

IDS 2935: Musical Elements of Emotion

Quest 1: The Examined Life

Spring 2026, 3 credit

Instructor: Maria Kuge, M.A.

Office Hours: Fridays, 11:45-12:35 pm
(virtual)

Email: mkuge@ufl.edu

*email through Canvas

Meeting Time: MWF 10:40-11:30 am

Meeting Location: Online ([Link here](#))

Course Description

This course explores three essential questions related to the Examined Life:

1. What role does music play in understanding emotions?
2. How does music contribute to the human experience?
3. Does live musical performance enhance the emotional experience?

Students will investigate the theoretical and historical musical elements that elicit emotion. This course explores how music impacts the human experience by discussing theories of emotion, emotional intelligence, well-being, consumerism, and musical film scores. Students will observe their emotional responses to music and analyze the musical elements that elicited that response by actively listening to music of various styles and genres. In addition, students will be required to attend two live music performances to investigate whether live musical performance enhances the emotional experience.

Quest and General Education Credit

- Quest 1
- Humanities
- Writing Requirement (WR) 2000 words

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit.

Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Materials and Supplies Fees: N/A

- The following film is available at the Smathers library and/or on subscription streaming platforms.
 - Docter, P. (Director). (2015). *Inside Out* [Motion picture]. Disney.

- All other required course materials will either be available to students through university resources and/or made available by the course instructor via Canvas.

Recommended

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington: DC: American Psychological Association
- Jourdain, R. (2002). Music, the Brain, and Ecstasy. New York. Harper Collins Publishers

II. Graded Work

Description of Graded Work

Assignments	Requirements	Percent of Final Grade
Listening Essays (5)	100-150 words each	150 points (15% total) each 30 points
Concert Review (2)	250 words each	100 points (10% total) each 50 points
Hearing Loss Simulation Essay	200-250 words	50 points (5% total)
Listening Journal	200-250 words	50 points (5% total)
Film Score Analysis	*500-600 words	100 points (10% total)
Music and Emotions Analysis Related Work	<ul style="list-style-type: none"> • Topic & Outline (30pt) • Draft (50 pt) • Peer Review (50pt) • Presentation (20 points) 	150 points (15% total)
Music and Emotions Analysis Final Paper	*1,500-1,700 words	150 points (15% total)
Attendance and Participation	<ul style="list-style-type: none"> • Initial Questionnaire (5 pts) • Syllabus Quiz (10pts) • Music Sharing Presentation (10pts) • Other in-class work (15-20 points/class) 	250 points (25% total)

**denotes counting towards the 2000 word writing requirements*

(total 1000 points)

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading Rubric(s)

Writing Assessment Rubric and Statements

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.

MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.
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- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Participation Rubric

	Excellent (8 points)	Good (7 points)	Average (6 points)	Insufficient (5 points)	Unsatisfactory (4-0 points)
Knowledgeable: Shows evidence of having done the assigned work.					
Thoughtful: Evaluates carefully issues raised in assigned work.					
Considerate: Takes the perspective of others into account and listens attentively.					

III. Annotated Weekly Schedule

Week	Topics	Assignments and Readings *all assignments due Fri. unless otherwise indicated
Week 1 1/12	<ul style="list-style-type: none"> • Topic: Introduction • Summary: Students will be introduced to the course and syllabus, learn about the origins of music, and identify major historical influences in Western music. 	Assignments: <ol style="list-style-type: none"> 1. Initial Questionnaire 2. Music Sharing Signup 3. Syllabus Quiz Readings: <ul style="list-style-type: none"> • Forney & Machlis Ch. 1-5 [24 pages]
Week 2 1/19	<ul style="list-style-type: none"> • Topic: Introduction to Musical Elements • Summary: In order for students to be able to effectively discuss the musical elements of emotion, students must first learn about musical elements. This week covers basic music theory, components of music, and an introduction on how to talk about music. 	Assignments: <ul style="list-style-type: none"> • Listening Essay 1 Readings: <ul style="list-style-type: none"> • Jourdain Ch. 8 [33 pages]
Week 3 1/26	<ul style="list-style-type: none"> • Topic: Introduction to Emotion • Summary: Students will learn theories of emotion, as well as how music and emotions “work” in the brain. 	Assignments: <ul style="list-style-type: none"> • Listening Essay 2 Readings: <ul style="list-style-type: none"> • Juslin Ch. 4 [20 pages]
Week 4 2/2	<ul style="list-style-type: none"> • Topic: Introduction to Research Writing • Summary: This week will focus on core reading and writing requirements for this course: reading research, academic writing, and APA formatting. This week will inform students’ research, writing, and formatting for future assignments and courses. 	<ul style="list-style-type: none"> • Hearing Loss Simulation Essay [9 min.] • Glennie Hearing Loss Essay
Week 5 2/9	<ul style="list-style-type: none"> • Topic: Emotional Intelligence • Summary: Music has a deep relationship with emotional intelligence, emotional regulation, and emotional expression. Students will learn about this relationship and reflect on their own uses of music for these purposes. Students will also discuss how emotion drives music. 	<ul style="list-style-type: none"> • Concert Review 1 • Forney & Machlis Prelude 1 [8 pages]
Week 6 2/16	<ul style="list-style-type: none"> • Topic: Music Throughout the Lifespan • Summary: Music can be used 	<ul style="list-style-type: none"> • Listening Essay 3 • Jourdain Ch. 3 [33 pages]

