



Georgia Institute of Technology

MUSI-6003 and 4456 Syllabus

Music Technology History and Repertoire, 3 Credits

Fall 2026

Instructor Information

Instructor:

General Course Information

Description

Welcome! I look forward to working with and learning from all of you this semester!

This course surveys music technology and repertoire from the last century, as well as the experimental artistic practices that led to advancements in the technologies we use today. Throughout the course, we will examine the close relationship between technological developments, creative practice, collaborations amongst artists and creative technologists/engineers, and culture. We will utilize research methods spanning musicology, ethnomusicology, practice-led, and practice-based research to synthesize histories of music technology and engage in creative problem-solving. By considering primary and secondary source readings, as well as carefully analyzing musical works, we will use this rich history as a lens to better understand the current state of music technology and chart future directions for your research/creative practice.

Presenting a comprehensive view of music technology and practice in a single semester is insurmountable. Thus, we will not cover every technological development in the field of music technology. Instead, we will work towards leaving you with the tools, i.e., methods, resources, and application of resources, to further research your areas of interest during your studies. This class has historically focused primarily on advancements in the United States; I will do my best to include more international materials and encourage you all to bring them into the classroom.

Course Learning Outcomes

- **Locate** and evaluate relevant scholarly sources. Gather source material for future work.
- **Identify** technologies used and technological innovations in music over time, and important pieces of music in the field.
- **Analyze** electronically mediated music and **develop** listening skills to analyze and interpret compositions: identify themes, references, and innovative elements.
- **Conduct** academic research to develop a scholarly bibliography and literature review on a topic in music technology.
- **Apply** relevant research methods and historiographies to research, creative practice, and/or a student's discipline.

Required Course Materials

All course readings will be completed using Perusall (integrated into Canvas). I will be providing readings and occasionally require students to find their own readings using the course-approved databases. The purchase of a textbook is not needed.

Students are encouraged to use the free resources listed below. Note: some require you to complete a training session.

- [the hive](#) - has many components available to students for free. Many resources for fabrication, such as 3D printing.
- [Invention Studio](#) - has many components available to students for free. Many resources for fabrication, such as 3D printing, a woodshop, CNC, welding, and more.
- [Craft Lab](#) - in the IPaT Building that has free resources for making wearable electronics, such as sewing machines, 3D printers, etc.
- IPDL – hosted by industrial design. Noah is an amazing resource and loves working with music students.

Grading Policy and Weighting

Attendance (10%): Attendance (5%) and participation (5%)

Synthesis (20%): These assignments are designed to be short reflections, practice for larger projects, discussion leading, listening tests, and/or reading quizzes.

Readings (15%): All readings in this course are expected to be completed. They are provided by the instructor and accessed via Perusall (on Canvas). If you do not read the assignment on Perusall, it will not be graded.

Projects (30%): Listening Analysis Project and Annotated Bibliography

Final Project (25%)

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

[See the Registrar's breakdown of the grading system](#)

Grading will be completed on Canvas. All assignments must be submitted via Canvas (I will not accept assignments via Teams or email). In general, late assignments will not be accepted. Late assignments will only be accepted if you email me in advance and we agree on an alternate due date, or if you have a personal and/or family emergency.

Course Policies

Attendance and/or Participation

Attendance and participation are important for learning. Being present in class and participating in discussions is a part of your grade. To get full marks, you must participate in discussions and critiques; you will only get 50% for the day if you show up late, sit in the back on your computer and do not engage, and/or do assignments for other courses/surfing the web instead of participating. Come to class prepared, having read the assigned readings and completed any weekly assignments.

Note: showing up is one of the most important things you can do in a professional and educational environment. That said, if you are sick or need to stay home for a medical situation, please stay home and email me before class. If you have an emergency, email me (I want to help you!). If you are invited to present at a conference, perform in an important concert related to your research, or undertake similar activities, I will support you. If you would like to participate in a career fair and/or have a job or internship interview, you will be excused. ***It is your responsibility to let me know in advance.***

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

Not applicable.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe it is important to foster an atmosphere of mutual respect, acknowledgment, and responsibility between faculty members and the student body. [The Student-Faculty Expectations outlines](#) some basic expectations you can have of me, and I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

In general, late assignments will not be accepted. Late assignments will only be accepted if you email me in advance and we agree on an alternate due date, or if you have a personal and/or family emergency.

Inclement Weather and Digital Learning Days

If a weather-related event affects campus operations, we will pivot to digital instruction. School closures are announced via email and G-Tens messages. Students will be required to check for Canvas announcements (I will try to post them by 9:00 a.m.). I will inform students if we are moving to Zoom or will have remote activities.

Campus Resources for Students

Undergraduate Student Academic Success Resources: A list of resources for undergraduate students' academic success, along with information about advising, can be found on Success at Tech.

- 1:1 Tutoring: Students looking for additional assistance outside of the classroom are advised to consider working with a peer tutor through Knack. Georgia Institute of Technology has partnered with Knack to provide students with access to verified peer tutors who have previously aced this course. To view available tutors, visit gatech.joinknack.com and sign in with your student account.
- I also encourage you to try communicating with graduate students. Not only will seeking out help from grad students help you with assignments, but they can also be connections for career or mentorship opportunities in the future.
- Office hours!

Graduate Student Academic and Professional Success Resources: For graduate courses, a sample statement that might be included in your syllabus for this section is “A list of resources for graduate students is given on the Office of Graduate and Postdoctoral Education website. Specific information for current graduate students includes

- **Academic resources** include the Communications Center, Language Institute, Library, Catalog, Registrar, and resources for conducting research, as well as advocacy and Conflict Resolution resources, and guidance on managing unexpected situations that may impact your academic performance.
- **Student Resources** such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- **Professional Development**, such as the programming from the Career Center and other professional development resources and events.
- Office Hours!
- Don’t underestimate the value of asking your colleagues in this class or those who have taken this class previously for help. As stated above, not only will seeking out help from grad students (in the class or who have taken the course before) help you with assignments, but they can also be connections for career or mentorship opportunities in the future.

Student Well-Being:

I am, and the department is concerned about your overall physical, social, and mental well-being. A comprehensive list of wellness-related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](http://student-resource-guide.gatech.edu)).