

New Models for Teaching Music History

The next issue of the *Journal of Music History Pedagogy* (vol. 2, no. 1, Fall 2011) will feature the presentations and discussions given as part of the session “Rethinking Classrooms, Homework, and Learning: New Models for Teaching Music History in the Online Age,” presented at the Fall 2010 meeting of the American Musicological Society in Indianapolis. Contributors include Matthew Baumer (Indiana University of Pennsylvania), José Antonio Bowen (Southern Methodist University), Mark Clague (University of Michigan), and Jocelyn Neal (University of North Carolina, Chapel Hill).

The issue will also introduce a new section of the journal entitled “Reports and Practices,” devoted to shorter submissions on approaches to particular issues or details of best practices in specific courses. The first contribution in this section will be “What can we Learn from Experimental Research? Findings from the Music Appreciation Classroom,” by Scott Dirkse (University of California, Santa Barbara). The issue will also include a list of papers presented at the Teaching Music History Day held in conjunction with the AMS Southeast Chapter meeting at the University of North Carolina at Charlotte on March 18–19, 2010.

Reviews in the issue will include:

Matthew Baumer (Indiana University of Pennsylvania), *Pop-Culture in the Music Classroom*, by Nicole Biamonte (Scarecrow Press)

Andrew Dell’Antonio (The University of Texas at Austin), *Vitalizing Music History Teaching*, ed. Jim Briscoe (Pendragon Press)

Kendra Preston Leonard (Westminster Choir College of Rider University), a review essay on writing about music texts

Readers interested in contributing articles or reviews to the *JMHP* should consult the “Author Guidelines” at the “For Authors” link on the website. The editors invite comments and feedback on the *Journal* in the form of Letters to the Editor; we are committed to printing a selection of letters that we consider to be of interest to our readers in future issues.