



PSYC339/639 Psychology of Music

Professor: Andrea Halpern

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Office Hours:, M 10-11:30, Th 11-12, and by appointment

In this course, we will explore the way in which people perceive, remember, enjoy, and interact with music. Along the way we will look at how children develop musical abilities, the neurological underpinnings of music perception, and how musicians and nonmusicians differ or are similar in musical abilities.

Course Construction

This will run as a true seminar, in which students and instructor both take responsibility for presenting and discussing material. We will use a core text called *Psychology of Music*, by Siu Pfordresher, and Harré, a few additional chapters, and primary source articles relevant to each chapter. I have written thought questions for each chapter; students will be asked to both answer those, and bring in comments and questions of their own for each chapter and article. After each major section, we will have a Discussion Day, for which you will bring a short discussion paper. This will be a time to synthesize what has just transpired in the section. A take-home final will help integrate all the topics from the semester.

Course Components

Class participation and Homework ----- > 30%

This is the heart of any seminar. You will be expected to be present at every class, excepting serious illness and family emergencies of course. You will be expected to contribute every day. By this I mean having prepared readings and being ready to discuss them, submitting homeworks on time, and offering your own comments and observations to both me and fellow students, in general being an active and helpful class citizen. Also bring your questions about the material – part of the purpose of the class is to clarify and explain texts! You will submit answers to Thought Questions each day by 8AM, on Blackboard using the Journals function. Bring a copy to class, as well.

I encourage you to come to class if you are able (and not contagious!), even if an illness has cut into your preparation time. Just alert me to this.

Discussion papers-----> 25%

Five of these will be due on the days indicated. These are designed to both synthesize the section material for yourself, as well as to help the class discuss the ideas. Target length = 4 pp (5 pp for PSYC639). While some summary of the material will be helpful, the main purpose is to draw up themes, approaches, and unanswered questions that the class can think about. You will bring your two or three thematic points to class for us to post and discuss.

Article presentations -----> 20%

Each person will be responsible for selecting and leading class discussion of an article related to the chapter under discussion. We will be able to cover a text chapter plus one article, or two articles, on a given day. Thus, depending on enrollment, presentations will occur on two or three occasions.

Part of this component is your selection of a suitable article. It should complement our chapter, by filling in details, providing a different angle, or adding brand new information. Articles only briefly mentioned in the text may be good candidates, but not ones that are summarized pretty well already.

All articles should come from scholarly journals. Our library carries *Music Perception*. Other cognition and neuroscience journals frequently deal with musical issues. Length can vary. Sometimes short articles can nevertheless be worth our while, and do not shy away from very long articles. We may end up selecting a part instead of the whole thing. I will need to approve all articles and get copies on Blackboard, so we will assign topics as soon as possible.

Presenters will send out reading questions on email in advance (these can include helpful hints, or clarifications). On your presentation day, you can assume the class will have read the article. Thus your job is not to narrate the article, but to summarize the high points, lead students through the difficult parts, answer questions, pose thought questions.... You can call on students to help out with summaries, etc. Feel free to consult with me to help with your presentation!

Take-home final -----> 25%

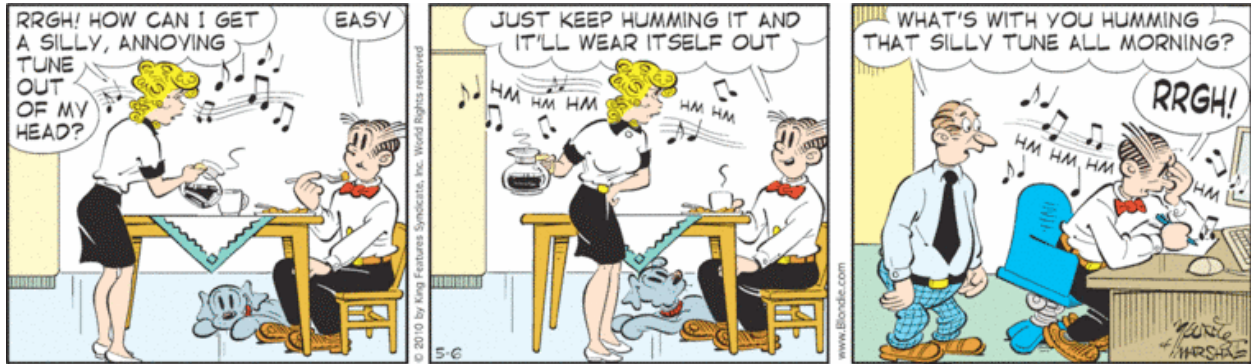
This will be due at a time designated by the Registrar, and will be submitted in hard copy only.

Lateness

Discussion papers will be penalized as 1/3 grade unit per day (i.e., B+ to B), unless you contact me about an excused lateness for serious illness or other similar cause. If you find that you are unable to make it to class on your presentation day, I (or a graduate student) will be your emergency fill-in, so as much notice as possible would be appreciated!

Academic Integrity

I expect everyone to uphold the highest standards of academic integrity. In addition to the obvious points about not plagiarizing other students' work, I expect you to facilitate other students' progress by being on time to class, being on-task during class, and by posting your articles or thought questions in a timely fashion.



CALENDAR

Th	1/20	Introduction	Mozart article, Hodges Chp 2
T	1/25	Acoustics and Sound	TPH 9-22, 31-42
Th	1/27	Neural Basis	TPH 42-51, 54-70
T	2/1	Pitch Perception	TPH 73-84, article
Th	2/3	Melody Processing	TPH 85-92; OUP Chp 9
T	2/8	Melody Processing	2 articles
Th	2/10	DISCUSSION	
T	2/15	Rhythm & Timing	TPH Chp 6
Th	2/17	Rhythm & Timing	2 articles
T	2/22	Music Memory	Halpern & Bartlett chapter
Th	2/24	Music Memory	2 articles
T	3/1	DISCUSSION	
Th	3/3	Development	TPH Chp 8
T	3/8	Development	TPH Chp 9 to pg 172, article
Th	3/10	Development	2 articles
T	3/15	<i>Spring Break</i>	
Th	3/17	<i>Spring Break</i>	
T	3/22	Practice and Expertise	TPH Chp 10
Th	3/24	Practice and Expertise	2 articles
T	3/29	DISCUSSION	
Th	3/31	Performance	TPH Chp 11
T	4/5	Performance	2 articles
Th	4/7	Emotion	TPH Chp 14
T	4/12	Emotion	2 articles
Th	4/14	DISCUSSION	

T	4/19	Music and Brain	Levitin chapter
Th	4/21	Music and Brain	2 articles
T	4/26	Music and Culture	TPH Chp 15
Th	4/28	Music and Culture	2 articles
T	5/3	DISCUSSION	