

**MUH 431:1 FAITH, LIFE AND MUSIC**  
**Spring 2018**

**2 units**  
**Cooper 116**

**M-W 1:30-2:25**

**PROFESSOR: DR. KEITH PEDERSEN**

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**OFFICE HOURS: M- F 8:45-9:45**

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**REQUIRED TEXTS:**

Beeching, Angela Myles. *Beyond Talent: Creating a Successful Career in Music.*

ISBN-10: 0195382595

L'Engle, Madeleine. *Walking on Water: Reflections on Faith and Art.* ISBN-10: 087788918X

**PLNU Mission**  
**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**COURSE DESCRIPTION:**

**Catalog:** MUH 431 (2 units) FAITH, LIFE, AND MUSIC

A capstone course required of all music majors. The course will examine source readings concerning the integration of faith and various aspects of musical practice. Students will be challenged to evaluate the influence Christian faith upon their own individual music discipline. Class content will also include an overview of diverse musical professions and the ways in which faith and music intersect in the pursuit of calling. The course will culminate with an essay outlining the ways in which students believe their faith will shape their lives as both disciples and musicians.

**Prerequisite:** Senior class standing, or consent of instructor.

**Position of course in college curriculum:** This course is required of all music majors and intended to be taken during the final year of undergraduate study. Philosophically, the course provides an opportunity to explore fundamental issues concerning the integration of Christian faith into the work of practicing musicians. Practically, the course explores different aspects of the musician's transition into post-university life including career options like employment or graduate school as well as personal development issues regarding finances, time management, goal setting, leadership, and more.

***Institutional Learning Outcomes***

**Context: Learning, Informed by our Faith in Christ**

**ILO #1:** Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning

**Context: Growing, In a Christ-Centered Faith Community**

**ILO #2:** Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments

**Context: Serving, In a Context of Christian Faith**

**ILO#3:** Students will serve locally and/or globally in vocational and social settings

## Departmental Student Learning Outcomes

This course specifically addresses Music Department Core Student Learning Outcome #4: **Develop and articulate a clear application of the concepts of calling, role, path and purpose as they apply to the field of the music discipline.**

### COURSE OBJECTIVES (Course Learning Outcomes):

- Students will develop self-knowledge of their abilities, goals and direction resulting in a clear articulation of aligned role-path-purpose that will both define a higher mission and describe concrete steps (immediate and long-term) to achieve their purpose.
- Students will articulate an understanding of broad categories of the professional roles filled by career musicians and the career paths that customarily prepare for those roles.
- Students will develop a professional portfolio of promotional material that includes a professional résumé, completed grad school applications, letters of recommendation, and various publicity materials (elevator speech, biography, business card, and contact list).
- Students will develop and demonstrate networking skills by creating questions for and completing interviews with six mentor/models.
- Students will create a personal narrative that articulates an understanding and application of the course's three central themes of role, path, and purpose. As part of this process, students will create a proposed 5-year path plan that leads toward a desired professional role. This material will be prepared in essay form and then summarized in an oral presentation given in lieu of a final exam.

### METHODS USED IN THE COURSE:

Students will

- Complete readings as assigned
- Participate in class discussion and activities (participation is vital)
- Complete frequent writing assignments (due prior to start of class via Canvas)
- Complete Projects (résumé, grad school-competition-grant applications, practice interviews, portfolio preparation, etc.)
- Interview 6 professional practitioners (people who get paid because of their music degree)
- Observe and take notes on guest presentations in class from PLNU music graduates
- Assemble a resource portfolio/binder of projects, class handouts, contacts, interviews and essays
- Write and present an extended essay on the integration of your personal faith experience with your current understanding of your vocational calling. The essay should discuss your desired professional role, your current vocational path of educational and professional experiences, and any over-arching sense of purpose that you believe is directing your life (see additional details in rubric on Canvas).

### COURSE REQUIREMENTS, POLICIES & GUIDELINES:

See official supplement to syllabus in Canvas "Course Resources" Module.

