Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: CLA
   Department: Music

2. Course Prefix and Number: MUSI 2750

3. Effective Term: Fall 2014

4. Course Title: Music and Science

5. Requested Action:
   - □ Renumber a Course
   - □ Add a Course
   - □ Revise a Course
   - Current Course Number:
   - Proposed Course Number:
   - Type of Revision:

6. Course Credit:
<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours</td>
<td></td>
<td></td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>
   - (Repeatability): 3
   - Total Credit Hours: 3

7. Grading Type:
   - □ Regular (ABCDF)
   - □ Satisfactory/Unsatisfactory (S/U)
   - □ Audit

8. Prerequisites/Corequisites:
   - None
   - Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.

9. Restrictions: List specific restriction in space above.
   - □ College
   - □ Major
   - □ Standing
   - □ Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Music and its connection to science throughout history. No previous music training required.

11. May Count Either:
    - □ or □ (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    - Program Type: N/A
    - Program Title: (e.g. MS in Chemistry, Performance Option, Minor in Art)
    - Requirement or Elective? (required or optional?)

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - □ Applicable
    - □ Not Applicable
14. Justification:

This course will provide an additional music course for our general student population. We are simultaneously submitting the course to the CGGEC for fine arts core approval. If approved, this course will give students an additional choice for their core fine arts requirement.

15. Resources:

Current resources are sufficient to meet the needs of this course.

16. Student Learning Outcomes:

This course explores the relationship between music and science in society from antiquity to the modern day. It is designed for non-music majors who have an interest in music and science.

By the end of the semester, students will:
1. Demonstrate an overall understanding of the relationship between music and the sciences throughout history.
2. Demonstrate an understanding of basic music principles and their origins in society.
3. Demonstrate the ability to identify common elements of music and to use appropriate musical terminology in writing about music.
4. Demonstrate an understanding of the development and characteristics of musical instruments and compositional techniques as a result of advances in science and technology.
5. Demonstrate an understanding of the influence of society on music and related scientific advancements during the various historical periods.
6. Demonstrate an understanding of the effect of music and technology on cultural development.
7. Demonstrate an understanding of the process of listening to music and its effect on the listener.
8. Demonstrate an understanding of the creative process.
9. Demonstrate the ability to articulate aesthetic judgment regarding their listening experiences.

With the above course objectives, this course will fulfill requirements for the following general education goal and Student Learning Outcome (SLO):

General Education Goal #7: Aesthetic Appreciation and Engagement

SLO 11: Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging with the world.

Measure 1: Develop and articulate criteria for aesthetic judgment.
Measure 2: Understand how various art forms and/or works of art both reflect and inform society at large historically and/or in the present.
Measure 3: Be able to study, create or participate in some form of artistic expression as a means of understanding the creative process.

(Slate in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Required Texts:


Additional Readings (on reserve in the library):


15-week schedule

Week 1 Discussion of Syllabus
   The Origins of Music
   Levitin, Chapter 9, (pp. 247-267)

Week 2 Music Elements and Terminology
   Overview of Music History
   Levitin, Chapters 1, 2 (pp. 13-82)

Week 3 Ancient Greece: When Music Was a Science
   Pythagoras: Music, Mathematics, and the "Harmony of the Spheres"
   The Roman Empire: Advances in Instrument Building
   The "Art" of Music Notation and the Origins of Music Theory
   Ball, pp. 160-162

Week 4 Exam 1
   Music Listening: In-class guided examples
   The Creative Process

Week 5 Music and Mathematics in the Baroque Period
   Bach and his Musical Offering
   Geometry and Symmetries in Music
   Cucker, pp. 7-9, 193-206

Week 6 Music and Physics
   Acoustics: Frequency and Loudness
   Characteristics of Various Instruments
   Powell, pp. 39-100

Week 7 Music and Technology
   Changes in Instrument Construction in Western Europe from 1650-1900
   (Baroque, Classical, and Romantic Periods);
   Technology in Today’s Music
   Listening examples: Handel, Mozart, Beethoven, Berlioz, Varèse
   Powell, pp. 230-243

