EXPANDED COURSE DESCRIPTION
MUSIC
School of the Arts, Media, Performance and Design
Music Department
FA / MUSI 3620 3.0 SECTION M
ISSUES IN COMMUNITY MUSIC
FALL 2019 / WINTER 2020

Last Modified Date: 01/09/2020

COURSE CALENDAR DESCRIPTION

This course will introduce and explore essential issues in the field of community music. Topics related to both community music theory and practice will be examined, including inclusivity, curriculum development, social justice and activism, health and wellness, and leadership. The course will examine case studies in community music, focusing on Canadian examples, and will investigate the relationship between community music and formal music education, such as that found in public schools and conservatories. Prerequisites: FA/MUSI 2000 6.00 (or FA/MUSI 2201 3.00 and FA/MUSI 2202 3.00) and FA/MUSI 2200 6.00, or permission of Instructor for non-majors/minors.

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INSTRUCTOR(S)

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<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
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<tr>
<td>Chambers, Laura</td>
<td>Sec. M / LECT / W</td>
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SPECIAL FEATURES

Course: FA/MUSI 3620 3.0 – Issues in Community Music

Course Webpage: Moodle Page Accessible through your student account under MUSI 3620 3.0

Term: Winter 2020

Prerequisite / Co-requisite: FA/MUSI 2000 6.0 and FA/MUSI 2200 6.0.
Course Instructor Contact Information

Laura Chambers
Office Hour Location: ACE 231
lacha@yorku.ca                                    Course consultation hours: Thursday 8:30am-9:15am
Or by Appointment

Time and Location

Lectures                                      R 9:15am-11:30am                                           ACE 231

Expanded Course Description

This course will involve formal and informal lecture by myself and invited guests. These lectures will be supplemented by group work and discussion (both large and small). Therefore, attendance and participation in the class community will be key. The required readings are also central to the course and represent a broad sampling of the available literature in CM. The lectures and group work will serve to enrich, clarify, and illustrate crucial issues from the assigned readings.

As your Instructor I will:

• Provide timely communication – I will do my best to respond to all emails within 24 hours and will respond within maximum of 48 hours.
• Introduce students to artists working in the field of CM (both in person and through case studies).
• Be available to discuss the course with students, provide further information about my methods of evaluation, and provide clear feedback on their progress.
• Be familiar with and support students in accessing the on-campus resources available to aid in student success.
• Be encouraging and open to your feedback, and try my best to devote time to the areas of the field the class has special interest in.

In return, I expect that you will:

• Attend and participate in class to the best of your abilities. As this is a class in community music it is my hope that our classroom community becomes one of our greatest resources. Your thoughts, opinions and experiences will be both valued and vital.
• Come to class having done the assigned readings. Your thoughts and critiques of the readings will form important points of discussion in class. For our discussion and activities to have successful impact, making sure that you have completed the readings will be very important.
• Support my goal of creating an open, inclusive and respectful space for inquiry and discussion through your actions and words. I would like us all to feel free to voice ideas in discussions without feeling they need to be 100% correct or fully formed and to be open to other thoughts and feedback.
• Look beyond our classroom into your own communities for CM issues, ideas and examples that you can share with our class community.
• Contact me promptly and directly if you feel that there is a barrier that is preventing your success in the course. This could be a personal issue, an issue with a particular skill, or feedback on my work as your course director.
Course Objectives

(1) The purpose of this course is to assist students in developing a critical overview of the philosophies, practices, and theoretical issues central to the field of community music. Students will be able to compare and contrast diverse examples of CM and CMusicianship, exploring the field’s roots and evolution to the present day. Students will examine the skills and techniques that are integral to the facilitation of CM activities and will discuss and evaluate their value and impact. Emphasis will be placed on Canadian perspectives and case studies.

(2) The specific outcomes of the course are that students will be able to:

- Summarize the Who, What, Where, Why and How of CM
- Who is engaged in CM (participants and facilitators)?
- What styles and types of music are found in (or well suited to) CM environments?
- Where does CM take place – what are the characteristics of these communities.
- Why do people participate in CM? – It’s impacts and benefits.
- How are CMusicians unique? What characteristics define their work.
- Apply theory to critically evaluate case studies in CM
- Outline the sources of funding and support used by CM activities and CMusicians.
- Analyze the relationship between CM and formal music education (conservatories, public schools, universities).
- Critique the role of CM theory and practice in their own lives as artists, community members and explore its possible applications to their future career goals.

Course Text / Readings

Course readings will be drawn from a diverse range of sources:

- Available for purchase at the bookstore
- Journals - accessible online through the library catalogue. Ex. The International Journal of Community Music
- Books – these will be placed on hold at the Scott Library and will be accessible at least two weeks before the week of required reading. When possible, I will also provide a pdf of the chapter of the book for download on our Moodle site.

Assigned readings will be posted on Moodle a minimum of one week in advance of lecture.

Evaluation

The final grade for the course will be based on the following items weighted as indicated:

Class Participation: 10%
Critical Reading – Group Summary and Presentation: 15%
Online Reflection Journal: 20% (to be received in two 10% instalments)
Quiz #1: 10%
Quiz #2: 15%
Major Assignment: 30%

**Grading, Assignment Submission, Lateness Penalties and Missed Tests**

**Grading:** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

**Assignment Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in class on the due date specified on the course schedule (found on Moodle). If for extenuating circumstances, you are unable to be in class on the date an assignment is due you must submit your assignment to me via email by 9am that day AND provide a hard copy of the assignment the following week in class.

**Lateness Penalty:** Assignments received later than the due date will be penalized at a rate of 2% per day up to a maximum of 15%. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., will require supporting documentation (e.g., a doctor’s letter).

**Missed Tests:** Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Instructor, e.g. allowed to write on a separate date. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

**IMPORTANT COURSE INFORMATION FOR STUDENTS**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf
- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Many courses utilize Moodle, York University's course website system. If your course is using Moodle, click here to access it.

*Moodle @ York University*