New Course Request

Indiana University

South Bend Campus

Check Appropriate Boxes:  Undergraduate credit √  Graduate credit □  Professional credit □

1. School/Division  CLAS/Psychology
2. Academic Subject Code  PSY

3. Course Number  P333  (must be cleared with University Registrar)
4. Instructor  K. L. Ladd

5. Course Title  Social Psychology of Music

6. First time this course is to be offered (Semester/Year):  Summer, 2006

7. Credit Hours: Fixed at 3 or Variable from  to

8. Is this course to be graded S-F (only)?  Yes  No  √

9. Is variable title approval being requested?  Yes  No  √

10. Course description (not to exceed 50 words) for Bulletin publication:  P: 12 credits in psychology and music with at least 1 course in each area or permission of instructor. Credit not given for P333 and MUS L418 or MUS E490. Introduction to evaluation of musical events from the perspective of social psychology, including aspects of perception, cognition, development, emotions, preferences, and culture.

11. Lecture Contact Hours: Fixed at 3.0 or Variable from  to

12. Non-Lecture Contact Hours: Fixed at 0.0 or Variable from  to

13. Estimated enrollment: 20 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: biannual  Will this course be required for majors?  No

15. Justification for new course: Provides interdisciplinary elective for majors and others.

16. Are the necessary reading materials currently available in the appropriate library?  Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.  (See attached syllabus.)

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.  (See attached page.)

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.  Copy of proposal forwarded to D. Barton, Chair, IUSB Music Department.

Submitted by:

[Signature]  Frank Fujita  Date  March 31, 2005

Department Chairman/Division Director

[Signature]  J. Williams  Date  4/12/05

Dean

Approved by:

[Signature]  [Signature]  Date  

Dean of Graduate School (when required)  Chancellor/Vice-President

[Signature]  [Signature]  Date  

University Registrar

After School/Division approval, forward the last copy (without attachments) to the University Registrar for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
New Course Request, LAS / Psychology  P333  Social Psychology of Music

18. Overlaps with:

From the IUSB Bulletin:

MUS E490: Psychology of Music Teaching (3 cr.) For all undergraduate applied music majors. Principles of the psychology of music, growth and development, learning, implications for teaching music.

MUS E519: Psychology of Music (3 cr.) Functions of the musical mind; factors in the development of musical skills and maturity.

From the IPFW Bulletin:

MUS L418: Psychology of Music (Cr. 3). P: junior standing or permission of instructor. Introduction to the physical, psychological, and physiological aspects of sound and music. Survey of the theories related to sound production, acoustics, music perception and learning, and the effects of sound and music on the behavior of humans. Overview of music psychology research, and the scientific method and research techniques.

The proposed course P333 is designed for undergraduate credit (as opposed to the MUS E519 graduate level course) and covers a portion of the same material but does so with a distinct perspective, so the actual overlap, even with MUS E490 and MUS L418 will be minimized but sufficiently similar so as to offer credit for only one of the courses. For instance, instead of discussing at great length the development of musical ability or principles of acoustics, the proposed course content will focus on how developing musical ability may or may not relate to a developing sense of self identity and how that identity informs social interactions.
Course Description: This course provides exposure to theoretical bases (e.g., behavioral, humanistic, phenomenological, psychoanalytical) and empirical research programs (e.g., perception, cognition, emotions, preferences, cultural aspects) developed by psychologists in an attempt to elucidate the role of music in the mental life of humans. Each time the course is offered, the main focus may vary. This term, for instance, stresses an examination of how music relates to the development of interpersonal relationships with attention to the topics of stereotyping and prejudice. Specific empirical research will be examined, with consideration of both content areas and quality of research methodology.

Course Objectives:
This course will help participants:
1. Understand the rudiments of the specialized field of the psychology of music
2. Refine skills related to critical evaluation of empirical psychological literature
3. Enhance ability to quickly read and synthesize psychological materials
4. Actively develop and execute psychological research

Texts:

Components of Evaluation Points Possible Points Earned
Exams
1 100
2 120
3 140
4 140
Final 160
Research paper 180
Presentation 120
Participation 40
Total 1000

Exams:
These are primary short answer / essay in format. The emphasis will be on application of material to practical situations and on the ability to demonstrate a working knowledge of the various concepts covered in the readings. The final exam is cumulative in the sense that I will examine responses with particular attention paid to the writer's skill at linking together the material from across the entire course.

