

**MUH 431:1 FAITH, LIFE AND MUSIC**  
**Spring 2019**

**2 units**  
**Cooper 128**

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

**PROFESSOR:** DR. KEITH PEDERSEN

**OFFICE:** CMC 217

**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*. 2<sup>nd</sup> Edition  
ISBN-10: 0195382595 (use of any other edition will create course alignment problems)

1 additional text TBD

**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

Faith, Life and Music is a capstone course required of all music majors intended to assist students with the transition to life-after-graduation. Along the way, we will explore 1) details of developing different kinds of music careers (including creating a variety of personal resources), 2) various life-skills (finding a job, financial literacy, time management, etc.), and 3) the application of our Christian faith to music and life.

- 1) Establishing careers (opportunities) in music. Many full-time careers are open to students with bachelor's degrees. Many of these can also be pursued by people who work in music part-time. Some of these include private music teacher, school music teacher/conductor, worship leader, praise band member, church choir/music director, ensemble musician (bands, orchestras, ensembles), recording engineer and producer, singer/songwriter, session musician, and arts administrator, to list just a few. Networking is one of the most important job finding skills to develop, along with social media, web presence, and internet resources (Linked-In, etc.) Traditional materials like résumés, biographies, and references are still useful and necessary. Presentations by the Office of Strength and Vocations will support.
- 2) Life-skills: New life skills need to be created and others further developed as one transitions from student to self-supporting adult. You have already demonstrated time-, money-, and relationship-management skills getting through university; these abilities, however, need further development to meet the different needs of your new circumstances. Finding the next job or educational objective is probably uppermost in your mind, so we will focus some time on strategies both general and specific. Learning about financial literacy is a life-long project, but getting started with an overview of taxes (especially for the independent contractor or self-employed), investments, and various financial approaches will help. Presentations by recent PLNU alum and Office of Strengths and Vocations personnel will give you ideas and encouragement. During the semester, you will have several opportunities to clarify your current understanding of your role, path, and purpose (**Music Department Core Learning Outcome #4**) and how they relate to each other.

- 3) In support of PLNU's institutional mission, we will also grapple with the interaction of a personal faith with music careers on both practical and philosophical levels. While each of us must develop our own understanding of how this works out in our individual lives, through reading and class-discussion the ideas of others can help us refine our own commitments. 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.

The course will examine source readings concerning the development of various musical careers as well as the integration of faith and music vocations. Students will be challenged to evaluate the influence of 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

**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):**

1. 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.
2. 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.
3. 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 (*e.g.* elevator speech, biography, business card, and LinkedIn account).
4. Students will develop and demonstrate networking skills by creating questions for and completing interviews with five mentor/models.

5. Students will demonstrate an understanding of more advanced life-skills including job search, time-management, prioritizing, financial literacy and taxes.
6. 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 (resumé, 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

(3 lowest Course Assignment, 2 lowest Class Participation grades as well as one 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

#### **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)

#### **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

### Music Careers

Passman, Donald. *All You Need to Know about the Music Business*, 9<sup>th</sup> edition.

Music Business Handbook and Career Guide 11th edition. 780.23 B315m

Cutler, David. *The Savvy Musician*. #780.23 C989s

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

(MusiciansWay.com.)

### 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.

**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.**

### 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.

### Websites

Music Jobs

<http://www.music-jobs.com/usa/jobsboard.php#town=1505&locationName=San%20Diego%2C%20CA>

