

**AUBURN UNIVERSITY  
COURSE SYLLABUS**

**Course Number:** CTMU 7970-7976 Special Topics: Psychology of Music  
**Course Title:** Psychology of Music  
**Credit Hours:** 3 semester hours  
**Prerequisites:** Admission to Graduate School  
**Corequisites:** None  
**Date Syllabus Prepared:** Updated May 2011  
**Instructor:** Dr. Jane M. Kuehne – kuehnjm@auburn.edu - 334-844-6852 (office) – 334-332-7228 (cell/text)

**Office Hours and Assistance:**

*The instructor will not be available 24 hours per day. She will attempt to answer email in a timely manner on weekdays, but will not answer on a weekend unless it is absolutely necessary. Please remember that for some emails she needs to check/find information and it may take a day or more to answer your questions.*

**Required Texts:**

1. Hodges, D.A. & Sebald, D.C. (2011). *Music in the Human Experience: An Introduction to Music Psychology*. New York: Routledge.  
*(This book is available on Kindle, but I am not sure it includes the multimedia materials. If you choose to purchase it that way, make sure to tell me so I can make some additional materials available to you).*
2. *Additional readings in current topics in research (print and electronic media) may be assigned.*

**Course Description:** Exploration of the musical experience from psychological, psychoacoustic, biological, perceptual, and emotional, perspectives. Explore the musical brain, music learning, and music from an anthropological and sociological perspective.

**Justification for Graduate Credit:**

This course is designed for certified music teachers to explore music and the musical experience from a psychological, psychoacoustic, biological, perceptual, and emotional, perspective. In addition, the course will explore the musical brain, music learning, and music from an anthropological and sociological perspective.

**Course Objectives:**

*The student will be able to:*

1. List and describe the processes needed to hear, perceive and process sound and music, and analyze the significance of these processes for music educators and performers.
2. Compare and describe psychological concepts with musical counterparts.
3. Experientially explore sound levels in variety of musical settings and describe situational health risks of exposure to high levels of sound in the classroom and other settings.
4. Describe the human response to music, including emotional, affective, and physiological responses.
5. Demonstrate knowledge of research in music and the brain, music psychology, and similar topics.
6. Identify specific applications of music psychology to the teaching and learning of music in their classroom or clinic setting.
7. Describe musical experiences from a sociological and anthropological perspective.

**Course Content and Schedule:**

*The schedule may be altered as the semester progresses to ensure material is covered in a timely manner.*

Monday, May 23, 2011	FIRST CLASS DAY	Introductions, Syllabus, What is Music Psychology?
Tuesday, May 24, 2011	REGULAR CLASS	Philosophical Issues in Music Psychology, How We Came to Be Musical
Monday, May 30, 2011	NO CLASS	Memorial Day
Tuesday, May 31, 2011	REGULAR CLASS	Music Around the World and Across Time
Monday, Jun 6, 2011	REGULAR CLASS	Acoustics, Musical Hearing
Tuesday, Jun 7, 2011	REGULAR CLASS	Psychoacoustics
Monday, Jun 13, 2011	REGULAR CLASS	Cognition
Tuesday, Jun 14, 2011	REGULAR CLASS	Music and the Brain
Monday, Jun 20, 2011	REGULAR CLASS	Bodily Responses
Tuesday, Jun 21, 2011	REGULAR CLASS	Musical Emotions
Monday, Jun 27, 2011	ON CAMPUS SEMINARS	Mid Term Exam, Complete your Decibel Project this week (or by this week)
Tuesday, Jun 28, 2011	ON CAMPUS SEMINARS	Mid Term Exam, Complete your Decibel Project this week (or by this week)
Monday, Jul 4, 2011	NO CLASS July 4 Holiday	NONE - Enjoy your family.
Tuesday, Jul 5, 2011	REGULAR CLASS	The Musical Person, Music Performance
Monday, Jul 11, 2011	REGULAR CLASS	Psychology of Music Learning
Tuesday, Jul 12, 2011	REGULAR CLASS	Music and Health

Monday, Jul 18, 2011	REGULAR CLASS	Presentations
Tuesday, Jul 19, 2011	REGULAR CLASS	Presentations
Monday, Jul 25, 2011	REGULAR CLASS	Presentations
Tuesday, Jul 26, 2011	LAST CLASS DAY	Presentations
Monday, Aug 1, 2011	FINAL EXAM PERIOD	Final Exam
Tuesday, Aug 2, 2011	FINAL EXAM PERIOD	
Wednesday, Aug 3, 2011	FINAL EXAM PERIOD	
Saturday, Aug 6, 2011	COMMENCEMENT	

### Course Requirements/Evaluation:

1. 10% - attendance, complete assigned readings, and active participation in class discussions and activities (discussion board, in class interaction, distance education notes if needed)
2. 25% - written report and oral presentation on selected topic (upload report, see below for presentation formats)
3. 25% - decibel meter project and oral presentation of findings
4. 20% - midterm exam (take home midterm)
5. 20% - final exam (take home final, will include information from presentations)