Week 8 Exam 2
   Music Listening: In-class guided examples
   Discussion of Concert Report assignment

Week 9 Music and Sociology
   Max Weber and his "Socialization and Rationalization of Music"
   Equal Temperament and a Discussion of Tuning Systems
   The Evolution and Standardization of the Orchestra
   Powell, pp. 118-140

Week 10 Music and Neuroscience: Music and the Brain
   Aristotle, Descartes, and Musical Perception
   Levitin, Chapter 3 (pp. 83-110)

Week 11 How We Listen to Music
   Levitin, Chapters 4-6 (pp. 111-192)
   Ball, pp. 160-162
Discussion of Essay Assignment
Week 12 Exam 3
Music Listening: In-class guided examples

Week 13 Music and Healthcare
History of Music and Healing
Effect of Music in Healthcare Settings
Sadler and Ridenour, pp. 1-2, 12-23
Concert Report Due

Week 14 Music and Biology
What Makes a Musician?
Levitin, Chapter 7, (pp. 193-223); Gladwell, pp. 35-50

Week 15 Essay Assignment Due
Class discussion of Essay Assignments
Review

Exam week Final Exam

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Assignment Descriptions

Exams (100 pts. each): The format for exams will be multiple choice and short answer. Exams will cover material presented in class and assigned readings. The schedule of the exams can be found in the 15-week schedule. The final exam will be comprehensive and will occur during the final exam period as specified by the University.

Concert Report (100 pts.): Students will write a report on a live concert (approved in advance by professor). The report is due in Week 13 of the course. Students will be given guided-listening experiences during class to help prepare them for this assignment.

Students are expected to write in a clear, effective, interesting, and professional-quality manner and will be graded on their ability to achieve these standards. The report should be typed, double-spaced, and 4-6 pages in length. The report should demonstrate the student’s ability to convey the following components:
1. Musical terms. Incorporate terms and concepts learned from the course in your writing.
2. Historical context of the various works of music used in the performance.
3. Influence of society on the various musical works performed on the concert. Discussion should also include scientific and technological developments in society that affected musical instruments, compositional techniques, instrumentation, music acoustics, tuning, and other topics covered in class. How did the music affect cultural development during the time in which it was composed?
4. Aesthetic judgment. Describe your listening experience with a critical reflection and appreciation of the music and concert experience. Describe your general impression (likes and dislikes) and how you were affected by each piece of music. Use concepts learned in class to describe your experience.
5. The creative process. Describe your observations of the creative process in the concert. How do the performers convey the notated music to the audience? How do the musicians interact to create a musical experience? What role does neuroscience play in the process? Use concepts learned in class and in your readings.
6. Include any references you used in a reference list at the end of the assignment.
Written Essay (100 pts.): Students will write an essay on their own experiences in listening to music in society today. The essay is due in Week 15 of the course. Students will discuss their essays in class during the final week of classes. The grade for this exercise will include 50 points for the written work and 50 points for the class presentation.

The essay should be typed, double-spaced, and 3-4 pages in length. In their essay, students should describe the following components:
1. A comparison of a type of music you like to music that you dislike. How and why does each type of music affect you? Use the information about music and neuroscience you have learned in class and in your readings to support your reasoning.
2. Give background information about the music.
3. How do society, science, and technology influence this music?
4. How does the music impact society and future development in music technology?

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

Grading

Grading scale:
A = 90-100% (540-600 pts.)
B = 80-89% (480-539 pts.)
C = 70-79% (420-479 pts.)
D = 60-69% (360-419 pts.)
F = 0-59% (0-359 pts.)

Grade components: 3 Exams (100 pts. each) 300 pts.
Concert Report 100 pts.
Written Essay 100 pts.
Final Exam 100 pts.
Total 600 pts.

Although you will not be formally graded on your class participation, students who are actively engaged in class discussion generally achieve better results on tests and exams.

Attendance will affect your grade as specified in the attendance policy below.

There will be no unannounced quizzes.

You may withdraw (with a grade of W) prior to the semester midterm date found in the University calendar.

