**Decorative banner that says Birmingham-Southern College with the BSC logo.
**

*HON or MU 124*

*1 Unit*

# **Course Instructor**

Dr. Jeremy Grall, Associate Professor of Music, Musicology and Guitar

[jgrall@bsc.edu](mailto:jgrall@bsc.edu)

205-266-0329

# **Course Description**

Explores the perception of music from the perspective of the musician and the listener. Specifically, the social and aesthetic signification of musical experiences as they pertain to cognitive musicology. This interdisciplinary course discusses subjects as they are used in the field of cognitive musicology. While this requires that we crossover into the areas of sociology, psychology, and philosophy; the terminology, methods, and perspectives are applied within the context of cognitive musicology. Consequently, this is not a social science course but rather a musicology course.

**Major Course Activities**

By the end of this course the student will be able to:

1. recognize elements of musical structure

2. explain the basic mechanisms involved in musical behaviors, and interpret the meaning of these mechanisms in humanistic terms;

3. describe the relation between music, emotion, meaning

4. analyze theories of music’s origin and function;

5. describe universal elements of music.

# **Course Delivery Description**

Lecture, Discussion, Student Reports

# **Required Course Materials**

**Required Materials:**

1. William Forde Thompson, *Music, Thought, and Feeling* (New York: Oxford University Press, 2010).

**Chapters will also be assigned from the following [Found on Moodle or as an ebook through our library]:**

Roger Scruton, *The Aesthetics of Music*

Robert Gjerdingen: *Music in the Galant Style*

Leonard Meyers, *Emotion and Meaning in Music* (Chicago: University of Chicago Press, 1956).

David Huron, *Sweet Anticipation* (Cambridge, MA: MIT Press, 2006).

Tan, S.L., Pfordresher, P., & Harré, R. (2010). *Psychology of Music: From Sound to Significance*. London: Routledge/Psychology Press

Fred Lerdhal and Ray Jackendoff, *A Generative Theory of Tonal Music*

# **Technology Requirements**

* Student Outlook Email and Moodle accounts (required)
* Access to a computer and stable internet connection

Microsoft Office 365 is available for free download to all current faculty, staff, and students. This can be easily downloaded from the IT [Helpdesk](https://www.bsc.edu/campus/it/helpdesk.html) Webpage. You will need to sign in with your Birmingham-Southern User Name and Password to download and use this software.

It is expected all written assignments be completed with Microsoft Word since [Microsoft Office 365 has been provided](https://sites.google.com/view/bscmoodlehelpstu/office-365?authuser=0) to all members of the Birmingham-Southern community. If the student uses another word processing application, require them to convert their document into a PDF or Word document prior to it being uploaded to Moodle.

[IT Helpdesk](https://www.bsc.edu/campus/it/helpdesk.html)  offers telephone, email, and in-person support to all Birmingham-Southern students and employees. Please view the [Student Quick Guide](https://www.bsc.edu/campus/it/pdfs/StudentQuickGuide.pdf) for information on how to access BSC technology tools. Hours of operation are listed below.

***Hours of Operation*** *Email:*[*helpdesk@bsc.edu*](mailto:helpdesk@bsc.edu)*, Monday-Friday, 7:30 a.m.- 4 p.m.  
Phone: 205-226-3033*

*24/7 Hotline via Apogee: 1-877-478-8861*

*Web address:* [*www.bsc.edu/campus/it/helpdesk.html*](file:///C:\Users\ajcroom\Downloads\www.bsc.edu\campus\it\helpdesk.html)

*Technology can be problematic: Internet connections can be slow or down; computers may malfunction; power outages can cause delays or the inability to connect. Technological issues are not acceptable excuses for late assignments. Be prepared and have a backup plan.*

**Course Schedule**

**Note on Reading Schedule:** The readings in the course text by Thompson will **not** change throughout the semester. The secondary readings, however, will most likely evolve over time. For each weekly topic, there are probably at least 20 different seminal articles and book chapters on our topics and no way to hit them all, which means there is a lot to choose from. Because this is a seminar course, I will be keeping this reading list flexible to meet class needs. More specifically, the secondary reading list should only be considered a tentative schedule—**it will change**.