Week	Topics	Assignments and Readings *all assignments due Fri. unless otherwise indicated
	throughout the lifespan to enhance our life experiences. This week will cover music in childhood and music in aging to discuss the use of music in these time periods.	
Week 7 2/23	<ul style="list-style-type: none"> • Topic: Marketing • Summary: Music can influence our emotions and our decisions in more ways than we might expect. Students will learn about the use of music in marketing. 	<ul style="list-style-type: none"> • Listening Journal • Jourdain Ch. 4 [29 pages]
Week 8 3/2	<ul style="list-style-type: none"> • Topic: Form • Summary: This week is an introduction to next week's topic of music in media. Students will learn about programmatic music, ballet, opera, and musicals and how music is used to tell a story. 	<ul style="list-style-type: none"> • Listening Essay 4 • Watch: <i>Inside Out</i> [95 min.]
Week 9 3/9	<ul style="list-style-type: none"> • Topic: Media • Summary: Building off of the previous week, this week will look at the use of music in film, TV, and video games. The last two weeks of learning will culminate in the Film Score Analysis paper. 	<ul style="list-style-type: none"> • Film Score Analysis
3/16 Spring Break		
Week 10 3/23	<ul style="list-style-type: none"> • Topic: Together in Music • Summary: Music can affect us on an individual and collective basis. This week, students will examine music listening, making, and composing and its effects on group experiences. 	<ul style="list-style-type: none"> • Listening Essay 5 • Final Paper Topic & Outline • Jourdain Ch. 5 [36 pages]
Week 11 3/30	<ul style="list-style-type: none"> • Topic: Performance • Summary: Performing and attending a live performance are very different experiences. Students will describe how performing affects emotion and how emotion affects performance. 	<ul style="list-style-type: none"> • Concert Review 2 • Jourdain Ch. 2 [5 pages]
Week 12 4/6	<ul style="list-style-type: none"> • Topic: Music in Pop Culture • Summary: Music is a big part of modern life. This week dives into the use of music in pop culture, the use of pop culture in music, and how this relates to advocacy. 	<ul style="list-style-type: none"> • Draft: Music and Emotions Analysis Paper • Sign up for presentation slot

Week	Topics	Assignments and Readings *all assignments due Fri. unless otherwise indicated
Week 13 4/13	<ul style="list-style-type: none"> • Topic: Presentations • Summary: Students will give short presentations on their Musical Emotions Analysis Papers. 	<ul style="list-style-type: none"> • Peer Review: Music and Emotions Analysis Paper
Week 14 4/20	<ul style="list-style-type: none"> • Topic: Self-Care & Review • Summary: As discussed throughout the course, music can be used in many ways. With the semester coming to a close, we will address the use of music for self-care and review materials from the semester. 	<ul style="list-style-type: none"> • Final Paper: Music and Emotions Analysis Paper *due 4/22

