

**The Ohio State University
Freshman Seminar Program
Course Proposal**

Course Information.

1. Attach a sample syllabus that includes the following. (Sample syllabi can be found at <http://freshmanseminars.osu.edu>).
 - the course goals
 - a brief description of the content
 - the distribution of meeting times
 - a weekly topical outline
 - a listing of assignments
 - grade assessment information (A-E or S / U)
 - required textbooks and / or reading list
 - the academic misconduct and disability services statements (sample statements can be found at <http://artsandsciences.osu.edu/currofc/resources.cfm>)

2. Attach a brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s). The paragraph will be included in materials for first-year students.

EUGENIA COSTA-GIOMI
Proposer's Name and Academic Unit


Proposer's Signature

costa.giomi.1@osu.edu 614 966-9009
Proposer's e-Mail Address Contact Phone Number

May 2, 2016
Submission Date


Signature Department Chair of Academic Unit
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Please indicate the semester you would like to offer the seminar: AU' 16 SP' ON LEAVE BUT WILLING TO TEACH IT REGULARLY

This form and any attachments should be mailed to Freshman Seminar Program, 100 Denney Hall, 164 Annie & John Glenn Avenue, ATTN: Dawn Nolen or e-mailed to nolen.2@osu.edu. For additional information, please call 614/292-4680.

Songs in my head: from tapping the beat to feeling the blues

Arts and Sciences 1138: Freshmen Seminar

1 cr. Fall 2016

Day/Time TBD

Instructor: Eugenia Costa-Giomi, PhD. Professor Music Education, costa-giomi.1@osu.edu.

Office hours: TBD. Hughes 106G.

Course description: Does music makes us smarter, fall in love, get the chills, cheer-up, dance, drink, and think of suicide? We will discuss the scientific basis (or lack thereof) of some of these and other intriguing effects of music on our lives. By reading and criticizing research studies and the media that disseminates their findings we will gain a better perspective of what seems true and what is questionable about research on the benefits of music listening and music learning. By the end of the course you will have gained a better understanding of why music is an intrinsic component of our culture.

Course objectives:

1. To read research articles, become curious and critical about the dissemination of research findings and their application in daily life.
2. To reflect on the role of music in our lives by surveying research literature on its effects on a variety of behaviors.
3. To shape and share your ideas about the value of music and the value of research.

Grading: Pass/Fail. Pass = pass each and all assignments.

Assignments:

- (1) Participation: there will be articles and discussions associated with each topic. Be prepared for lectures and discussion by reading these articles. Of course, you need to attend class to participate. But you also need to be able to formulate questions, answer questions, and share your ideas. To pass, you need to be proactive in answering questions and asking questions *regularly*.
- (2) Question: Each week, I will ask you to formulate questions about the article and/or answer questions about it. I may ask you to write factual questions (e.g., What is fMRI? Were the participants familiar with the music? How many conditions were included in the design of the study?) or reflective questions (e.g., why was it necessary to include a neurological measure in the study considering that the participants took tests and completed checklists? If the participants were familiar with the music, how can we be certain that they were responding to the various musical styles represented and not to their previous personal experiences with the music?). The former can be answered by the article itself or through a simple internet search. The latter require contextual information, integrative thinking, understanding of the problem discussed in the article, and reflection on

the topic. At the beginning or end of each class I will distribute the assignment for the following class.

To obtain a passing grade, you must accumulate at least 6 checkmarks (each week you will have the opportunity of getting a checkmark).

- (3) Group presentation: You and a group of peers will expand on **one** of the topics of the course. Find at least 12 research articles and five non research articles/websites/media related to the topic. The group should provide an insightful 20-minute presentation of the topic, introducing it, overviewing two research articles, showing the relevance of the findings (relevant to whom? Why?), and possible implications for various fields and applications to daily life. You will do this once in the whole term. Your presentation should use audiovisual materials including the performance of music. You must give me your list of resources and explain how you will organize the presentation one week prior to your presentation; this can be done right after or before class or during my office hours.
- (4) Concert attendance: You will attend one concert at the School of Music (see <https://music.osu.edu/events>) and write a two-page reflection on it incorporating the following information: Why did you choose this concert? Who was playing? What did you like didn't like about it? How did performers and audiences behave/do/said/react during the performance? Is this concert important to the university/college students/society?

