? In class we will be learning more about various ways to gather data and you are encouraged to use at least TWO of these in your final project. Consider how each of these may help enrich your understanding of your topic:

Interviews: With whom? Structured or semi-structured?

Survey

Case Study

Experimental

Personal Narrative

Archival analysis

Field recordings

Score and/or aural analysis

**PRACTICAL CONSIDERATIONS:

Writing a thesis is time-consuming and requires mental focus and a fine balance of sheer determination, hard work, and creative inspiration.

I've tried to structure the assignments to guide you towards timely completion. However each of you, because of the differing aspects of your research topics, will have to develop your own time-line. And because of the limited time offerend in one-semester, much of our class-work OVERLAPS processes that would normally be spread out in a more logical, linear fashion.

Therefore, it's going to require an open mind and an organized calendar!

Make a time-line for yourself, and Consider:

-ethics review takes at least several weeks to be returned

-how much time to gather your data (include contingencies for participants who are sick or cancel, scheduling difficulties, etc)

-you will need several weeks to analyze the data and compare it to the literature review

-the draft process is to help improve your communication of the ideas. Each draft is reviewed:

Draft One: For class presentation and discussion – some of it will be oral and some written

Draft Two: Peer and Instructor reviewed

Draft Three = Final submission: Instructor and 2nd-reader (Another faculty member)

**GETTING HELP:

Which faculty member is best suited to be a 2nd-reader and possibility a consultant for your research?

Dr. Francis

Dr. Harley

Dr. Spring

Or, if none of these professors specialize in your area, can you suggest another expert in the field who might be willing to help in these capacities?

ETHICAL CONSIDERATIONS DUE THURSDAY, January 19th:

-Examine the University of Guelph Ethics Review Board requirements – we will each be submitting a proposal – and explain:

1. How will your participants (interviewees/survey respondents/experimental 'subjects') be affected by their participation in your research? (positively/negatively). If there are possible negative outcomes, how can you mitigate these?
2. How can you provide anonymity or confidentiality to your participants?
3. Can your participants help shape your interpretation of their responses?
4. Can you provide an opportunity for participants to edit their responses for greater depth and clarification of meaning? (this may be a practical issue, given our limited time!)

CONTRIBUTING TO KNOWLEDGE DEVELOPMENT:

- What meaning emerges from the work you do this semester?
- What contribution will your research make to your field?

Tuesday, January 10th, in class:

Interview a partner about their music research interests. Ask them about what motivates them to learn more, what their background is in the area, and any other questions that will help you get to know more about the topic and at the same time, help them to focus their thoughts.

Report the results of your interview to the class.

Then we will discuss the course outline and “Developing a Research plan”

Finally, you will be given a general overview of Forensic Investigation. In groups of 2 or 3, read each subsection and for each process, record some ideas about how this compares to (and could be used as a model for) research of a music topic. Think of it as developing a musical mystery!!!!!!!!!!!! If we don't get time to discuss our thoughts, please submit your ideas at the end of class.

For Thursday, Jan. 12th:

Read through “Developing a Research plan” and Submit your responses for:
Brainstorming ideas

Read “Bees, Beets and Brethren: The Development of a Research Mindset” by Lee R. Bartel

Choose one of the given imagined situations, or use your own research interest, and relate each subsection of the article to the research contexts, objectives, methods, and outcomes.

Imagined situation: I. You are a private music teacher and several of your students do not seem to be making progress, in spite of all your best efforts and their hard work. You want to know how you can help them to improve.

II. You work in a medical clinic. Patients are presenting with several common symptoms: shortness of breath, a slight rash on the torso, sleeplessness, sore throat – but also some drastic differences. You need to discover if they are suffering from the same illness or different ones – and how to treat them.

III. You have discovered on e-bay what looks like an original score by Haydn. How will you validate your suspicions and share this possibly exciting discovery with the performance world?

IV. You teach sight-singing and you notice that an increasing number of students in your class are unable to match pitch. You suspect that social factors are at least partly the cause but you have no data to prove/disprove that, and you sincerely want to help your students.

V. You are interested in the work of a certain music editor and feel that his/her work has been under-represented in terms of how it influenced composers and performers.

For Tuesday, Jan. 17th, (AND SOONER IF POSSIBLE), Continue thinking about “Developing a Research plan” and submit your ideas regarding:
 Focusing the Research Question,
 Resource List,
 Methodology,
 Time-Line (under practical considerations),
 Getting Help

Please let me know your schedule on THURSDAYS so that I can schedule individual meetings for some of these classes.