Grading System: A = 100-91, B = 90-81, C = 80-71, D = 70-61, F = 60-0

### Assignment Information:

1. Attendance, class participation (discussions), online discussions, etc.
  - a. During class, you are expected to answer questions and discuss through live classroom (both text and voice chat), and complete assigned electronic (blackboard) discussions
2. Research Report and 20-25 Minute Presentation on chosen research review topic
  - a. Write a research paper on your chosen topic (see topics on blackboard). Use at least 11 sources. Most of these should be "reputable" sources – i.e. NOT Wikipedia-type sources. Your textbook may be one source if your topic is included.
  - b. Create an informative handout (or you can choose to do a PowerPoint with the same information on it) for your classmates to follow as you present.
  - c. Create 6 test questions and make sure you cover that information in your presentation. At least THREE of these questions should be "essay-type" questions. Submit your questions to Dr. Kuehne and include what you consider to be acceptable answers.
3. Decibel Meter Measurements and Analysis
  - a. Create a time sample recording sheet (explained in class) to measure at least a 15-minute time period in three different settings. The settings should VARY.
  - b. Using your time sample sheet and a time sample recording (explained in class) measure the sound levels using your decibel (sound level) meter in *3 different musical settings* (you can do this during ensemble on campus, or in a variety of settings like church music ensembles, school, amusement park shows, etc.).
  - c. Write a report of the results. Include your original completed time sample sheets (3) and an analysis of results.
    - i. Describe each setting you measured.
    - ii. Consider what you have learned about the hearing process. What are the implications, if any, for the prospective participants in each setting?
    - iii. Compare the settings you measured (compare each place).
4. Final Exam
  - a. Take home exam based on texts and research review presentations.
  - b. You will need to complete this written exam during the final exam period (see calendar above).

### Class Policy Statements:

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

All students are expected to have occasional dialogue with each other through the class discussion board by responding to other student's postings.

Discussion participation will be evaluated on frequency, professionalism, and scholarly content. The quality and frequency of participation will be assessed by a variety of means. In all cases, students are expected to be professional, considerate, and prepared to participate.

Attendance will also be graded. All students should be prepared, present (logged in, viewing live classroom) promptly at the beginning of class. It is the student's responsibility to contact the instructor if he/she needs to be absent, or if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Assignments will be submitted by posting them to Blackboard.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the *Tiger Cub*. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**. Note: Appointments for routine medical and dental checkups are not considered excused absences. Students must supply official evidence of illness or other excuse the day they return to class or the absence will not be excused. Distance students will fax their excuse to 334-844-4735.

Because of the short time frame of this class, students are expected to be in attendance at every class meeting. If you know you will be missing a class, please email the instructor through Blackboard before you miss the class. The instructor will determine if the absence will be excused or not. If there is more than one unexcused absence, the instructor reserves the right to lower the final grade, typically by one letter grade per unexcused absence over one. See example below.

*Students who must miss class should inform the instructor via Blackboard email as soon as possible before the absence.*

*Distance students are expected to attend class live by connecting either through Live Classroom.* Those who have been granted permission ahead of time must view class archives and post detailed notes from watching the archives to the appropriate place on the discussion board as soon as possible after the missed class, preferably by the morning after the class was missed or by the day/time negotiated with the instructor.

*On campus students are expected to be physically present for every class.* If granted an excused absence, an on-campus student must watch the archive of the missed class and post detailed notes to the appropriate place on the discussion board no later than the morning after the missed class, or by the day/time negotiated with the instructor.

All assignments must be turned in or posted by the deadlines announced in class. Due to the nature of Blackboard, you may not be able to submit late assignments. Please be aware of this!

Unannounced quizzes: There will be no unannounced quizzes.

Due dates and formats: Assignments and exams are due on the date required. If a student needs to submit it late, he/she must contact the professor to explain the reason.

Incompletes: Final semester grades of Incomplete will not be given except in cases of documented illness. Incompletes must be removed by the third week of the following semester.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the *Tiger Cub* Rules and Regulations pertaining to Cheating will apply to this class.

Behavior Code: All students enrolled in the course have the right to attend class without unnecessary distractions, regardless of location (on campus or distance). Please be aware that professional and collegial behavior and interactions are expected. Refrain from unnecessary private text chatting while the instructor or fellow students are presenting material.

Technology: All students are expected to check TigerMail and Blackboard communications regularly. Students are responsible for reading and responding to messages from the instructor in a timely professional manner. Students who send questions in Blackboard mail or discussion board should provide enough information so that the instructor can understand the questions.

All students will be required to submit assignments to Blackboard, and, are required to know how to do so. Students are responsible for obtaining access to and knowing how to operate standard software such as Microsoft Word and PowerPoint (or Open Office). Students should refer to the "Contacts" page on the Music Education Graduate Student Orientation and Community site or the OIT web page to obtain technical assistance.

Students are expected to utilize threaded discussions when appropriate instead of creating new threads. Threaded discussion assignments that are posted under new threads may not receive course credit. Student should also use the "Reply" function utilizing the heading in the received message in Blackboard email.

Distance students are responsible for knowing how to access the electronic classroom tools and features and for trouble-shooting and maintaining their own equipment. At least a 3 Mb broadband Internet service is required and computers should be up-to-date with plenty of RAM. Distance students must have a microphone/headset and use it correctly upon instructor request for voice conferencing. All distance students should work through the Music Education Distance Training materials provided at <http://openBlackboard.auburn.edu> and those on the Music Education Graduate Student Orientation and Community site at <http://Blackboard.auburn.edu> well ahead of the beginning of the course.

#### College of Education Professionalism Policy

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or disposition are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Other: Students must satisfy all course objectives in order to pass this course.