

Music Studies 2

MODULE HANDBOOK

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Term: Autumn Semester

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This handbook provides information about the module and its operation. Please study it carefully.

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1. Introduction / welcome

Welcome to the module on Music Studies 1. This module represents an important part of your course work and we hope you will not only gain a lot from it, in terms of skills and knowledge, but we also hope you will enjoy it. The module aims to cover all the necessary knowledge content you will require but also we aim to equip you with a number of appropriate academic skills in writing, researching, discussing and critically evaluating. This applies not only to the work of others but to your own work as well. Throughout the module, you will also become acquainted with a range of ethical issues associated with working and researching in the field of Music Studies.

2.0. Module Description

The module aims to offer you a range of learning opportunities including lectures, and a range of practical tasks and research opportunities for you to carry out in groups and also individually. Throughout the whole module, we aim to help you to develop the necessary skills of reflection and critical appraisal as well as promoting self-directed learning and we will encourage you to engage in academic debate, using current, high impact academic literature.

2.1 Overall Module aims:

The overall aims of the module are:

- to learn how to critically evaluate academic literature and present an informed argument based on current and well-established academic literature;
- to become more aware of your own skills and knowledge levels and to identify your own learning needs and how to progress them; and
- to understand how enquiry methods can be used to create and interpret knowledge.

2.2 Subject Specific Module aims:

We will focus on qualitative research methods in the area of music studies. You will be introduced to the qualitative approach to researching topics in music, and then critically compare this with the quantitative research methods approach. We will look at the debates around objectivity/subjectivity, reductionism and reflexivity and how these approaches can be applied to the study of music. We will also take an initial look at the ethical issues involved in music and social science research. The content of the module will also look at how we can collect data, including through observation and interview. In particular we will look at different types of interviews and you will have the opportunity to practice and improve your research skills through collecting some actual real data related to music. In addition, this module will introduce you to different types of qualitative analyses. The assessment will include a written report about your data collection experience, and your analysis of what you found out.

2.3 Skills and abilities

We also expect the module to assist you in developing the following intellectual skills namely;

- A capacity to critically appraise current literature relating to this specific area of Music Studies;
- A capacity to reflect on, critically review and evaluate empirical data and methodological approaches in this specific area of Music Studies; and
- A capacity to engage in critical reflection on practice.

2.4 Applied learning

We expect the module will assist in the process of applying your learning by helping you to build:

- A practical understanding of, enquiry methods frequently used with Music Studies
- An ability to apply such methodologies within, or applicable to, the settings of music studies
- An ability to structure an argument with conclusions in clear, coherent written or oral presentation and to use appropriate conventions in writing and referencing.

3.0. Learning outcomes

3.1. Learning outcomes – overall

This module will develop your knowledge of research methods and how to analyse your data and how this can be applied to studies in the area of music and other social sciences. You will learn about both the theoretical aspects of research methodology, and develop the practical skills you will need to carry out a small piece of research in an area in which you are interested. The module will also cover some of the key debates as to what is good and bad research, the type and range of methods and research tools we can use, and the data analysis techniques we can use in both quantitative and qualitative approaches.

3.2. Learning Outcomes - Specific

Students who successfully complete this module will :

- Demonstrate a knowledge and understanding of key research issues and methods in qualitative research;
- Understand the aims of qualitative research & how these differ from research aims developed within a 'natural science' research paradigm.
- Demonstrate an understanding of how methods of data collection and analysis relate to both (a) research aims/questions and (b) theory and literature in the area of Music Studies; and
- Appreciate the historical development of qualitative methods and develop a basic understanding of some of the critiques of positivist approaches.

4.0 The module team

The address for the Department within which your module is situated is:

Tokyo College of Music
3-4-5 Minami Ikebukuro,
Toshima, Tokyo, 171-8540

Staff involved in the organisation and delivery of this module are as follows:

Dr Kagari Shibazaki *Module Leader*

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Module Leader

The Module tutor has the overall responsibility for organising, delivering and assessing a module. It is the Module Leader who you should contact with any queries or problems related to a specific module, if the Course administrative officer cannot help.

5.0 Indicative Syllabus

Overall, the module syllabus will introduce students to

- Qualitative research methods - how these can be applied to the area of music and the social sciences
- The scientific research process - understanding such issues as objectivity/subjectivity, reflexivity and quality in qualitative research within the area of music;
- The differences between structured and unstructured observation for musical activities;
- How to design an interview schedule and conduct an interview project;
- An introduction to basic data analysis of interview data; and
- International and cross-cultural perspectives

6.0. Delivery Information:

Week	Title	Synopsis
1	Different types of research – What is Music Studies?	An outline of the module and a brief introduction to the main ideas, concepts and theories within Music Studies.
2	What is mixed methods research? – How can we understand music quantitatively and/or qualitatively?	This session will focus on the main ideas, concepts and philosophy of mixed methods research in Music Studies and Social Science.

