**AUBURN UNIVERSITY COURSE SYLLABUS**

**Course Number:** CTMU 7580/7586

**Course Title:** Psychology of Music

**Credit Hours:** 3 semester hours

**Prerequisites:** Admission to Graduate School

**Corequisites**: None

**Date Syllabus Prepared:** Updated May 2021

**Instructor:** Dr. Jane M. Kuehne – kuehnjm@auburn.edu

**REQUIRED TEXTS AND MATERIALS**

1. Hodges, D. (2020). *Music in the Experience* (2nd ed). New York: Routledge.
2. Sacks, O. (2008). *Musicophilia: Revised and Expanded.* New York: Vintage Books, A Division of Random House, Inc. Available in the bookstore (online) or your selected source.
3. Decibel Meter (or Smart Phone or Computer application).
4. Materials available on Canvas and through the AU Library including chapters from the Oxford Handbook of Music Pychology.

**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**

1. Students will be able to list and/or describe content in the selected course books and provided materials through class discussion and chapter presentation, as assessed through examination, paper(s), and presentation(s).
2. Students will experientially explore sound levels in variety of musical settings and describe situational health risks of exposure to high levels of sound in the classrooms and other settings.
3. Students will individually explore and report upon specific content areas associated with psychology of music, music therapy, and/or special education in music
4. Students will individually explore, research, and report on areas in *Musicophilia*.

**COURSE SCHEDULE (TENTATIVE) AND ASSIGNMENTS**

*Specific Assignment details are available on Canvas.*

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| **Week** | **Dates** | **Chapter Content** | **Assignment(s)** |
| 0 | Wed 5/19 | First Day - Online Assignments | Chapter 1 Online DiscussionChoose Your Research Paper Topic |
| 1  | Mon 5/24 | Introductions. Philosophical Issues inMusic Psychology | Choose Your Musicophilia Chapter |
| Wed 5/26 | How We Came to Be Musical |  |
| **Week** | **Dates** | **Chapter Content** | **Assignment(s)** |
| 2  | ***Mon 5/31*** | ***Memorial Day - No Class*** |   |
| Wed 6/2 | Music Around the World and Across Time | Musicophilia Chapter Presentations\* |
| 3  | Mon 6/7 | Acoustical Foundations of Music | Musicophilia Chapter Presentations\* |
| Wed 6/9 | Musical Hearing, How the Ear Works | Musicophilia Chapter Presentations\* |
| 4  | Mon 6/14 | Psychoacoustics and the Perception of Music | Musicophilia Chapter Presentations\* |
| Wed 6/16 | Music Cognition | Musicophilia Chapter Presentations\* |
| 5  | Mon 6/21 | Music and the Brain | Musicophilia Chapter Presentations\* |Quiz 1 Available |
| Wed 6/23 | Bodily Responses to Music | Musicophilia Chapter Presentations\* |
| 6  | Mon 6/28 | Musical Emotions | Musicophilia Chapter Presentations\* | Quiz 1 DUE |
| Wed 6/30 | The Musical Person | Musicophilia Chapter Presentations\* |
| 7  | ***Mon 7/5*** | ***AU July 4th Holiday (July 5 - No classes)*** |   |
| Wed 7/7 | Music Performance | Musicophilia Chapter Presentations\* |
| 8  | Mon 7/12 | The Psychology of Music Learning | Musicophilia Chapter Presentations\* |
| Wed 7/14 | Music and Health | Musicophilia Chapter Presentations\* |
| 9  | Mon 7/19 | Music in Social Contexts | Musicophilia Chapter Presentations\* | Quiz 2 Available |
| Wed 7/21 | Paper and Decibel Project Presentations | Research + Decibel Project Presentations\* |
| 10  | Mon 7/26 | Paper and Decibel Project Presentations | Research + Decibel Project Presentations\* |Quiz 2 DUE |
| Wed 7/28 | Paper and Decibel Project Presentations.(Last Class Day) | Research + Decibel Project Presentations\* |
|   | ***Mon 8/2*** | ***All Work Due*** | ***All Work Due*** |

*\* Also upload your notes to the appropriate discussion board.*

**GRADING SYSTEM**

**Assignment Grades.** Each assignment will be given a grade between 0 and 100. Grades are divided into different weights. See Canvas for specific assignment weights.

**Class Attendance Grades.** Attendance in each required class is expected. A grade of 100 will be assigned for each day the student attends class. If a student is not present in class, he/she must watch the recording of the class and post notes under that day’s attendance assignment. Otherwise a 0 (zero) will be assigned.

**Grading Scheme.** A = 90-100, B = 80-89, C = 70-79 D = 60-69, F = below 60.

**CLASS POLICY STATEMENTS**

*Please see the Student Policy eHandbook for important information:* [*http://www.auburn.edu/student\_info/student\_policies/*](http://www.auburn.edu/student_info/student_policies/)

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

Professionalism: 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 dispositions: (a) Engage in responsible and ethical professional practices; (b) Contribute to collaborative learning communities; (c) Demonstrate a commitment to diversity; and (d) Model and nurture intellectual vitality.

**SYLLABUS MODIFCATION**

The instructor reserves the right to correct errors on this syllabus and/or modify this syllabus to best fit the needs of the students.