### COURSE EVALUATION:

Your work will not be graded on a curve. A traditional US scale will be used (+ and – grades are divided at 7 and 3 points).

- |          |                                     |          |                                           |
|----------|-------------------------------------|----------|-------------------------------------------|
| <b>A</b> | indicates exceptional work: 90+pts. | <b>D</b> | indicates minimally passing work: 60+pts. |
| <b>B</b> | indicates superior work: 80+pts.    | <b>F</b> | indicates unsatisfactory work : 60>pts.   |
| <b>C</b> | indicates acceptable work: 70+pts.  |          |                                           |

Your grade will be based on the quality of your work in these areas:	<u>Points</u>
• Course Assignments	25
• Essays	15
• Class Participation (including attendance and reflecting preparation)	15
• Final Essay	25
• Final Presentation	5
• Portfolio	<u>15</u>
	100

(2 lowest Course Assignment and Class Participation grades as well as the lowest Essay grade will be dropped. Choose wisely.)

### **SAYINGS For LIFE (SFL):**

Each student will be expected to present five “SFLs.” Every class students will be called upon to share their favorite/guiding sayings and explain why it is important to them. Each class member will collect their favorite quotes in their portfolio along with any annotations. It would be best, early in the semester, to collect five SFLs to have at hand at any given time.

### **RESOURCE PORTFOLIO:**

Each student will create a resource portfolio of notes, projects, class handouts, contacts, interviews and essays. The form and format is up to you. Each project will have a table of contents, with categories and each item in the portfolio clearly identified and appropriately placed. Suggested category headings and items could include (but are not limited to):

- Roll/Path/Purpose
- Producing the Product (Social Media, Letter of Application, Graduate School Application, Letters of Recommendations, Finding Employment-Landing the Job, Contacts)
- Finances (Budget, Taxes, Health Care, Retirement)
- Time Management/Prioritizing
- Interviews (6 informational interviews)
- Inspiration (Bible verses, *Bon mots*, SFL)
- Books to read
- Things to do before graduation
- Things to do immediately/6 months/1 year after graduation

### **RESOURCES:**

#### ***The Bible***

##### **Faith**

- Bridger, Francis. *Why Can't I Have Faith?* Triangle Books, 1998.
- Chesterton, G. K. *The Everlasting Man*. Garden City, NY: Image Books, 1955.
- Howard, Thomas. *Dialogue With a Sceptic*. Philadelphia: A. J. Holman, 1974.
- Lewis, C. S. *Mere Christianity*. New York: HarperCollins, 1952.
- Strobel, Lee. *The Case for Christ*.

##### **Faith and Worship through the Arts**

- Best, Harold M. *Unceasing Worship: Biblical Perspectives on Worship and the Arts*. Downers Grove, IL: Intervarsity Press, 2003
- Dawn, Marva J. *A Royal “Waste” of Time; The Splendor of Worshiping God and Being Church for the World*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 1999.

Edwards, Randy. *Revealing Riches and Building Lives*; Youth Choir Ministry in the New Millenium. St. Louis, MO: Morning Star Publishers, 2000.

### **Finance**

Bach, David. *Smart Women Finish Rich*. rev. ed. New York: Broadway Press, 2002.

Bach, David. *Smart Couples Finish Rich*. New York: Broadway Press, 2002.

<http://www.ragstoreasonable.com/survive-variable-income-seven-steps-living-less-nothing/>

[www.daveramsey.com](http://www.daveramsey.com)

### **Inspiration**

**Peale, Norman Vincent. *The Power of Positive Thinking*.**

[http://www.ted.com/index.php/talks/benjamin\\_zander\\_on\\_music\\_and\\_passion.html](http://www.ted.com/index.php/talks/benjamin_zander_on_music_and_passion.html)

This video may just change how you listen to music forever.

