

Thursday, May 30

8:00–6:00 Registration Table Open

8:00–9:00 Coffee and Continental Breakfast

9:00–9:15 Opening Remarks

9:30-11: Session 1

Paper session: Reconciling Pedagogy & Identity

Understanding Music Theory Pedagogy and the Muslim Student

Paul Miller (Duquesne University)

Tristan Mukherjee (Duquesne University)

Toward Equitable Teaching Practices for Transgender and Genderqueer Aural Skills Students: Voice, Gender, and Belonging

Kellin Tasber (Michigan State University)

Michael Callahan (Michigan State University)

Using Tiered Sight Singing and Problem-Based Learning to Diversify First-Year Aural Skills

Matthew Kiple (University of Delaware)

Paper session: Theory Lessons Within Varying Repertoires

Teaching Music Theory through Marches

Samantha Inman (Stephen F. Austin State University)

Teaching Eighteenth-Century Form to Twenty-First Century Students

Susan de Ghize (Texas A&M University)

Teaching a Black Musical Aesthetic: Florence Price's Epistemology in Three Little Negro Dances

Lydia Bangura (University of Michigan)

11-11:15 Break

11:15-12: Session 2

Workshop

Creating Undergraduate Research: Projects, Posters, and Podcasts
Jennifer Beavers (University of Texas-San Antonio)

Workshop

Teaching Improvisation in the Music Theory Classroom
Colin Wood (Saginaw Valley State University)

12-1:30 Lunch

1:30-3: Session 3

Paper session: Engaging Activities Within the Theory Classroom

Authentic Applications of Post-Tonal Techniques in Student-Driven Repertoire
Kaylee Bernard (Eastman School of Music)

Movement in the Music Theory Classroom
Stefanie Bilidas (University of Texas at Austin)

Writing and combining melodies as vernacular practice
Anna Gawboy (The Ohio State University)

Panel

All Music and All Musicians: Theory Pedagogy in "One School" of Music
Donna King (Lipscomb University)
Don Chaffer (Lipscomb University)
Lisa Kacos (Belmont University)
Jeff McPherson (Lipscomb University)
Jennifer Snodgrass (Lipscomb University)

3-3:15 Break

3:15-4:15: Session 4

Discussion forum

Is Music Theory Useful? Discussing Data-Informed Decisions for Music Theory Curricula

Andrew Gades (The College of Idaho)

Sara Bakker (Utah State University)

Paper session: Autonomy and Assessment: Curricular (Re)design

Ungrading in the Music Theory Classroom: A One-Year Case Study

David Orvek (Butler University & Indiana University)

How Far Can Student Autonomy Go?

Mitchell Ohriner (University of Denver)

5-8 Dinner & Reception

Keynote: “My Reflections on Music Theory Pedagogy”

Elizabeth West Marvin (Eastman School of Music)

Friday, May 31

8:30-10: Session 5

Paper session: Dismantling, Including, and Realigning

Dismantling the Hidden Curriculum: Redesigning the Theory Core Using Problem-Based Learning
Jessica Rudman (University of Utah)

(Non-)Western Music for Teaching Musicianship: Yrjö Kilpinen's "Nocturno" and Chthonic's "Takao"
Tim Pack (University of Oregon)

Realigning Jazz Theories: Achieving Aesthetic Goals through Performance in University Jazz Education
Collin Felter (University of California, Irvine)

Paper session: Pedagogy: Connecting How & Why

Engaging Aural Skills Students with Model-Eliciting Activities
Aaron Galliber (University of Texas-San Antonio)

Practicing Critical Pedagogy in the Undergraduate Music Theory Classroom
Hannah Benoit (McGill University)

Making Connections: Knowledge Organization and Its Implications for Analysis
Leah Frederick (University of Michigan)

10-10:15 Break

10:15-11:30 Poster session

Session chair: Vivian Luong (University of Oklahoma)

Using and Developing Open Access Musicology for Music Theory
Daniel Barolsky (Beloit College)
S. Andrew Grande (University of Missouri-Kansas City)

Music Career Paths and the Role of Music Theory
Jennifer Weaver (Dallas Baptist University)
Paul Thomas (Texas Woman's University)

Benjamin Graf (University of North Texas)

Piston the Progressive: Harmony and the Pedagogy of Multiple Analytical Interpretations

David Thurmaier (University of Missouri-Kansas City)

Owen Belcher (University of Missouri-Kansas City)

Reflecting vs. Practicing: The Value of Reflection Assignments

Cynthia I. Gonzales (Texas State University)

A Study of Harmony, Texture, and Timbre in Popular Culture: Undergraduate Edition