Attendance Policy
This course adheres to the University Policy on Class Attendance found in the Student Policy eHandbook at http://www.auburn.edu/studentpolicies. Students are expected to (1) attend every class session; (2) be attentive and non-disruptive during class discussions; (3) be thoroughly prepared for class by having previously completed the assigned material; and (4) take thorough notes. The importance of attending every class cannot be stressed enough. In order to get the most from the course, it is necessary to have regular attendance. Therefore, attendance is mandatory and will be taken at every session. Each unexcused absence results in a 5-percentage point deduction from the final term grade. Two tardies equal one unexcused absence.
It is the student’s responsibility to follow the attendance guidelines contained in the University Policy on Class Attendance. 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. In order to have an eligible absence excused, a student must present documentation to the instructor by the next class session following the end of the excused period. The format of make-up exams will be similar but not necessarily identical to the missed exam. If a student has an excused absence for a class, written assignments are due one week from the date of the excused absence. If a student misses a class (excused or unexcused) it is the student’s responsibility to get notes for that class from another student in the class, find out the assignment from another student, and to have both the missed class assignment and the new assignment prepared by the next class period. Late written assignments without an excused absence will be counted at 50% of their value if turned in within one week after the assignment is due.

Early Alert Grade
You will receive an Early Alert Grade one week prior to mid semester (31st class day). The Early Alert Grade represents your current performance on class work graded at that point in the semester. Check the grading scale for this course so that you are aware of what percentage of the total points is represented by your Early Alert Grade. If your Early Alert Grade is a "D", "F", or "FA" you will receive an email from the Retention Coordinator. Early Alert Grades can be viewed by logging into AU Access and opening the tiger i tab. Select “Student Records” and open the “Midterm Grades” window from the drop down box. If the grade seems inaccurate, please contact the instructor.

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: N/A

(included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

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 consult the Student Policy eHandbook 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 absence(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 circumstances, 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 Student Policy eHandbook 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 accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1234 Haley Center, 544-2098 (VTI).
Approvals

Date
11/20/13

Date
12/4/2013

Date

Date

Department Chair / Head

College / School Curriculum Committee

College / School Dean

Dean of the Graduate School  (for Graduate Courses)

Assoc. Provost for Undergraduate Studies  (for Undergraduate Courses)

Contact Person:  SL BAIRD
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Fax:  334-844-3168
College of Liberal Arts  
School of Fine Arts  
Department of Music  
101 Goodwin Music Building

TO: Dr. Constance Relihan, Chair, Core Curriculum and General Education Committee

THROUGH: Dr. David Sutton, Chair, CLA Curriculum Committee

FROM: Sara Lynn Baird, Music Department Chair

DATE: October 30, 2013

RE: Core fine arts course proposal

The Department of Music would like to offer a new fine arts course beginning in fall semester 2014. The course is designed to achieve the following goals:

1. Add to the department’s lecture/discussion course offerings that may be of interest to the general student population.

2. Support the CCGEC goal of providing Auburn students with a greater choice of courses that fulfill university core requirements.

We are submitting proposals simultaneously to the UCC and CCGEC.

The purpose of the course is to provide a study of the interrelationship between music and scientific advancement and technology in society. It will give an overview of music in relation to mathematics, physics, biology, sociology, and neuroscience. In the course, students will learn basic music principles and their origins in society. They will study the influence of scientific advancement and technology in society on music and the effect of new musical developments on various cultures. Students will develop an understanding of the process of listening to music and its effect on the listener. They will be required to attend a live performance and write about the performance using appropriate music terminology. In the required concert report, they will describe the influence of science and technology on various elements of the performance and discuss the historical and cultural aspects of the music being performed. They will also make
aesthetic judgments about the performance and analyze the creative process and concert experience using concepts learned in class.

The course will assess for General Education Goal #7: Aesthetic Appreciation and Engagement

Student Learning Outcome 11: Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging with the world

Measure 1: Develop and articulate criteria for aesthetic judgment.
Measure 2: Understand how various art forms and/or works of art both reflect and inform society at large historically and/or in the present.
Measure 3: Be able to study, create or participate in some form of artistic expression as a means of understanding the creative process.