### **Leadership**

Hybels, Bill. *Courageous Leadership*. Grand Rapids, MI: Zondervan, 2002.

**Maxwell, John C. *Developing the Leader Within You*. Nashville, TN: Thomas Nelson, Inc. 1993.**

**Wooden, John and Jamison, Steve. *Wooden on Leadership*. New York: McGraw-Hill, 2005.**

[http://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action#](http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action#)

[http://www.ted.com/talks/simon\\_sinek\\_why\\_good\\_leaders\\_make\\_you\\_feel\\_safe?language=en](http://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe?language=en)

<https://www.youtube.com/watch?v=ReRcHdeUG9Y> Why good leaders eat last

### **Personal Growth**

**Covey, Stephen. *The 7 Habits of Highly Effective People*. Rev. ed. New York: Free Press, 2004.**

**Jay, Meg. *The Defining Decade: Why your twenties matter—and how to make the most of them now*. New York: Twelve. 2012.**

**Klickstein, Gerald. *The Musician's Way: A Guide to Practice, Performance, and Wellness*.**

(MusiciansWay.com.)

**Lakein, Alan. *How to Get Control of Your Time and Your Life*. New York: David Mackay Co., 1973.**

Powell, John. *Fully Human, Fully Alive: a New Life through a New Vision*. Niles, IL: Argus Communications, 1976.

**Williams Brown, Kelly. *Adulting*. New York: Grand Central Publishing. 2013. (*Incredibly detailed, useful, and witty steps and advice, but the writing is vulgar and values espoused are not always necessarily Biblical.*)**

### **Relationships**

**Hendrix, Harville, and Hunt, Helen. *Getting the Love You Want*. Rev. ed. New York: Holt Paperback, 2008.**

Conway, Jim. *Men in Midlife Crisis*. Rev. ed. Victor Books: Colorado Springs, CO, 1997.

### **Music Resources**

NEW GROVE DICTIONARY OF MUSIC AND MUSICIANS

[http://www.pointloma.edu/RyanLibrary/Databases\\_Find\\_Articles.htm](http://www.pointloma.edu/RyanLibrary/Databases_Find_Articles.htm)

. “Grove Music Online” (you must click the red text first if you are accessing from outside the library). Better yet, check out the volumes at the library (great pictures).

<http://w3.rz-berlin.mpg.de/cmp/classmus.html> - a site for biographical information that has been extrapolated from the New Grove Dictionary.

<http://www.jsbach.org> - a wonderful site on Bach. High quality site – the best on any composer.

## Movies about Composers/Musicians

While not always factually accurate (it is Hollywood, after all), these movies can often give a wonderful sense of the life, cultural context, and especially the music of these composers in a way that brings to life these remarkable and talented individuals. (I trust our students can discern that, while each film is an artistic portrayal of music and the lives of musicians, not all scenes they contain reflect values espoused by the professor or the university.)

*Amadeus* (1984), Warner Bros. A fanciful retelling of the life of the most famous prodigy of them all, W A Mozart. Even though the premise of the plot is patently false, this winner of 8 Academy Awards beautifully and spectacularly captures the spirit and feel of the Classical era and its music.

*Immortal Beloved* (1994), Columbia Pictures. The search for an anonymous “Immortal Beloved” tells some of the story of the personal challenges of the adult life of the most colossal figure in classical music, Ludwig von Beethoven.

*Impromptu* (1991), Sovereign Pictures. A Hollywood version of the very real romantic relationship between the female writer George Sand and the master of the piano, Frederic Chopin.

*Tous les matins du monde* (1991), Koch-Lorber Films. Perhaps the most achingly beautiful film about music I have ever seen, using the sound of the viola da gamba to explore different kinds of relationships, from romantic to professional to mentor. If this doesn't convince you Baroque music is about emotions, nothing will. Don't let the French subtitles scare you away.

