

MUED 5814 - Selected Topics in Music Education

Summer 2026 Syllabus, Section 02, CRN 30741,

Credit hours: 3

Instructor

Dr. Paul Louth

Professional Qualifications:

Ph. D., Music (Education), Western University

Master of Music Education, Western University

Bachelor of Education, University of Toronto

Bachelor of Music in Performance, University of Toronto

Diploma in Applied Music, Mohawk College of Applied Arts and Technology

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Additional Contact Methods:

Feel free to use to use Blackboard's messaging system if you prefer, but please check the box that says "send an e-mail copy to recipient."

Preferred Contact Method: email

Communication Expectations:

Please check email at least once per day during the weekdays and respond within 24 hours under normal circumstances; please acknowledge receipt of emails, even when a response is not necessary.

Joseph Louth

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Course Description

5814. Selected Topics in Music Education. This course will examine some of the major ideas about the value of music education that have been advanced by music education scholars and others, ranging from the ancient Greeks to contemporary philosophers and psychologists. May be repeated for credit with different topics. Prereq.: MUED 4823 or MUED 4825 or permission of instructor. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	No Readings		

There are no required textbooks for this course. All readings are fully integrated into Blackboard. Various excerpts from the following publications are found in the course:

Alpers, Philip. "Robust Praxialism and the Anti-Aesthetic Turn." *Philosophy of Music Education Review* 18, no. 2 (Fall, 2010): 171–193.

Aristotle, *The Poetics of Aristotle*. Edited with critical notes and a translation by S.H. Butcher, 3rd edition. MacMillan and Company, 1902.

Bowman, Wayne. "Why Do Humans Value Music?" *Philosophy of Music Education Review* 10, no. 1 (Spring, 2002): 55–63.

Bowman, Wayne. "To What Question(s) is Music Education Advocacy the Answer?" *International Journal of Music Education* 23, no 2 (2005).

Elliott, David. J. *Music Matters: A New Philosophy of Music Education*. Oxford, 1995.

Hazard, Geoffrey C. and Dana A. Remus. "Advocacy Revalued." *University of Pennsylvania Law Review* 159, no. 3 (February, 2011): 751–781.

Langer, Suzanne. *Philosophy in a New Key: A Study in the Symbolism of Reason, Rite, and Art*. Mentor, 1942.

Louth, J. Paul and Lauren Kapalka Richerme. "Music for All or Partisan Advocacy? Exploring

Socialized Epistemologies." *Philosophy of Music Education Review* 31, no. 2 (Fall, 2023): 136–154. <https://dx.doi.org/10.2979/pme.2023.a909307>

Mason, Lowell. *Manual of the Boston Academy of Music, for Instruction In the Elements of Vocal Music on the System of Pestalozzi*, 2nd edition.

McCarthy, Marie and J. Scott Goble. "Music Education Philosophy: Changing Times." *Music Educators Journal* 89, no. 1 (September, 2002): 19–26.

Mehr, Samuel A., Manvir Sing, Dean Knox, et al. *Universality and Diversity in Human Song*. *Science* 366, no. 6468 (November, 2019). <https://doi.org/10.1126/science.aax0868>

Meyer, Leonard. B. *Emotion and Meaning in Music*. The University of Chicago Press, 1956.

Plato, The Republic. Translated by Benjamin Jowett. <http://classics.mit.edu/Plato/republic.5.iv.html>

Reimer, Bennett. *A Philosophy of Music Education*. Prentice Hall, 1970.

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
6/29	Module 1	Popular & Traditional Music Advocacy Arguments	Week 1 Discussion x 2 (7/2/26) Week 1 Assignment (7/3/26)
7/6	Module 2	The Structure of Arguments; Intrinsic vs. Extrinsic & Correlational vs. Causation	Week 2 Discussion x 2 (7/9/26) Week 2 Assignment (7/10/26)
7/13	Module 3	Advocacy and Philosophy	Week 3 Discussion (7/16/26) Week 3 Assignment (7/17/26)
7/20	Module 4	Advocacy vs. Truth Seeking and the Problem of 'Music for All'	Week 4 Discussion (7/23/26) Week 4 Assignment (7/24/26)
7/27	Module 5	The Emotional Logic of Music	Week 5 Discussion (7/30/26) Week 5 Assignment (7/31/26)
8/3	Module 6	Developing a Toolkit: Balancing Advocacy with Scholarly Ethics	Week 6 Discussion (8/6/26) Week 6 Assignment (8/7/26) Advocacy Toolkit (8/7/26)
8/10	Module 7	Complete final papers / Help available	Final Position Paper Due (8/14/26)

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.