Bureau of Labor Statistics

## **MUH 431 FAITH, LIFE AND MUSIC CLASS SCHEDULE SPRING 2019**

<b>DATE</b>	<b>READING/TOPIC</b>	<b>Assignment</b>
1. 1/8- <b>T</b>	Class Introduction; Expectations, Policies, & Syllabus; Zander presentation	<b>1</b>
2. 1/9- <b>W</b>	Role, Path and Purpose: Finding God's will	<b>2</b>
3. 1/14- <b>M</b>	Role, Path, Purpose/ BT Ch. 2: Networking:	<b>3, 4</b>
4. 1/16- <b>W</b>	Promoting Yourself: <b>OSV—NETWORKING</b> (BT 2)	<b>5, 6, 7</b>
<b><u>1/22—Martin Luther King Day</u></b>		
5. 1/23- <b>W</b>	Promoting Yourself: <b>OSV: BRANDING</b> (BT 3)	<b>8, 9, 10</b>
6. 1/28- <b>M</b>	Promoting Yourself: BT Ch. 3a—Promotional Materials (pp. 45-49): Ev. Sp.	<b>11, 12, 13, 14</b>
7. 1/30- <b>W</b>	Promote Yourself: <b>OSV—RESUMES</b> (pp. 258-265, 335-337, 342-343); C.L.	<b>15, 16, 17</b>
8. 2/04- <b>M</b>	Promote Yourself: <b>OSV-LINKEDIN DEVELOPMENT CLASS</b>	<b>18</b>
9. 2/06- <b>W</b>	Promoting Yourself: <b>Grad Advice #1: Jaelyn Francis (mus. ed.)</b>	<b>19, 20, 21</b>
10. 2/11- <b>M</b>	Promote Yourself: <b>OSV: INTERVIEWS</b>	<b>22, 23, 23</b>
11. 2/13- <b>W</b>	Promote Yourself: Biography	<b>25, 26, 27</b>
12. 2/18- <b>M</b>	Professionalism: TBA	<b>28, 29</b>
13. 2/20- <b>W</b>	Professional Discipline: Time (BT, Ch. 11, pp. 274-283); F Essay (stats)	<b>30</b>
14. 2/25- <b>M</b>	Interlude: BT (pp. 141-151)	<b>31</b>
15. 2/28- <b>W</b>	<b>Grad Advice #2: Amy Serrano Burcombe, '11</b> (prof. performer/studio teacher)	<b>32, 33</b>
<b><u>3/1-3/10 SPRING BREAK</u></b>		
16. 3/11- <b>M</b>	<b>PLNU Seniors Core Competencies Assessment (mandatory)</b>	<b>34</b>
17. 3/13- <b>W</b>	<b>Grad Advice #2: TBA</b>	<b>35, 36</b>
18. 3/18- <b>M</b>	Professional Discipline: Money 1 Budget (BT: Ch. 11, 283-285)	<b>37, 38</b>
19. 3/20- <b>W</b>	Professional Discipline: Money 2 Debt, Credit Cards, Retirement, Insurance	<b>39, 40</b>
20. 3/26- <b>M</b>	Professional Discipline: Money 2 (BT: Ch. 11, 285-287)	<b>41, 42</b>
21. 3/28- <b>W</b>	Professional Discipline: Money 3 (BT: Ch. 11, 287-294)	<b>37, 38</b>
<b><u>3/29-4/02 EASTER BREAK</u></b>		
22. 4/04- <b>W</b>	Freelancing BT10 pp. 253-273 Networking, Marketing, Unions, Negotiating, Contracts	<b>39</b>
23. 4/09- <b>M</b>	<b>Grad Advice #3: Amy Serrano Burcombe, '11</b> (Prof. Performer/Private Teacher)	<b>40, 41, 42</b>
24. 4/11- <b>W</b>	Getting it Together (BT, Ch. 13 pp. 321-345) Transferable skills, Day Jobs, Teaching, Admin	<b>43</b>
25. 4/16- <b>M</b>	<b>Grad Advice #4: Aaron Burgett (Church Musician) TBC</b>	<b>44, 45</b>
26. 4/18- <b>W</b>	Final Essay, Exam and Portfolio Review/IDEA	<b>46</b>
27. 4/23- <b>M</b>	TBA: Rebecca Laird: Women in Leadership	
28. 4/25- <b>W</b>	Final Class (Essay #47, Final Exam #48 and Portfolio Review)	
5/4- <b>F</b>	Final Portfolio (5:00 pm)	<b>49</b>

**FINAL EXAM (cumulative): Monday, April 30 1:30-4:00 (#47-12:00 noon; #48-1:30)**

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 semester break. No other requests for early