Research paper:
For either option, you are asked to submit a paper detailing your presentation. Please make these papers as long as they need to be in order to cover your reactions to the materials; the best papers in the past have ranged from 10 – 15 pages, using the following guidelines. Please use single spacing, 1 inch margins on all sides (note that the MSWord default is 1.25, so you'll need to adjust this) and a 12 point font (preferably Times New Roman). Include your identification (name, etc.) on a separate cover page. A general rule of thumb regarding references is to have at least two independent sources per single spaced page.
All papers must be emailed to me () prior to the beginning of class, as Microsoft Word documents. The necessary word processing and email software packages are available in all campus computer labs or for a drastically reduced fee at the bookstore. If you do not know how to mail MSWord documents as attachments, the lab personnel will be able to instruct you. Early submissions are encouraged; late submissions will rarely be accepted.

Presentation:
This may be either purely academic/theoretical or more applied in nature. Both academic and applied foci will
result in your presenting to the class an explanation of your area of interest and findings (10 – 15 minutes) and a time of discussion (10 – 15 minutes) directed by questions you have generated in the process of your study. Examples of the academic approach would be papers examining 1) research concerning how rhythmic or melodic structures create or reduce perceived tension, or 2) the debate between philosophical schools regarding the origin of music's power. Examples of applied presentations would be 1) an original composition intended to evoke or enhance a particular psychological state, or 2) the compilation of a performance program (60 minutes of music) with appropriate notes concerning the psychological intent of the performance. These applied options will include the opportunity (strongly encouraged) to perform segments of either the composition or planned program.

Participation:
Attendance is of obvious importance in a discussion oriented class such as this one. Absences will result in a lower course grade. Your in class interaction includes, but is not limited to, preparation by reading assigned material prior to the class sessions, asking of appropriate questions during lectures, raising questions for clarification, and engaging in various exercises.

Grading scale (in percentages):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>93 &amp; above</td>
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<tr>
<td>A</td>
<td>90-92</td>
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<tr>
<td>A-</td>
<td>83-89</td>
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<tr>
<td>B+</td>
<td>86-89</td>
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<tr>
<td>B</td>
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<td>73-77</td>
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<td>D+</td>
<td>68-69</td>
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<tr>
<td>D</td>
<td>63-67</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
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Important notes:
1. Plan now to complete all readings prior to class sessions. There is much ground to cover in a short period of time. You are responsible for the material in all course readings, even if it is not explicitly covered during a class session.

2. If you miss a class or are late, you are also responsible for obtaining from your classmates any announcements, handouts, and/or notes for that class period.

3. Any additional articles, grades, class announcements, and so forth will appear on Oncourse. If you do not yet know how to use this system, please consult computer lab personnel.

4. If you have any questions or concerns about this course, please feel free to contact me preferably via email sent to: kladd@iusb.edu

<table>
<thead>
<tr>
<th>Class details (subject to revision)</th>
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<tbody>
<tr>
<td>January</td>
</tr>
<tr>
<td>12 General Introduction</td>
</tr>
<tr>
<td>14 Chapter 1, 2 &amp; 3, H &amp; N</td>
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<tr>
<td>19 continued</td>
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<tr>
<td>21 continued</td>
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<tr>
<td>26 Ristad discussion, p. 1-48</td>
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<td>28 Test 1</td>
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<tr>
<td>February</td>
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<tr>
<td>2 Chapter 4 &amp; 5, H &amp; N</td>
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<td>4 continued</td>
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<tr>
<td>9 Ristad discussion, p. 51-105</td>
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<tr>
<td>11 Chapter 6, 7, &amp; 8, H &amp; N</td>
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<td>16 continued</td>
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<td>18 continued</td>
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<td>23 Ristad discussion, p. 107-146</td>
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<td>25 Test 2</td>
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<tr>
<td>March</td>
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<tr>
<td>2 Chapter 9 &amp; 10, H &amp; N</td>
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<tr>
<td>4 continued</td>
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