Assessment Plan for MUSI 2750: Music and Science
Competency in these measures is assessed by student mastery of basic terminology in music and expression of aesthetic judgment (measure 1), understanding of the influence of cultural and scientific developments on various music techniques and the effects of the music on society (measure 2), and understanding the creative process through the concert experience (measure 3). These competencies will be demonstrated in a written concert report that reflects on skills and knowledge learned from class discussion and assignments. In addition, in-class guided listening exercises prepare the students for attending live performances and describing their experiences in concert reports.

Random samples of concert reports will be reviewed annually by the department’s assessment committee against a rubric of expected outcomes. The rubric for Evaluation for Concert Reports was developed to address the above three measures. The rubric is attached. Assessment results will be discussed by faculty at the annual assessment faculty meeting.

Students will be given the following instructions for completing their concert reports:

Concert Report: Students will write a report on a live concert (approved in advance by professor). The report is due in Week 13 of the course. Students will be given guided-listening experiences during class to help prepare them for this assignment.

Students are expected to write in a clear, effective, interesting, and professional-quality manner and will be graded on their ability to achieve these standards. The report should be typed, double-spaced, and 4-6 pages in length. The report should demonstrate the student’s ability to convey the following components:

1. Musical terms. Incorporate terms and concepts learned from the course in your writing.
2. Historical context of the various works of music used in the performance.
3. Influence of society on the various musical works performed on the concert. Discussion should also include scientific and technological developments in society that affected musical instruments, compositional techniques, instrumentation, music acoustics, tuning,
and other topics covered in class. How did the music affect cultural development during the time in which it was composed?

4. Aesthetic judgment. Describe your listening experience with a critical reflection and appreciation of the music and concert experience. Describe your general impression (likes and dislikes) and how you were affected by each piece of music. Use concepts learned in class to describe your experience.

5. The creative process. Describe your observations of the creative process in the concert. How do the performers convey the notated music to the audience? How do the musicians interact to create a musical experience? What role does neuroscience play in the process? Use concepts learned in class and in your readings.

6. Include any references you used in a reference list at the end of the report.

The assessment rubric and the syllabus for the course are found on the subsequent pages.
Core Assessment
Rubric for Evaluation of Concert Reports

Student #: ____________________________ Evaluator #: ____________________________
Course #: ____________________________ Year/Semester: ____________________________

Rank the following from 1 to 4 with 4 being the highest score.

<table>
<thead>
<tr>
<th>Measures</th>
<th>4 Advanced Ability</th>
<th>3 Intermediate Ability</th>
<th>2 Basic Ability</th>
<th>1 Little or No Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and articulate criteria for aesthetic judgment.</td>
<td>Judges structural elements of a work or performance separately from the work’s execution or performance.</td>
<td>Distinguishes between structural and surface elements of an artistic work or performance.</td>
<td>Distinguishes between varying levels of execution in an artistic expression.</td>
<td>Identifies elements in the given art form that can serve as a basis for judgment.</td>
</tr>
<tr>
<td>2. Understand how various art forms and/or works of art both reflect and inform society at large, historically, and in the present.</td>
<td>Makes clear connections between specific cultural or societal influences in a particular work of art and the technical or structural elements of that work that the artist/creator uses to make such references.</td>
<td>Identifies specific cultural or societal references made by the creator in a particular work of art.</td>
<td>Identifies relationships between historical developments in the art being studied and historical trends in society at large.</td>
<td>Identifies topics relevant to society at large (current or historical) that can be addressed by the arts.</td>
</tr>
<tr>
<td>3. Be able to study, create, or participate in some form of artistic expression as a means of understanding the creative process.</td>
<td>Describes the ways in which the various individuals and processes involved in the creative process impact an individual presentation, performance, or work of art.</td>
<td>Clearly delineates the role of various individuals involved in the creation of a given type of art work and/or the role of various processes in that creation.</td>
<td>Has a basic understanding of the individuals involved in the creation of a given type of art work and their roles.</td>
<td>Understands the main parts of the process of creating a particular type of art work.</td>
</tr>
</tbody>
</table>
MUSIC AND SCIENCE
MUSI 2750
COURSE SYLLABUS

Faculty Information: TBA
Office:
Office hours:
Emails will be answered within 24 hours M-F.
Credit: 3 hours
Prerequisites: None

Course Description: Music and its connection to science throughout history. No previous music training required.