* Week 1)
  + Controversies in Theories of Musical Meanings, Thompson 1–16
  + Aesthetic Thought and Music, Roger Scruton (Moodle)
* Week 2)
  + Origins of Music, Thompson 17­–44
  + Chapter: Acoustics and Sound Tan, S.-L., Pfordresher, P., & Harré, (TPH 9-22, 31–42. Found on Moodle.
* Week 3)
  + Musical Building Blocks, Thompson, 45–71
  + Pitch Perception TPH 73-84,
  + Melody TPH 85-92;
* Week 4)
  + Musical Surprises and Expectations, Huron 19–58
  + Discussion
* Week 5)
  + Perceiving Musical Structure, Thompson 73–106
  + Robert Gjerdigen, *Musical in the Galant Style*: Schema’s in Music
* Week 6)
  + Music Acquisition, Thompson 107–132
  + Journal Article Discussion (TBD)
* Week 7)
  + Music and the Brain, Thompson 133–168
* Week 8)
  + Music and Emotion, Thompson 169–206
  + Leonard Meyer, Music and Emotion (pgs. TBD)
  + Journal Article Discussion (TBD)
* Week 9)
  + Music and Well Being, Thompson 207–236
* Week 10)
  + Practice and Expertise, TPH Chp 10
  + Discussion
* Week 11)
  + Performing Music, Thompson, 237–267
  + Improvising early music and jazz: reading TBD
* Week 12)
  + Composing Music and Other Abilities, Thompson 267–324
  + Gjerdingen, TBD
  + Huron, TDB
  + Discussion
* Week 13)
  + Social Identity and Musical Meaning, Simon Frith 25–50.

**Course Activities, Assessments, & Interactions**

Course Requirements and Grading

1. Exams: There will be three long essay exams. These essays will require that you are able to use terminology correctly, think critically about the questions, and apply concepts we have discussed [Exams: 40%]
2. You will be assigned weekly writing assignments. Some of these will be in-class writing on a question (based on the reading), which we will then discuss together in class. Other assignments will be chapter summaries or journal reading summaries. Typically, these assignments will be about 1-3 pages and there will be 13 total. [30%]
3. Final paper. In this paper you will be required to find an aspect of meaning in music and then write a 10-15-page paper. Since this is ultimately a humanities-based course, you should provide support for your topic by consulting journals and books in music theory, music history, cognitive musicology, and sociology. Topics must be approved. It will take your 3-4 weeks to begin mulling over the literature to write your paper, so plan accordingly. [20%]
4. Musical Experience and Reflection [10%]:

In this assignment you must attend a classical or jazz concert and write a reflection about the experience. A template will be provided later in the semester, but the point of the assignment will be to connect your experience with the concepts we have discussed in this course.

**Grading**

**Grade Breakdown:**

Exams: 40%  
Journal or Chapter Reviews: 30%

Final Paper: 20%

Musical Experience/Reflection: 10%

**Grading Scale**

| A | 93-100% | B- | 80-82% | D+ | 68-69% |
| --- | --- | --- | --- | --- | --- |
| A- | 90-92% | C+ | 78-79% | D | 63-67% |
| B+ | 88-89% | C | 73-77% | D- | 60-62% |
| B | 83-87% | C- | 70-72% | F | 0-59% |

**Getting Started with this Course**

**Moodle Learning Management System**

*Students are responsible for checking Moodle for course readings, assignments, and announcements. Work that is passed in late because of not checking Moodle is the responsibility of the student. You are also required to check your grades on Moodle to verify that the correct grades are recorded for your completed work.*

**Logging into Moodle**

Birmingham-Southern College uses the Moodle Learning Management System (LMS). To get started with the course, do the following:

1. Log onto the BSC access point by going to: [moodle.bsc.edu](https://moodle.bsc.edu/).
2. Enter your BSC username and password.
3. The Moodle dashboard will open, and your courses will be displayed in the middle of the screen.
4. Select your course to begin.
5. The course welcome page will open. Read the welcome section and follow the instructions for getting started.

You will need your BSC User Name and Password to log in to the course. If you do not have or don’t know your User Name, contact the IT Help Desk at 205-226-3039 or[helpdesk@bsc.edu](mailto:helpdesk@bsc.edu).

**Course & College Policies**

Use this section to instruct students on course and College policies. Feel free to use the provided text for inserts required by the Office of the Provost.

**Attendance**

In the past I have been very lenient about attendance, but I have found that since Covid that maintaining the structure of the course is very important. Therefore, I take classroom attendance at the beginning of every class—you may not even notice it once I know your name. Regular and punctual attendance is expected throughout the semester. My policy permits 3 classroom meetings of unexcused absence without penalty per semester (MWF = 3 absences). For each additional unexcused absence, 3 points will be deducted from your final grade. Arriving late to class twice = 1 unexcused absence; once roll has been taken, you are officially late to class. Excused absences include: official college functions or illness. If you anticipate a legitimate absence on a test date, contact me at least one week in advance so that plans can be coordinated for any quizzes or exams. Make-up exams and quizzes for legitimately excused absences are at my discretion. You are responsible for all assignments and material covered on the days of your absence.

**Netiquette**

1. Check your email often--this is the method the instructor will use most often to communicate with you.
2. Adhere to the same standards in your digital communications as you would for traditional written language.
3. Use clear and concise language.
4. Remember that all college level communication should have correct spelling and grammar.
5. Be cautious when using humor or sarcasm as tone can be lost in an email or discussion post.
6. Using all capitals is the equivalent of SHOUTING and considered RUDE.

**Academic Integrity**

Adhere to the honor code at all times: As a member of the student body of Birmingham-Southern College, I recognize my responsibility to the traditions of the institution, to my fellow students and to myself. I recognize the significance of the honor system. I pledge that I have read and understand the Constitution of the Honor Council, including the Honor Code, and agree to be bound by its provisions.

