EXPANDED COURSE DESCRIPTION
MUSIC
School of the Arts, Media, Performance and Design
Music Department
FA / MUSI 5010 6.0 SECTION A
PROBLEMS & METHODS OF MUSICAL RESEARCH
FALL 2019 / WINTER 2020

Last Modified Date: 08/23/2019

COURSE CALENDAR DESCRIPTION
An examination of different methods and theoretical frameworks for musical research, through intensive, critical studies of existing literature and a number of small research projects. Prerequisite: Graduate standing in music or consent of Instructor.

INSTRUCTOR(S)

<table>
<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
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<tbody>
<tr>
<td>Martin, Stephanie</td>
<td>Sec. A / SEMR / Y</td>
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<td>Coghlan, Michael</td>
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<td>Rahn, D Jay</td>
<td>Sec. A / SEMR / Y</td>
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SPECIAL FEATURES

Course Directors:
- Jay Rahn (jayrahn@yorku.ca) ext. 66612
- Michael Coghlan (mcoghlan@yorku.ca) ext. 77437
- Stephanie Martin (stmartin@yorku.ca) ext. 70913

Course Description: An examination of different methods and theoretical frameworks for musical research, through intensive, critical studies of existing literature and a number of small research projects. The course is taught by a team of graduate faculty members.

The seminar is divided into equal, six-week segments. The course seeks to address a variety of academic issues and interests through a fluid and flexible curriculum which considers various disciplinary perspectives relevant to research and scholarship.

Learning Objectives: The course seeks to:
- Offer intensive overviews of research streams, methodologies, and approaches;
- Enable the sharing of relevant perspectives, ideas while avoiding group think;
- Reinforce traditional and non-traditional concepts and theories relating to music research, analysis, theory, and scholarship;
- Support and encourage the creation and realization of viable research agendas;
- Develop mature, confident, and visionary thinkers.
Texts and Resources: Individual course directors will assign specific assignments. The Graduate Program in Music recommends the following writing guide:

*The Chicago Manual of Style, 16th ed.* (hard copy Z 253 U69; YUL online catalogue)

Grading Format

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<tr>
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<th>Fall Term</th>
<th>Winter Term</th>
<th>Final presentations:</th>
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<td>Segment 1 (six weeks)</td>
<td>25%</td>
<td>Segment 3 (twelve weeks)</td>
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<td>Segment 2 (six weeks)</td>
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<td>Final presentations:</td>
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<td>March 26 and April 2</td>
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There are no classes during reading weeks: Oct 17 and Feb 20

Attendance is essential and students are expected to complete all assignments and contribute to class discussions. Each "teaching/learning quarter" of the course is defined by the individual course director assigned to the particular time frame. The final presentation is graded by a faculty panel.

Final Presentation: The preparation of an academic paper and formal presentation (20 minutes plus a 10-minute question period) constitute a significant component of the course. Topics are individually chosen. An abstract and a professional, academically sound presentation are expected. (A/V support materials employed as desired.) Final presentations are open to the community at large.

Faculty of Graduate Studies Grading System:

- A+ exceptional
- A excellent
- A- high
- B+ highly satisfactory
- B satisfactory
- C conditional
- F failure
- I incomplete

Important Course Information: 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) - http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html

- 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

First Quarter, September 5 to October 10

The first quarter focuses on two ways of acquiring knowledge that have informed musical scholarship for more than a century, namely, science and history. In particular:
1. Scientific method, including ways in which scientific findings have been arrived at and assessed.
2. Historical method, including ways in which historical facts have been determined, as well as historiography, including ways in which historical facts have been interpreted.

Weekly in-class activities include:
1. Written definitions of terms and concepts assigned during previous classes
2. Group discussions, including application of terms and concepts in describing and evaluating assigned readings of scholarly publications on musical topics

Additionally, selected students will prepare critical summaries of assigned publications on musical topics and present these orally in class.

Target Readings

Accessible online via York University Library.

https://royalsocietypublishing.org/doi/full/10.1098/rsos.150081#d3e372
Data set accessible at:

Accessible online via York University Library.


Accessible online via York University Library.

Accessible online via York University Library.
Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.

Moodle @ York University