Course Objectives: This course explores the relationship between music and science in society from antiquity to the modern day. It is designed for non-music majors who have an interest in music and science.

By the end of the semester, students will:

1. Demonstrate an overall understanding of the relationship between music and the sciences throughout history.
2. Demonstrate an understanding of basic music principles and their origins in society.
3. Demonstrate the ability to identify common elements of music and to use appropriate musical terminology in writing about music.
4. Demonstrate an understanding of the development and characteristics of musical instruments and compositional techniques as a result of advances in science and technology.
5. Demonstrate an understanding of the influence of society on music and related scientific advancements during the various historical periods.
6. Demonstrate an understanding of the effect of music and technology on cultural development.
7. Demonstrate an understanding of the process of listening to music and its effect on the listener.
8. Demonstrate an understanding of the creative process.
9. Demonstrate the ability to articulate aesthetic judgment regarding their listening experiences.

With the above course objectives, this course will fulfill requirements for the following general education goal and Student Learning Outcome (SLO):

General Education Goal #7: Aesthetic Appreciation and Engagement

SLO 11: Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging with the world.

Measure 1: Develop and articulate criteria for aesthetic judgment.
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Measure 3: Be able to study, create or participate in some form of artistic expression as a means of understanding the creative process.

**Required Texts:**


**Additional Readings** (on reserve in the library):


**Grading**

Grading scale:  
A = 90-100% (540-600 pts.)  
B = 80-89% (480-539 pts.)  
C = 70-79% (420-479 pts.)  
D = 60-69% (360-419 pts.)  
F = 0-59% (0-359 pts.)

Grade components:  
- 3 Exams (100 pts. each)  
- Concert Report  
- Written Essay  
- Final Exam  
- Total  
  
300 pts.  
100 pts.  
100 pts.  
600 pts.

Although you will not be formally graded on your class participation, students who are actively engaged in class discussion generally achieve better results on tests and exams.

Attendance will affect your grade as specified in the attendance policy on p. 5 of this syllabus. There will be no unannounced quizzes.

You may withdraw (with a grade of W) prior to the semester midterm date found in the University calendar.
Assignment Descriptions

Exams (100 pts. each): The format for exams will be multiple choice and short answer. Exams will cover material presented in class and assigned readings. The schedule of the exams can be found in the 15-week schedule below. The final exam will be comprehensive and will occur during the final exam period as specified by the University.

Concert Report (100 pts.): Students will write a report on a live concert (approved in advance by professor). The report is due in Week 13 of the course. Students will be given guided-listening experiences during class to help prepare them for this assignment.

Students are expected to write in a clear, effective, interesting, and professional-quality manner and will be graded on their ability to achieve these standards. The report should be typed, double-spaced, and 4-6 pages in length. The report should demonstrate the student’s ability to convey the following components:

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6. Include any references you used in a reference list at the end of the report.

Written Essay (100 pts.): Students will write an essay on their own experiences in listening to music in society today. The essay is due in Week 15 of the course. Students will discuss their essays in class during the final week of classes. The grade for this exercise will include 50 points for the written work and 50 points for the class presentation.

The essay should be typed, double-spaced, and 3-4 pages in length. In their essay, students should describe the following components:

1. A comparison of a type of music you like to music that you dislike. How and why does each type of music affect you? Use the information about music and neuroscience you have learned in class and in your readings to support your reasoning.
2. Give background information about the music.
3. How do society, science, and technology influence this music?
4. How does the music impact society and future development in music technology?
15-week schedule

Week 1  Discussion of Syllabus
The Origins of Music
Levitin, Chapter 9, (pp. 247-267)

Week 2  Music Elements and Terminology
Overview of Music History
Levitin, Chapters 1, 2 (pp. 13-82)

Week 3  Ancient Greece: When Music Was a Science
Pythagorus: Music, Mathematics, and the “Harmony of the Spheres”
The Roman Empire: Advances in Instrument Building
The “Art” of Music Notation and the Origins of Music Theory
Ball, pp. 160-162

