

MUSICS, SELVES AND SOCIETIES:
THE ROLES OF MUSIC IN EFFECTING CHANGE

A workshop at the University of Cambridge

June 25-26, 2018

"It is assumed that music is an art or technique more or less divorced from life... We think of music as no isolated abstract art—a mere element of culture—but as... a form of living, influencing and influenced by every other form of living."

Diserens and Fine (1926:11)



Monday 25 June

9:00-10:00 - Registration

10:00-10:15 - Welcome & orientation

Panel Session 1: Music Therapy

Chair: Ian Cross

Rapporteur: Alex Street

10:15-10:20 - Chairperson introduction

10:20-11:00 - *POSITION PAPERS*

Helen Odell-Miller & Catherine Carr

11:00-11:45 - *RESPONDENTS*

Psyche Loui, Susanne Metzner & Simon Procter

11:45-12:15 - Break

12:15-13:00 - *OPEN DISCUSSION*

13:00-14:00 - Lunch

14:00-14:45 - Poster session

Panel Session 2: Music Education

Chair: Matthew Woolhouse

Rapporteur: Adam Ockelford

14:45-14:50 - Chairperson introduction

14:50-15:30 - *POSITION PAPERS*

Beatriz Ilari & Graham Welch

15:30-16:15 - *RESPONDENTS*

Assal Habibi, Stephanie Pitts & Karen Burland

16:15-16:45 - Break

16:45-17:30 - *OPEN DISCUSSION*

Tuesday 26 June

9:00-9:30 - Registration

Panel Session 3: Social Development

Chair: Ori Leshman

Rapporteur: Satinder Gill

9:30-9:35 - Chairperson introduction

9:35-10:15 - *POSITION PAPERS*

Tal-Chen Rabinowitch & Kathryn Jourdan

10:15-11:00 - *RESPONDENTS*

Nikki Moran, Sam Mehr & Suvi Saarikallio

11:00-11:30 - Break

11:30-12:15 - *OPEN DISCUSSION*

12:15-13:15 - Lunch

13:15-14:00 - Poster session

Panel Session 4: Public Policy

Chair: Lauren Stewart

Rapporteur: Elaine King

14:00-14:05 - Chairperson introduction

14:05-14:45 - *POSITION PAPERS*

Ian Cross & Joe Watt

14:45-15:30 - *RESPONDENTS*

Marion Long, Craig Robertson, Greg Bryant

15:30-16:00 - Break

16:00-16:45 - *OPEN DISCUSSION*

16:45-17:00 - *CLOSING REMARKS*

Presenters, respondents, rapporteurs and chairs

Music Therapy

Catherine Carr	Queen Mary UoL
Helen Odell-Miller	Anglia Ruskin
Psyche Loui	Wesleyan
Susanne Metzner	Augsburg
Simon Procter	Nordoff Robbins
Alex Street	Anglia Ruskin
Ian Cross	Cambridge

Social Development

Tal-Chen Rabinowitch	Washington
Kathryn Jourdan	Big Noise
Sam Mehr	Harvard
Nikki Moran	Edinburgh
Suvi Saarikallio	Jyväskylä
Satinder Gill	Cambridge
Ori Leshman	Music for Dialogue

Music Education

Beatriz Ilari	USC
Graham Welch	IoE-UCL
Karen Burland	Leeds
Assal Habibi	USC
Stephanie Pitts	Sheffield
Adam Ockelford	Roehampton
Matthew Woolhouse	McMaster

Public Policy

Ian Cross	Cambridge
Joe Watt	DCMS
Greg Bryant	UCLA
Craig Robertson	Nordoff Robbins
Marion Long	Rhythm for Reading
Elaine King	Hull
Lauren Stewart	Goldsmiths/Aarhus

Organisers:

Rebecca Whiteman (Cambridge)

Ian Cross (Cambridge)

Tal-Chen Rabinowitch (Washington)



Music, Selves and Societies: the roles of music in effecting change

A Workshop at the Faculty of Music, University of Cambridge

Music's powers to effect change have been accepted and exploited by practitioners in education, in therapy, and in community settings. At the same time, developmental, social, cognitive and neurobiological research programmes have produced mixed and sometimes debatable results in exploring whether, and if so, how, music can effect change in educational, clinical and social contexts. This workshop aims to bring together researchers and practitioners to debate what we think we know about music's roles in effecting change and how we know it, and to develop an agenda for formulating and promoting evidence-based policies to exploit music's powers to change individuals and societal structures.

In the field of therapy—particularly in the UK—evidence from research has a strong influence on practice, driven by music therapy's need for validation within the terms set by prevailing—usually, state-funded—clinical systems. In the field of education, while research can influence practice, the agenda often appears to be set by the need to adhere to political prescriptions and objectives rather than to comply with evidence. In the areas of community music and social action, pragmatic approaches appear to prevail; evidence from research has lagged well behind practice, perhaps because of the complexities in motivation, practice, demography, socioeconomic setting and political context that shape musical interventions and assessment of their social effects.

Which leaves social policy, and a number of questions. What should we be advocating for—do we know whether music has consistent effects on individuals and on social structures that are unique to music? If it has, should we be valuing music for those effects, or as part of our multicultural heritage, or because we enjoy it—or all three? If we agree how and why we should value music, how can we translate this agreement into effective political action? How can we engage with political systems that have their own agendas and value-systems so as to integrate music into the development of effective policies in the domains of education, therapy and social action?

We shall address all these questions in this workshop—not that we are likely to provide definitive or prescriptive answers, but we should be able to clarify the terms of the debate and to move towards a more coherent vision of music's effects and how these might be valued. The workshop will cover two days, with one session on each morning and afternoon; these will be devoted to therapy (Monday morning), education (Monday afternoon), social action (Tuesday morning), and policy (Tuesday afternoon), though all participants are invited to contribute to all sessions. Poster sessions for early-career researchers will precede each afternoon session.

Each main session will take the form of a panel discussion, with two participants presenting short position papers (twenty minutes, including clarificatory questions) and three presenting brief responses (fifteen minutes, including clarificatory questions), followed by a general discussion. Position papers will describe the state of the field, or set out a vision for the field, or review recent developments and their implications for the field, or identify and critically survey the strengths and weaknesses in the field, or simply give an account of what we know, what we don't know, and what we need to know — and perhaps how we need to know it.