## **SCHEDULE OF READINGS, DISCUSSION & ASSIGNMENTS:**

- Assignments are calculated on the university principle of 2 hours out-of-class work for every 1 hour in class (averaged over the semester).
- Instructions and due dates for assignments are found on Canvas in the weekly modules.
- A survey of assignments is found in the *Assignment Schedule FLM 18* document which is in the “Course Resources” Module on Canvas.
- 2 lowest Course Assignment and Class Participation grades as well as the lowest Essay grade will be dropped.

(This schedule is subject to revision as necessary; students are responsible for any announced changes. Assignments after spring break will be confirmed by the end of January.)

<b>DATE</b>	<b>READING/TOPIC</b>	<b>Assignment</b>
1. 1/9-T	Class Introduction; Expectations, Policies, & Syllabus; Zander presentation	
2. 1/10-W	<b>PLNU Alum #1: Rachel Alessio, '17—grad student,</b>	<b>1, 2</b>
3. 1/17-W	Role, Path and Purpose: Finding God’s will	<b>3, 4, 5</b>
4. 1/22-M	Role, Path, Purpose: WoW Ch. 1	<b>6, 7</b>
5. 1/24-W	Promoting Yourself: BT Ch. 2	<b>8, 9</b>
6. 1/29-M	Promoting Yourself: <b><u>OSV: NETWORKING</u></b> (BT 2)	<b>10, 11</b>
7. 1/31-W	Promote Yourself: Elevator Speech; WoW Ch. 2a (19-33)	<b>12,13</b>
8. 2/05-M	Promote Yourself: BT Ch. 3a—Promo. Mat. (pp. 45-67); WoW Ch. 2b (pp. 43-51)	<b>14, 15</b>
9. 2/07-W	Promoting Yourself: <b><u>OSV: BRANDING</u></b> (BT 3)	<b>16, 17, (18)</b>
10. 2/12-M	Promote Yourself: Biographies	<b>19, 20</b>
11. 2/14-W	Promote Yourself	<b>21</b>
12. 2/19-M	Promote Yourself: <b><u>OSV: RESUMES &amp; INTERVIEWS</u></b>	<b>22, 23, 24</b>
13. 2/21-W	Interlude: BT (pp. 141-151)	<b>25, 26</b>
14. 2/26-M	Interlude <b><u>PLNU OSV: Rebecca Smith—RESUME/INTERVIEWS</u></b> (BT 1)	<b>27</b>
15. 2/28-W	<b><u>Grad Advice #2: Amy Serrano Burcombe, '11</u></b> (Prof. Performer/Private Teacher)	<b>28, 29</b>
<b><u>3/3-3/11 SPRING BREAK</u></b>		
16. 3/12-M	<b><u>PLNU Seniors Core Competencies Assessment (mandatory)</u></b>	<b>30</b>
17. 3/14-W	TBD	
18. 3/19-M	<b><u>Grad Advice #3: Jonathan Seligman, '12 (Music Education)</u></b>	
19. 3/21-W	Professional Discipline: Money (Beeching, Ch. 11)	
20. 3/26-M	Professional Discipline: Time	
21. 3/28-W	Resumé Review (in class)	
<b><u>3/29-4/02 EASTER BREAK</u></b>		
22. 4/04-W	TBD	
23. 4/09-M	TBD	
24. 4/11-W	TBD	
25. 4/16-M	<b><u>Grad Advice #5: Aaron Burgett (Church Musician) TBC</u></b>	
26. 4/18-W	Getting it Together (Beeching, Ch. 13)	
27. 4/23-M	Final Essay and Project Review	
28. 4/25-W	Final Class	

### **FINAL EXAM (cumulative): Monday, April 30 1:30-4:00**

Students are expected to stay for the entire designated exam time until dismissed; failure to do so will affect grades. (According to university policy, only students with more than 3 exams on one day may petition to change an exam time. If this is your situation, you must confirm directly with me before the mid-term. No

other requests for early examinations or alternative days will be approved. As the final exam will be a presentation, please petition a different class, using FLM as a last resort.)