

PRIVATE VS. SOCIAL MUSIC PREFERENCE FORMATION

by

SELENA BORDEAUX

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Sponsor: Meagan Curtis, Ph.D.  
Second Reader: Alexia Toskos, Ph.D.

## Abstract

People often bond over shared taste in music, and music is one of the most popular conversation topics among new acquaintances. However, listeners generally keep some of their musical preferences private. The current study explored the factors associated with why listeners consider some of their preferred songs to be guilty pleasures. Forty-two Spotify users ranging in age from 18 to 24 were recruited from a small liberal arts college in the northeastern United States. A survey was administered online via Qualtrics. Participants were asked to examine a personalized Spotify playlist of the 100 songs that they listened to the most in 2017. They were asked to identify the first three songs on their playlist that they considered to be private preferences as well as the first three songs that they regard as public musical preferences. They evaluated each song by rating their level of agreement with each of 15 statements about the song. A stepwise linear regression was used to determine which factors distinguished private from public preferences. Three significant predictors accounted for a total of 21.9% of the variance in the data. Privately preferred songs were rated as less socially acceptable and as having less musical complexity than the publicly preferred songs. Private preferences were also associated with genres that were inconsistent with how the participant wished to be perceived by their peers. These results underscore identity management as the defining factor in determining whether a song is viewed as a guilty pleasure. Genre and musical complexity may relate to whether a musical preference is revealed publicly or kept as a private indulgence.

*Keywords: Guilty Pleasure, Music, Music Preference*

## Private vs. Social Music Preference Formation

Music has long served as a tool for self-expression and communication. When music is used this way, it may communicate information about the listener, serving as a vessel of information that can tell us about the listener's personality and perhaps help us bond with the listener. Because music has a major social component, the consumption of music is shaped by factors that are related to socialization and interpersonal relationships. For instance, music may be used as a form of self presentation, projecting an image that is consistent with how you want others to see you. Shared tastes may lead to social bonding. When tastes are not shared, conformity may occur with listeners aligning their reported preferences with the majority. It is unknown at this time what determines when someone will conform or assert their individualism. This current study investigated guilty pleasures--preferences that are not shared with others. This study attempted to discover some of the reasons why people do not always feel comfortable sharing their musical preferences with others and what is inhibiting them from doing so. What are the driving forces behind this phenomenon?

### **Music for Self-Presentation**

Musical preferences are often displayed publicly, whether through clothing featuring favorite musicians or a shared listening experience. It has been proposed that musical preferences can be used to project a certain image, enabling a listener to communicate aspects of their personality or values to others (Rentfrow and Gosling, 2006). This type of communication presumes that musical preference is a meaningful signal--that it is recognized by others as conveying specific information that one would not readily infer about the individual. Rentfrow and Gosling (2006) examined the beliefs that people hold about the fans of certain musical genres and found that there are clearly defined stereotypes for various music genres, suggesting

that listeners do make associations between genres and personal characteristics. Their focus was on stereotypes regarding personalities, personal qualities, and substance use. Participants were asked to make ratings of people who were fans of particular genres in those categories. Results for personality traits showed that classical and religious music fans were rated as high in agreeableness, conscientiousness, and emotional stability. Fans of rock and rap were rated low in conscientiousness. Rock fans were also rated the lowest in emotional stability. The results for personal qualities showed that classical music fans were perceived as conservative, intelligent, and unattractive. Rock music fans and rap fans were rated as politically liberal and not religious. For substance abuse, rock fans were believed to drink more beer than wine and cocktails, whereas classical music fans were believed to drink more wine and cocktails than beer. Rock music fans were stereotyped as abusing all types of drugs, as were rap fans. On the contrary, classical and religious music fans are not seen as likely to consume most drugs. The results from this study are important because they offer some insight into impressions people get from our music preferences and confirm that musical preferences do communicate something about the listener.

Further research has established that the inferences made about listeners are somewhat accurate. Rentfrow and Gosling (2007) recruited 74 participants to serve as “targets” and collected information about their personality and their ten favorite songs. In addition to that, there were 8 observers who were asked to make predictions about the targets’ personalities based on their music preferences. The results showed that the observers’ ratings of personality were positively correlated with certain dimensions of the personalities of the targets (a result that has been replicated by Brothers & Curtis, 2018). This study demonstrated that music can give insight into one’s personality and that people can make somewhat accurate assumptions about an

individual based on their music preferences. Brothers and Curtis (2018) demonstrated that listeners can also use one's musical preferences to infer that person's age range and gender with a high degree of accuracy. Understanding the importance of music in our daily lives and how it's involved with how we communicate with one another could shed light on one's motivations to share or withhold certain musical tastes.

### **Music: Creating Social Bonds**

Music, which is also used in self-presentation, can play a role in the establishment of social bonds. Music is one of the most common conversational topics among college-age individuals are first getting to know each other (Rentfrow & Gosling, 2007). To test this, Rentfrow and Gosling instructed participants to interact with another participant and discuss anything they felt was relevant in getting to know more about them. The results showed that music was the most commonly discussed topic overall, indicating that music preferences can play an integral role in getting acquainted with someone new.

Studies have shown that music can give insight into one's personality and potential interests (Brothers & Curtis, 2018; Rentfrow & Gosling, 2007), which may explain why people discuss musical tastes when getting to know someone new. Understanding how music is used to communicate aspects of self may shed light on one's motivations to share or withhold certain musical tastes--and, in doing so, certain aspects of self.