Week 4  **Exam 1**
Music Listening: In-class guided examples
The Creative Process

Week 5  Music and Mathematics in the Baroque Period
Bach and his *Musical Offering*
Geometry and Symmetries in Music
Cucker, pp. 7-9, 193-206

Week 6  Music and Physics
Acoustics: Frequency and Loudness
Characteristics of Various Instruments
Powell, pp. 39-100

Week 7  Music and Technology
Changes in Instrument Construction in Western Europe from 1650-1900
(Baroque, Classical, and Romantic Periods);
Technology in Today’s Music
Listening examples: Handel, Mozart, Beethoven, Berlioz, Varèse
Powell, pp. 230-243

Week 8  **Exam 2**
Music Listening: In-class guided examples
Discussion of Concert Report assignment

Week 9  Music and Sociology
Max Weber and his “Socialization and Rationalization of Music”
Equal Temperament and a Discussion of Tuning Systems
The Evolution and Standardization of the Orchestra
Powell, pp. 118-140
Week 10  Music and Neuroscience: Music and the Brain
Aristotle, Descartes, and Musical Perception
Levitin, Chapter 3 (pp. 83-110)

Week 11  How We Listen to Music
Levitin, Chapters 4-6 (pp. 111-192)
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Discussion of Essay Assignment

Week 12  Exam 3
Music Listening: In-class guided examples

Week 13  Music and Healthcare
History of Music and Healing
Effect of Music in Healthcare Settings
Sadler and Ridenour, pp. 1-2, 12-23
Concert Report Due

Week 14  Music and Biology
What Makes a Musician?
Levitin, Chapter 7, (pp. 193-223); Gladwell, pp. 35-50

Week 15  Essay Assignment Due
Class presentations and discussion of Essay Assignments
Review

Exam week  Final Exam

Attendance Policy
This course adheres to the University Policy on Class Attendance found in the Student Policy eHandbook at http://www.auburn.edu/studentpolicies. Students are expected to (1) attend every class session; (2) be attentive and non-disruptive during class discussions; (3) be thoroughly prepared for class by having previously completed the assigned material; and (4) take thorough notes. The importance of attending every class cannot be stressed enough. In order to get the most from the course, it is necessary to have regular attendance. Therefore, attendance is mandatory and will be taken at every session. Each unexcused absence results in a 5-percentage point deduction from the final term grade. Two tardies equal one unexcused absence.

It is the student’s responsibility to follow the attendance guidelines contained in the University Policy on Class Attendance. 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. In order to have an eligible absence excused, a student must present documentation to the instructor by the next class session following the end of the excused period.
The format of make-up exams will be similar but not necessarily identical to the missed exam. If a student has an excused absence for a class, written assignments are due one week from the date of the excused absence. If a student misses a class (excused or unexcused) it is the student’s responsibility to get notes for that class from another student in the class, find out the assignment from another student, and to have both the missed class assignment and the new assignment prepared by the next class period. Late written assignments without an excused absence will be counted at 50% of their value if turned in within one week after the assignment is due.

Emergency Contingency Statement
If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Classroom Behavior Policy
The AU Policy on Classroom Behavior is strictly followed in the course; please refer to the Policy on Classroom Behavior found in the Student Policy eHandbook.

The use of cell phones and other electronic devices is not allowed during class.

Academic Honesty Policy
All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook will apply to this class. 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.

Accommodations
Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)

Students are responsible for checking class email and Canvas.

Early Alert Grade
You will receive an Early Alert Grade one week prior to mid semester (31st class day). The Early Alert Grade represents your current performance on class work graded at that point in the semester. Check the grading scale for this course so that you are aware of what percentage of the total points is represented by your Early Alert Grade. If your Early Alert Grade is a "D", "F", or "FA" you will receive an email from the Retention Coordinator. Early Alert Grades can be viewed by logging into AU Access and opening the tiger i tab. Select "Student Records" and open the "Midterm Grades" window from the drop down box. If the grade seems incorrect, please contact the instructor.