CALL FOR PARTICIPATION AND PROPOSALS

The Pedagogy Study Group of the American Musicological Society announces the twelfth Teaching Music History Conference. The conference will take place 9–10 June 2017 at Berklee College of Music in Boston, MA. There may also be an additional session or two on 11 June 2017. (See details below.)

We invite proposals on all topics related to teaching music history (broadly defined) at any academic level (K-12, higher education, community). This year, we are particularly interested in presentations that address the following topics:

- pedagogical issues faced by adjuncts
- teaching methods for graduate courses
- disability access & inclusivity, including universal design
- social justice, diversity, and inclusion
- team-based projects and learning
- student-centered teaching approaches
- courses that integrate with institution-wide learning outcomes and/or curricular requirements
- intersections with pedagogy scholarship from disciplines outside music
- scholarship of teaching and learning

Regardless of the topic, all proposals will undergo a blind evaluation process based on the specificity, depth, and quality of the proposal.

The PSG is very interested in hosting an additional session or two on **11 June** for proposals that address the challenges of teaching during a time when the country seems divided about important social and political issues. We welcome proposals for these sessions that speak to topics associated with teaching in such an environment. Topics may include, but are not limited to: empathy, wellbeing, under-represented/marginalized cultures, and facilitating classroom activities about topics that some students and colleagues may perceive to be uncomfortable or objectionable. Papers on these topics do not need to be restricted to 11 June participation. **In the online submission form you can indicate if you would be interested in attending and/or having your work considered for inclusion on the 11 June session(s)**.

The conference will feature a variety of presentation formats (see below). In addition, one afternoon will be devoted to an "unconference" that will be informal, participatory, and webcast live for those unable to attend the conference.

PRESENTATION or TEACHING DEMONSTRATION (20 minutes): Please submit a 250-word abstract using the link below.

THEMED SESSION, PANEL DISCUSSION, or CREATIVE SESSION/WORKSHOP (90 minutes): For themed sessions comprising multiple presentations or panel discussions, submit a 500-word abstract clarifying the overall theme and the individual contributions. For creative sessions/workshops, submit a 500-word abstract describing the content of the session and how the time would be used.

LIGHTNING PRESENTATION (5-7 minutes): A "lightning presentation" can utilize a variety of presentational formats: "microteaching" demonstration, presentation of a single teaching idea, viewpoint, focused study, or a position paper. Please submit a 150-word abstract describing the idea and how you would communicate it (presentation, video, handout, activity, etc.).

UNCONFERENCE: Inspired by FlipCamp Music Theory (http://flipcampmt.wordpress.com/about/), we will devote an afternoon to an informal "unconference." Similar to a seminar discussion, the "unconference" ideally begins a few days before the meeting dates, when participants post topic ideas to the TMHC website. During the unconference session, participants vote on which topics to discuss. Details will be announced on the conference website.

As part of the online application form, all applicants should submit a 50- to 70-word bio, which will be printed in the conference program.

ONLINE APPLICATION FORM: To submit a proposal, please visit https://goo.gl/forms/GA1OSKevlBqtMKf32 or follow the links at http://www.teachingmusichistory.com.

DEADLINE: All proposals must be received by 11:59pm PST on 1 February 2017. Successful applicants will be notified in late February 2017.