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Demonstrate an understanding of how theoretical and historical elements of music are utilized to elicit emotional responses. (Humanities & Quest 1)
 - Music and Emotion Analysis Paper
 - Musical Film Score Analysis
 - Concert Reviews
 - Listening Essays
 - Accountability Quizzes
- Assess how music impacts emotion through historical, social, and cultural perspectives. (Humanities & Quest 1)
 - Music and Emotion Analysis Paper
 - Musical Film Score Analysis
 - Concert Reviews
 - Listening Essays
 - Accountability Quizzes

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Critique how music communicates emotion. (Humanities & Quest 1)
 - Music and Emotion Analysis Paper
 - Musical Film Score Analysis
 - Listening Essays
 - Concert Reviews
- Appraise the effect musical elements have on emotions. (Humanities & Quest 1)

- Music and Emotion Analysis Paper
- Musical Film Score Analysis
- Listening Essays
- Concert Reviews

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Discuss the relationship between music and emotion and the collective experience of emotion. (Humanities & Quest 1)
 - Music and Emotion Analysis Paper
 - Musical Film Score Analysis
 - Accountability Quizzes
 - Listening Essays
- Relate basic elements of classical and other music to their influence on emotion. (Humanities & Quest 1)
 - Music and Emotion Analysis Paper
 - Musical Film Score Analysis
 - Accountability Quizzes
 - Listening Essays

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Develop deeper appreciation for classical and other music.
 - Music and Emotion Analysis Paper
 - Musical Film Score Analysis
 - Listening Essays
 - Concert Reviews
 - Music and Emotion Analysis Paper
- Evaluate how individual understanding of music impacts emotion. (Quest 1)
 - Music and Emotion Analysis Paper
 - Musical Film Score Analysis
 - Listening Essays
 - Concert Reviews

V. Quest Learning Experiences

1. Details of Experiential Learning Component

Concert Review (10% of total grade): Students are required to attend two performances and submit a critical analysis of the performance that is a minimum of 250 words. Students will be given a list of approved local performances taking place during the semester. These concerts can be vocal (choral or solo) or instrumental (solo, orchestral or chamber). Reviews should include the date and place of concert, reaction to the concert, information about the performers, performance space, composition, and composers. Also, include a scanned copy of the program with your review essay submission (see Canvas for full details and grading rubric).

Hearing Simulation Essay (5% of total grade): Students will wear a pair of clean earplugs for a total of 12 hours, but not consecutively. Wear them eating, showering, walking, communicating with friends and family, listening to music, etc. It is strongly advised to let your friends and family know when you are doing this experience. Do not wear them while biking, driving, or in a class. Write 200 words about your emotional experience, unexpected challenges, reactions from others, and random acts of kindness you observe (see Canvas for full details and grading rubric).

2. Details of Self-Reflection Component

Listening Essays (15% of total grade): Students will be assigned music to listen to each week that require reflection on personal experiences related to emotion. Each essay should be 100-150 words. Essays should include details of the listening experience through use of music vocabulary, period specific characteristics, personal associations, emotional response, and address the question “What was my emotional experience listening to this piece?” It is important that essays include original ideas with thoughtful analysis (see Canvas for full details and grading rubric).

3. Additional Assignments

Attendance and participation assignments (25% of total grade): Thoughtful participation in online and in-class discussions is expected of each student. Students will be required to submit assignments during class time throughout the semester to receive credit for their attendance and engagement with in-class **course materials**.

Musical Film Score Analysis: (10% of total grade): Students will compare the effectiveness of music in two scenes of a film to induce emotional response. The analysis should be a minimum of 500 words. In this analysis, students will compare the film scores from *Inside Out*. Students will provide a detailed analysis of both scenes’ scores with constructive comments regarding strengths and weaknesses of their ability to convey an emotional response through the musical score. (See Canvas for full details and grading rubric).

Music and Emotion Analysis Paper (30% of total grade): Students will write a 1,000-word research paper examining the relationships between music and emotion. Students will deeply and critically examine a musical composition to understand its importance within the discussion of emotion. Students will evaluate meaning of the composition, the influence of the composer, corresponding emotional theories, and historical context. Students will substantiate their claims with valid and relevant resources. They will also discuss implications of the musical composition for humanity. Students will select from an instructor approved list in Canvas (see Canvas for full details and grading rubric).

VI. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: 1. The email they receive from GatorEvals, 2. Their Canvas course menu under GatorEvals, or 3. The central portal at <https://my-ufl.bluera.com>. Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are

prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.