Academic Integrity: Plagiarism is taken very seriously at OSU. Therefore, if you use words or ideas that are not your own, you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding OSU Code of Student Conduct.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

Students with Disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Religious Holidays: A student who misses class due to the observance of a religious holy day will be given an opportunity to complete the work missed within a reasonable time after the absence, provided that he or she has properly notified the instructor 14 days prior to the absence.

Calendar

Week 1: Introduction

Week 2: Music makes you smarter: The Mozart Effect

Rauscher F.H, Shaw G.L, Ky K.N. (1993). Music and spatial task performance. *Nature*, 365, 6447.

Week 3: Really? Does it? Costa-Giomi, E. (2015). Music instruction and children's intellectual development: The educational context of music participation. In MacDonald, R., Kreutz, G., & Mitchell, L. *Music, Health and Wellbeing*, 339-355. Oxford University Press: London. Posted on Canvas.

Week 4: Music shows who you are

Rentfrow, P. J., & Gosling, S. D. (2003). The do re mi's of everyday life: The structure and personality correlates of music preferences. *Journal Of Personality And Social Psychology*, 84(6), 1236-1256. doi:10.1037/0022-3514.84.6.1236

Week 5: Music turns you violent

Johnson, J. et al. (1995). Differential gender effects of exposure to rap music on African American adolescents' acceptance of teen dating violence. *Sex Roles*, 33(7-8), 597-605.

Week 6: Music makes you sad. Invited presentation: Dr. David Huron.
Reading TBD.

Week 7: Music helps the young

Standley, J. M. (2012). A discussion of evidence-based music therapy to facilitate feeding skills of premature infants: The power of contingent music. *Arts In Psychotherapy*, 39(5), 379-382. doi:10.1016/j.aip.2012.06.009

Week 8: Music helps the old

White-Schwoch, Woodruff Carr, Anderson, Strait, Kraus. (2014). Older adults benefit from music training early in life: Biological evidence for long-term training-driven plasticity. *J Neuroscience*.

Week 9: Music is pleasurable

Anne J. Blood and Robert J. Zatorre. (2001) Intensely pleasurable responses to music correlate with activity in brain regions implicated in a reward and emotion *Proceedings of the National Academy of Sciences* 98: 11818-11823

Week 10: Music makes you cooperate

Kirschner, S., & Tomasello, M. (2010). Joint music making promotes prosocial behavior in 4-year-old children. *Evolution And Human Behavior*, 31(5), 354-364. doi:10.1016/j.evolhumbehav.2010.04.004

Week 11: Music makes you dance

Phillips-Silver J, Trainor L J, (2005). Feeling the beat: movement influences infant rhythm perception. *Science*, 308 (5727), 1430.

Week 12: Music makes you buy things

North, A. C., Hargreaves, D. J., & McKendrick, J. (1997). In-store music affects product choice. *Nature*, 390(6656), doi:10.1038/36484

Week 13: Music changes your brain

PASCUAL-LEONE (2001). The Brain That Plays Music and Is Changed by It. *Annals of the New York Academy of Science*, 930, 315-329.

Week 14: Music is entertaining. CONCERT ATTENDANCE REPORT DUE.

No reading! No questions! Discussion on the role of music in culture and society.

Bio: Eugenia Costa-Giomi is a professor of Music Education at The Ohio State University. She has taught in public schools in Argentina, Mexico, the United States, and Canada and at McGill University and the University of Texas - Austin. Her research focuses on musical development, music perception, and music learning and has been supported by private and federal agencies (GRAMMY Foundation, National Piano Foundation, Royal Bank of Canada, Social and Humanities Council of Canada, Butler Development Fund). She has been a member of the editorial boards of research journals, the chair of the Society for Research in Music Education, and the Music Perception Special Interest Group (NAfME), and has organized the 4th International Conference in Music Perception and Cognition, and the 12th International Symposium in Music Research and Behavior.