Additional information on the honor code and violations can be found in the Birmingham-[Southern Student Handbook](https://www.bsc.edu/campus/studev/student-handbook/7/) and on [the BSC website](https://www.bsc.edu/campus/studev/honor-council/index.html).

Personal reading on the Honor Code: If a student is caught or suspected of violating the honor code, such as but not limited to plagiarism and cheating, my policy is to submit the assignment/test to the Dean of Student Affairs and the Honor Council for discipline. This step, however, only applies to how the school will investigate and possibly discipline the matter. The more immediate matter is how to deal with the course grade, which my policy is to fail you for the entire course. My reasoning is this: While I have caught this instance, how many other instances have I missed? For example, if one were to submit a single plagiarized reading assignment summary, they will not only receive an F for the assignment, but also for the course. In this case, I will provide you with the assignment/test/paper with copies of where the material was clearly taken, which I will also provide to the Honor Council and in the event the course grade was to be appealed. That said, I have rarely had to do this and if you are feeling in such a pinch that you are feeling desperate to turn in an assignment—just as me for help. It is not uncommon for me to meet with students to help them with material, I often grant extensions for assignments, and I will do anything to help and be flexible if I can. Because I make every effort to accommodate any issues, there is no reason to violate the honor code; therefore, if I have to submit a violation it is only because I have been given no choice.

**Student Grievance Policy**

Students should follow the complaint process as outlined in the current [Birmingham-Southern College Student Handbook.](https://www.bsc.edu/campus/studev/student-handbook/46/)

**Title IX**

Birmingham-Southern College is committed to the creation and maintenance of a safe and healthy learning environment for students and the campus community. The College forbids any type of sexual or gender-based misconduct among its students, faculty, and staff. The College encourages all members of the academic community to report suspected sexual and gender-based misconduct to the appropriate authorities so that it can be investigated, remedied, and eliminated. BSC forbids retaliation against any person who has opposed, reported, or participated in an investigation concerning sexual or gender-based misconduct. See the BSC Title IX website ([www.bsc.edu/titleix](http://www.bsc.edu/titleix)) for more information, including a link to file an online report form and information about how and to whom to report in person. If you or a peer have experienced such misconduct, the Title IX webpage also includes information about the numerous resources available on campus and in the local community with whom the College encourages you to seek support. Confidential resources include counseling and health care providers, our Chaplain, and numerous faculty and staff members who are trained in assisting students by answering questions and helping them navigate their choices in seeking further support and the reporting process.

**Accessibility Statement**

Students with a disability that qualify under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act and require accommodations should be registered with BSC’s Accessibility Office. If you are registered for academic accommodation, please make an appointment with me as soon as possible to discuss any accommodation that may be necessary. During this discussion you are not expected to disclose any details concerning your disability though you may do so at your discretion. If you have a disability but have not yet registered, please contact Dr. Sandra Foster, Assistant Director of Accessibility Services and Resources, at 205-226-7909 (x1909) or [smfoster@bsc.edu](mailto:smfoster@bsc.edu), or visit Norton 228. Keep in mind that no accommodation will be made unless and until the instructor receives official notification from the College.

**BSC Resources for Writers and Readers**

Located in Humanities 102, the Writing Center offers in-person and virtual peer-to-peer tutoring and a quiet, supportive lab space to work on writing assignments. The Writing Center’s tutors are students from a wide variety of majors on campus and have the range to address student writing needs with discipline specificity. Supervised and assisted by Writing Center directors, our tutors provide one-on-one consultations for any student at any point in the writing process. During these consultations, tutors do not “edit” papers; instead, they assist students in addressing any potential writing issues, including content development, grammar usage, and citation formatting. Each tutorial is about 30 minutes long, free of charge, and available on a drop-in basis. There is no limit to how many tutorials a student may attend. Once logged in, a director will take your information and pair you with a tutor for your 30-minute tutorial.

**The Writing Center** is open Sunday-Thursday, 2pm-8pm. To ensure a full 30-minute tutorial time slot, students are encouraged to be mindful of assignment-heavy weeks, keep track of due dates, and visit the Writing Center at their earliest availability during open hours. Please contact Dr. Anna Williams or Laura Tolbert (writingcenter@bsc.edu) with any questions or requests for virtual appointments.

**Statement of Inclusion & Equity –MU/HON 124** supports an inclusive learning environment where diverse perspectives are recognized and respected. As outlined in the Birmingham-Southern mission, the College challenges students to engage in their community and the greater world, to examine diverse perspectives, and to live with integrity. Assignments outlined in the course syllabus will address diversity consideration for communities, why those communities exist, who they serve, and how their practices reflect their values.

**Inclement Weather**

Inclement weather or other events beyond the control of the College that might cause risk or danger to students, faculty, and staff may occasionally result in changes to normal College operations, including cancellation of classes or events; the calendar schedule may be adjusted.