3	What is qualitative research? – How useful is it for understanding music?	This session will cover the main ideas and concept of qualitative research in the area of Music Studies.
4	Qualitative observation	Through this session, you will learn how we could observe our musical behaviours qualitatively.
5	Reviewing your observation data	Through this session, you will learn how to analyse your qualitative observation data during musical activities. We will also discuss how the qualitative observation is different from systematic observations.
6	Different types of interviews	This session will cover how to conduct a qualitative interview in the area of music.
7	Photo interviews	In this session, we will consider how we can photos to elicit our experiences during the interview.
8	Designing a qualitative study - interview schedule	Through this session, you will learn about designing your interview schedule in order to explore our musical behaviours in depth.
9	Conducting a qualitative study - data collection	Through this session, you will finalise your own interview schedule, and we will discuss the ethical issues involved when conducting an interview study.
10	Analysing qualitative data – Making interview transcripts	Through this session, you will gain experience of the actual research process when conducting an interview study in the area of music.
11	Thematic Analysis – Coding and Thematising	This session will look at the analysis of your interview data. In particular, we will consider how we code and thematise your data.
12	Developing your analysis	This session will review your interview data and re-consider the strengths and weaknesses of using interviews in the area of music.

13	Reflexivity and quality in thematic analysis	This session will introduce you to the concept of reflexivity and quality in interview studies.
14	Writing up your qualitative study	In this session, we will cover how to write up a qualitative report for your interview project.
15	Summary	This session will summarise the main aspects of the module and some of the most important points will be revised and discussed further.

7.0 Independent study – Preparation for lecture

In order to gain the most out of the module, it is very important that you engage fully with:

- the taught sessions,
- the directed tasks,
- the set readings and,
- the required research activities.

All these activities will be described fully. In some instances, you will be required to find and carry out an evaluation of a sample reading whilst on other occasions you will be required to fulfil a practical task and report on it, either alone or in a small group.

You are asked to take these tasks seriously as they frequently form the foundations of subsequent work.

Therefore, outside of the directed class times, you will be required to:

- Be interested in the role of music in your everyday life.
- Read articles set by tutor in advance of taught sessions.
- Be prepared to undertake small research projects within the discipline

8.0 Assessment and practical tasks:

Assignment:

You are going to write a research report which will consist of your responses to some practical tasks. The tasks should be good fun and require you to carry out some small pieces of real research.

The assignment is assessed as follows: your coursework tasks will count for 60% of your final grade, whilst your contribution in class counts for 40% of your final grade.

Module Grading Bands		
S	90% +	<p>Excellent demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • well structured assignment that addresses the learning outcomes and specific criteria for the module • critical understanding/application is evident through systematic and relevant coverage of content • clearly communicated in a style appropriate to the assessment brief • accurate and predominately consistent use of a recognised referencing system • wide range of appropriate sources
A	80-89%	<p>Very good demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • well structured assignment that addresses the learning outcomes and specific criteria for the module • critical understanding/application is generally evident in the coverage of content • clearly communicated in a style appropriate to the assessment brief • predominantly consistent and generally accurate use of a recognised referencing system • good range of appropriate sources
B	70-79%	<p>Good demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • fairly well structured assignment that addresses the learning outcomes and specific criteria for the module • some critical understanding/application is evident through coverage of content which is also descriptive • good communication in a style appropriate to the assessment brief • predominantly consistent and generally accurate use of a recognised referencing system • a range of appropriate sources

C	60-69%	<p>Adequate demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • adequately structured assignment that addresses the learning outcomes and specific criteria for the module • largely descriptive with some critical understanding/application evident through coverage of content • communicates in a style appropriate to the assessment brief • attempts to use a recognised referencing system but may have occasional systematic errors • a limited selection of appropriate sources
D-Fail	40-59%	<p>Limited demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • poorly structured assignment that does not completely address the module learning outcomes and specific criteria • work is descriptive in its coverage of the content • poor communication that does not use a style appropriate to the assessment brief • use of recognised referencing system is systematically inaccurate throughout the document • an insufficient range of appropriate sources
E-Fail	10-39%	<p>Poor demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • poorly structured assignment that does not address the learning outcomes and specific criteria for the module • coverage of the content is inadequate or incomplete • poor communication that does not use a style appropriate to the assessment brief • recognised referencing system is not used • sources are very limited or absent, or over reliance on one or two sources
F-Fail	0-9%	<p>Very poorly structured assignment that does not address any of the learning outcomes or the specific criteria for the module</p>

9.0 Further Reading Sources

Books

Aguilar, A., Cole, R., Pritchard, M., Clark, E. (Eds.) (2020). *Remixing music studies: Essays in honour of Nicholas Cook*. Routledge.

Harper-Scott, J. P. E. and Samson, J. (2009). *An introduction to music studies*. Cambridge University Press

Lee, S-H. (2017). *Scholarly research for musicians*. Routledge.

Peer-reviewed journals

- International Journal of Music Studies
- Musicologist
- Musicae Scientiae
- Psychology of Music
- Music Perception
- Music Education Research
- Journal of Research in Music Education
- Journal of Popular Music Studies

Web-based resources

Some of the journals listed above are available electronically – see the library web pages for further details. You are encouraged to search the available electronic resources for relevant topics and research papers (e.g. PsychInfo, PsychArticles, ScienceDirect).

- The Music Research Website
<http://www.music.miami.edu:591/musicResear>
- Society for Education, Music and Psychology Research (SEMPRE) (UK)
<http://www.sempre.org.uk/links.html>
- European Society for the Cognitive Sciences of Music (ESCOM)
<http://musicweb.hmt-hannover.de/escom/english/index.htm>
- Society for Music Perception and Cognition
<http://www.musicperception.org/pages/links.html>