Alexa Valles (University of Texas-San Antonio)

Madilynne Ruth Mohr (University of Texas-San Antonio)

Sophie Andersen (University of Texas-San Antonio)

Aidan Ramos (University of Texas-San Antonio)

Leonardo Huerta (University of Texas-San Antonio)

Fostering Analytical Creativity: Students' Diagrams of Popular Music

Jeremy W. Smith (The Ohio State University)

Promoting a Growth Mindset in Music Theory: A Comparative Analysis of Assignment

Resubmission Policies

Peter Lea (University of Missouri)

EN-trance vs. en-TRANCE: A new model for text setting English

David Dies (University of Wisconsin-La Crosse)

You're All Composers Now: Composition Assignments as Essential Assessment in the Music Theory Classroom

Neal Endicott (East Tennessee State University)

"Is That Counterpoint in Hamilton?!" Expanding and Enhancing Counterpoint Pedagogy Through Musical Theatre Repertoire

Tanner Harrod (Peru State College)

Practicing What You Teach: Implementing a SOTL- and STEM-Informed Music Theory Curriculum

Brendan McEvoy (Michigan State University)

Sports Journalism and Music Theory: A Helpful Metaphor for Writing About Music

Jeremy Orosz (University of Memphis)

11:30-1 Lunch

1-2:30 Keynote

What's your Musical Reason? Teaching Analysis and Performance Expressivity
Stacey Davis (University of Texas, San Antonio)

2:30-2:45 Break

2:45-4:15 Session 6

Paper session: Aural Skills Pedagogy: Methodology & Curriculum Development

What Conversational Solfège Can Teach Us About Teaching Collegiate Aural Skills
Ryan Galik (Michigan State University)

Your Turn to Lead: Empowering Student Leadership in Music Theory and Aural Skills
Angela Ripley (Texas A&M University-Kingsville)

Drastic Measures, Demanding Musics, Debilitating Metaphors, and Developmental Markers in Aural Skills Pedagogy
Daniel Stevens (University of Delaware)

Panel

Getting to Know the Engaged Musician: Designing Music Theory Curricula in the 21st Century
Rosa Abrahams (Ursinus College)
Philip Ewell (CUNY Hunter College)
Cora S. Palfy (Elon University)

4:15-4:30 Break

4:30-6: Session 7

Paper session: Aural Skills Pedagogy: Approaches & Methods

Vocal Pathways: Feeling Tonality Through Voice-Leading Charts
Alex Sallade (The Ohio State University)

Peer-led Melodic Dictation in the Aural Skills Curriculum

Alexandrea Jonker (McGill University)

Teaching Timbre in Aural Skills

Timothy Chenette (Utah State University)

Panel

Conversations in Music Theory Pedagogy: more than just talking

Jennifer L. Weaver (Dallas Baptist University)

Paul D. Thomas (Texas Woman's University)

Benjamin Graf (University of North Texas)

Saturday, June 1

8:30-10: Session 8

Paper session: Graduate Theory: Collaboration and Content

Revisiting the Graduate Theory Review "Problem:" Relevance, Content, and Agency

Peter Silberman (Ithaca College)

Leading Vibrant Discussions in Music Theory Graduate Courses: A Collaborative Relationship

Katrina Roush (The University of Texas Rio Grande Valley)

Charles Roush (The University of Texas Rio Grande Valley)

Panel

Unexpected Pivots: How a mid-career job change can rejuvenate pedagogical practice

Jena Root (Brown University)

Patricia Burt (The Juilliard School)

Jennifer Sterling Snodgrass (Lipscomb University)

Leigh VanHandel (University of British Columbia)

10-10:15 Break

10:15-11:45 Session 9

Panel

Fostering Diversity in Music Theory Pedagogy: Developing Hispanic and Latin American Music Resources for the Classroom

Rachel Mann (University of Texas Rio Grande Valley)

Cynthia I. Gonzales (Texas State University)

Amy Hatch (University of Texas at Arlington)

Demonstrations

Music Theory Matters: Demonstrating the Creative Potential of a New Textbook

Brad Osborn (University of Kansas)

Christine Boone (University of North Carolina Asheville)

Affordable Course Materials: Open Educational Resources for the Aural Skills Curriculum

Amy L. Fleming (Baylor University)

Edward J.F. Taylor (Baylor University)

Training Score Sleuths: Scaffolded Exercises for Teaching Error Detection

Philip Duker (University of Delaware)

11:45-1:30 Lunch

1:30-3 Keynote

Thoughts on Analysis for Upperclass Undergraduate and Non-Specialist Graduate Students

Gordon Sly (Michigan State University)

End of conference