MUSC*4450 Course Syllabus Winter 2012 (McCarthy)

TUESDAYS	THURSDAYS	OTHER
Jan 10 <i>Intro: course outline</i> <i>Interview pt 1 – class in 2’s then 4s</i>	Jan 12 <i>Overview of research principles (fill in blanks)</i> DUE: Beets, Bees, Brethren <i>Crime detection comparison</i>	
Jan 17 No class: complete On-line Ethics Tutorial	Jan 19 Individual meetings (45 “ each) Re: research plan	
Jan 24 <i>Completing Ethics proposals</i>	Jan 26 <i>Interviewing part 2 (question design)</i>	
Jan 31 <i>Designing Surveys</i> Assign READING critique	Feb 2 GUEST: Dr. Francis	
Feb. 7 LIBRARY VISIT DUE: Pilot survey (distribute to class)	Feb 9 Discuss Assigned Reading Return pilot surveys	
Feb. 14 GUEST: Maya (Improviser in Residence) DUE: Literature Review TITLES to 2 nd Reader	Feb. 17 Individual meetings to discuss progress (30 minutes each) [Assign remaining readings & listening analysis]	
RW: Tuesday, Feb. 21 DUE: Annotated Bibliography (by email, No Class)	READING WEEK	Friday, Feb. 24 Return of Annotated Bibliography
Feb 28 DUE: Reading Critique #2	March 1 DUE: Literature Review	

<i>Score/listening analysis</i>	<i>Analyzing interviews</i>	
March 6 CMS: GUEST Mark Katz DUE: Score/listening	March 8 CMS: Guest Mark Katz	
March 13 DUE: Methodology progress Report Class presentations (=Draft 1) 1,2,3	March 15 Class presentations (=Draft 1) 4,5,6.	
March 20 Class presentations (=Draft 1) 7,8.	March 22 <i>Data Analysis (qualitative)</i>	
March 27 <i>Learning to Peer Review</i>	March 29 DUE: Draft 2 Peer Review of each paper	
April 3 Individual meetings with me (30-45 minutes each)	April 5 WRITING DAY (no class)	
MONDAY April 9 by <u>midnight</u> FINAL PAPER DUE	(exams)	

MUSC*4450 Winter, 2012 (McCarthy) DUE DATES

DUE DATES: (those in bold are directly related to your final paper)

Thursday, Jan 12: Application of Reading: Beets, Bees, and Brethren

Tuesday, Jan. 17: (via email) Research Plan proposal (1st draft) using “Developing a Research Plan”

Tuesday, Jan. 24: Proof of completion of On-Line Ethics Tutorial

Tuesday, Jan. 31: Ethics Proposal (which encompasses your research plan)

Tuesday, Feb. 7: YOUR OWN Pilot Survey

Thursday, Feb. 9: Critique of Assigned Reading #1 (=brief written report submitted plus preparing for class discussion)

AND completed 4 of peers’ pilot surveys

Tuesday, Feb. 14: Titles ONLY of Literature Review Due to 2nd reader (or me)

Tuesday, Feb. 21: Annotated Bibliography (by email)

Tuesday, Feb. 28: Reading Critique #2 (Complete WRITTEN report submitted)

Thursday, March 1: LITERATURE REVIEW

Tuesday, March 6: Score Analysis/Transcription

Tuesday, March 13: Draft 1: Report on Methodology progress complete, plus presentation notes (EVERYONE, even if your presentation is on the 15th or 20th)

CLASS PRESENTATIONS of Draft 1:

March 13: Students 1 _____, 2 _____, 3 _____

March 15: Students 4 _____, 5 _____, 6 _____

March 20: Students 7 _____, 8 _____.

March 29: Draft 2 (As close as possible to final paper)

MONDAY, APRIL 9, 2012: FINAL PAPERS DUE BY MIDNIGHT

MUSC*4450 Winter, 2012 (McCarthy) Summary of Assignments

3 Assigned Readings (2 of which require only brief reportage; 3rd is complete analysis)

1 Ethics Tutorial (during class time)

1 Score Analysis** OR Transcription (Your choice) I will provide the score and the listening sample

1 survey OR Questionnaire **

**(may or may not be part of your paper, depending on your topic)

Summary of Peer Work

You are asked to complete pilot surveys for 4 of your classmates

IN CLASS: You will be asked to read, formulate questions, and help review a peer's paper

Summary of Project Steps

Research Plan proposal (1st draft) using "Developing a Research Plan" as guide – Due Tuesday, Jan. 17
Discussed with instructor Thursday, Jan. 19

1 ETHICS REVIEW (to include 1 set of interview questions + research plan) – Due Tuesday, Jan. 31

[Survey as above – Due Tuesday, Feb. 7]

Library Visit (Feb. 7) An expert in research will help you find Resources

Titles Only of Resources (“Literature Review”) - Due Tuesday, Feb. 14

Annotated Bibliography -Due Tuesday, Feb. 21

Literature Review (COMPLETE) – Due Thursday, March 1

[Score Analysis OR Transcription as above – Due Tuesday, March 6]

Methodology Progress Report = DRAFT ONE = OUTLINE OF PROJECT – Due Tuesday, March 13

CLASS PRESENTATIONS (20 minutes each) of DRAFT ONE – March 13, 15, 20

Draft 2: includes preliminary analysis (as well as Literature Review, Methodology explanation and summary, ready for Peer Reviewing

Corrections from editing, and draft ready for discussion with me: Due Tuesday, April 3)

Final Submission of paper: MONDAY, APRIL 9 BY MIDNIGHT