



UNIVERSITY OF TORONTO  
FACULTY OF MUSIC

**Courses that address anti-racism policies  
and anti-oppression approaches  
in U of T Music - Music Education Program**

**Undergraduate Courses**

Year 1:

**EMU 130: Introduction to Music Education**

Within the context of education in school, studio and community settings there is a four-week module dedicated to examining the history and current issues that impede access and equity for Indigenous Peoples, viewed through the framework of the Truth and Reconciliation Commission Calls To Action.

Year 2:

**EMU 245: Psychological Foundations in Music Education** – Lectures/Op-Ed assignment on social cognitive psychology that address topics of anti-racism, prejudice, stereotyping, microaggressions, and unconscious bias discussed within the context of Nate Holder's Poem '*If I were a racist.*'

**EMU 240: Theoretical Inquiry in Music Education:**

There is an intentional effort to center the voices of BIPOC through the course (e.g., readings and invited guests). Also, course topics include: "Social justice-oriented approaches to music education," "Socioeconomic status in music education," "Race and (anti-)racism in music education," "Gender and sexuality in music education," and "(Dis)ability discourses in music education," among others.

Year 3:

**EMU 370**

As an approach to critiquing curriculum documents Indigenous and the many other voices facing erasure are foregrounded and taken as a guide for developing educational practice and evaluating repertoire and pedagogy.

**EMU 371: Multimodal Approaches to Music Teaching and Learning**

Topics covered in EMY371 are community music activism, music technology, informal music learning, improvisation, composition, and creativity in music education.

Year 4:

**EMU 401: Calls to Action through Music Education** - This course takes the Calls to Action from the Truth and Reconciliation Commission as the Foundation for

Curriculum and Pedagogy in Music Education. Music created and performed by Indigenous Artists will be the lens to examine current issues facing Indigenous Peoples in Canada.

**EMU 425: Music and Urban Engagement-** This course provides a reflective practicum experience in unique urban settings. Under the mentorship of professional community music teachers, students assist and lead music-making sessions with youth from the Regent Park School of Music and/or youth residing in detention centers. Students have the opportunity to investigate how music is an important tool for social justice.

### **EMU 435: INTERNSHIPS IN MUSIC EDUCATION**

Students may choose between the following two options:

1. This course provides a community-based experience that will enable students to merge theory and practice in music education. Students will volunteer for 3 hours a week in a community music or school setting of their choosing.
2. This course provides a combination of lectures on anti-racist and anti-oppression approaches and internship opportunities in partnership with the Marigold Group and High Schools identified as high needs in the GTA area.

**EMU 461: Music Education in Cultural Perspective-** The emphasis in this course is on the nature of music as a social phenomenon. The ways in which music is perceived, practiced and valued in diverse cultural and subcultural contexts are the core of our discussions. The issues to be addressed are: music(ing) as political agency, music's diverse values in different communities, music's role in discourse and structural power hierarchies, and music education's role in transforming systemic inequities. Common themes include equity, music education and migration, citizenship and its dilemmas, decolonization, anti-racist music education, the dignity of difference, and trauma-informed music education.

**EMU 485/MUS 2004: Advanced Topics in Music Education-** The focus of this course is on culturally relevant and responsive music teaching and learning strategies based on Ladson-Billings (1994) view of pedagogy of opposition dedicated to collective empowerment in music education.

### **Graduate Courses**

**MUS 2111: Introduction to Research in Music Education-** Course topics include social-justice-oriented research designs, research about/with indigenous communities, and indigenous research paradigms. Also, students engage with issues of positionality, and the ethical implications of conducting research in the social sciences and humanities. Students are encouraged to add a social-justice component in all their course discussions and assignments.

**MUS 2113: Musically Queer-** This course investigates issues of gender/sexuality in queer music performance, participation, listening and learning practices. Examining musical implications of Judith Butler's theory of gender performativity, we take up in relationship to music, issues and topics central to queer theory.

**MUS 2115: Truth and Reconciliation-** This course will use the Calls to Action in the Final Report of the TRC as the framework for addressing reconciliation through music education in schools and universities. Students will research the work of current indigenous artists, collaborations between indigenous and non-indigenous artist/teacher/scholars, as well as identify curricular areas that could be implemented in response to the Calls. Students will examine scholarly literature on colonialism, decolonialism and reinscribing colonialism as they problematize issues surrounding ethical inclusion of cultural art forms. The TRC process in other countries will be referenced with the purpose of disrupting the role that the current discourse of multi-cultural music education plays in negotiating Indigenous music in the academy. Culminating research projects will explore a specific area of interest to individual students.

**MUS 2151: Philosophy and Music Education-** There is an intentional effort to center the voices of BIPOC through the course. Course topics include critical theory, feminist and queer theory, BlackCrit, DisCrit, and queer of color critique, among others. Students are encouraged to include a social-justice component in all their course discussions and assignments.

**MUS 2160: Contemporary Perspectives on Music and Education-** This course analyzes music and music education practices, processes, content, and contexts in relationship to issues currently impacting the profession generally and specifically. Using multiple lenses, including critical, feminist, queer and queer of colour critique, we will examine how music and music education research literature, pedagogical approaches, and curricular materials address emergent and persistent musical, educational, and societal concerns particularly as they intersect with and are informed by gender, sexuality, race, and class.

**MUS 2176: Social Psychology of Music** -This course will be a research-based study of the social-psychological variables that influence practical and theoretical aspects of music teaching and learning. Topics covered will include music's role in society and culture, cultural psychology, social groups and situations, stereotypes, prejudice and discrimination, music in everyday lives, ethics of care, music as an expression of the human spirit and music teaching as a social phenomenon.

**MUS 2186: (Un Popular Music Education)-** With the increasing diversity of voices and ways of being in music education, and growing challenges toward the foundations of the field and what it means to be a researcher, musician, and music educator in today's climate, it is pertinent to investigate how the field is adapting to these changes. One of these challenges has been the inclusion of popular music in school music and beyond as an avenue to create lifelong affinity toward and engagement with music. How inclusionary or exclusionary is popular music? Does popular music dismantle the hegemonic practices in the field or is it just another way to reaffirm the dominant discourse? Attending to such questions, in this seminar we engage with the literature in the field of music education, ethnomusicology, and sound studies to grapple with these issues, and re-examine popular music's role in education and individuals' everyday living practices.