Not only does music serve as a discussion topic for breaking the ice, but friendships often form between people with similar musical tastes (Boer, Fischer, Strack, Bond, Lo, & Lam, 2011). To examine the extent to which similarities in music preferences mediate social attraction, over three-hundred German participants were recruited online, the average age being seventeen

years old. Participants provided preference ratings for 10 music styles. Participants were then asked to imagine a “target person” who has a particular music preference and think of the type of values this person may have and rate their social attraction to them. In the second part of the study, participants were asked to report their own values and musical preferences. The results showed that participants liked the “target person” more if they shared the same musical preference as opposed to having a different musical preference.

A follow-up study examined whether these results would extend to a more naturalistic setting (Boer, Fischer, Strack, Bond, Lo, & Lam, 2011). Participants were randomly assigned to dorms - two people per dorm. A survey was administered that included questions about their values, musical preferences, social attraction, and questions about how similar they thought they were to their roommate. The results of this study showed that overall, there was a strong association between similarities in music preferences and social attraction. This study can potentially provide insight into the circumstances in which people would disclose certain musical preferences. When meeting someone new, the desire for social acceptance might influence people to alter their music preferences because of the desire to bond with one’s peers. There may be a desire to conform to the preferences of peers so as to be perceived as more likeable.

The desire to conform may relate to efforts to avoid social exclusion. Neuroimaging research has established that one of the brain regions that exhibits increased activation in response to being excluded socially is the same region that is associated with the affective components of physical pain (Reid, 2003). Specifically, the anterior cingulate cortex (ACC) was activated during the time of exclusion and it was positively correlated with self-reported distress levels. Neurologically, social exclusion is painful. Music may be one of the tools that individuals use to affiliate with peers so that they can avoid the pain of social exclusion.

## Conformity

Normative social influence is defined as a type of social influence that leads to conformity in order to obtain approval from others (Aronson, Wilson, & Akert, 2005). Thus, behavioral conformity may be exhibited around peers who exert a social influence. Members of a group that share some aspect of one's identity are often referred to as one's "in-group." An "out-group" consists of individuals who do not share a particular aspect of one's identity. An in-group can be defined by physical characteristics, such as race, or by other unifying factors. Compared to members of an outgroup, individuals identify more strongly with members of their in-group, trust them more, and attribute more positive associations to in-group members; neural responses also distinguish between in-group and out-group members (Stallen, Smidts, & Sanfey, 2013). This research is important because in-group members share similar values, have a similar identity, and exert a social influence on each other, which may lead to behavioral conformity.

It is likely that this conformity to one's ingroup may extend to musical taste. Within one's in-group, independently-acquired musical preferences may spread to other members of the group. If individuals tend to conform to members of their in-group, it is possible to think that one would be willing to conform their musical preferences with those of other group members because of the inherent reward of having shared values. This possibility was born out by a functional magnetic imaging study that explored the neural mechanisms associated with social influence surrounding musical preference (Berns, Capra, Moore, & Noussair, 2010). The researchers measured the brain activity of adolescents in response to 15-second song clips. Neural responses were measured twice--before the participants were provided with information about the songs and once again after they were informed of the popularity of each song. The results showed that song popularity strongly influenced self-reported preference for the songs,

with popular songs gaining in favor once the participants were aware of their popularity. Participants changing their evaluations of the songs positively correlated with activation in the anterior insula and anterior cingulate, regions of the brain associated with negative affectivity. This was interpreted by the authors to suggest that there was a certain level of cognitive dissonance experienced by the participants, which motivated them to change their preferences to be more consistent with the majority. However, there may be reason other than conformity that might have accounted for this activation. The anterior cingulate also plays a role in conflict resolution when opposing representations are activated. For instance, people may reason that if a song is popular, they may have missed some aspect of that song in their initial exposure, so they might adjust their preference as a result of a motive to be “right” as opposed to a more social motive to align themselves with others. The researchers also found that the caudate nucleus, a brain region highly involved in our reward system, was activated when adolescents rated the songs in line with the opinions of the majority. This study indicates that sharing similar values with the majority group is inherently rewarding, especially to impressionable adolescents where identity can be a major struggle. It is possible that one would only disclose certain musical preferences they know are common amongst their in-group and keep their true musical tastes private.

Other studies have revealed that listener statistics in the form of view counts influence preference for music. Salganik and Watts (2008) conducted an experiment that manipulated the perceived popularity of songs by showing participants the number of times each song had been downloaded. Their results revealed that the number of downloads, signaling a song’s popularity, strongly influenced participants’ preference ratings and their likelihood of downloading the song. Similarly, Bryan and Curtis (2018) found that manipulating the YouTube view count for a song



significantly influenced preference ratings for that song, with higher preferences for songs with higher view counts. These studies suggest that people may tend to keep their views aligned with the majority, although other interpretations may be possible. One may keep this in mind when deciding whether to disclose certain musical preferences with their peers. If their musical tastes are different than the majority, they may want to keep those preferences private.

The current exploratory study attempted to identify factors that may be associated with the desire to keep certain musical preferences private. Participants were asked to identify three songs that they consider private preferences as well as three songs that they consider public preferences. They rated each song on a number of different factors. It was hypothesized that private preferences would be typified by songs from genres that are inconsistent with a listener's typical genre preferences and that are not viewed by the listener as socially acceptable.

## **Methods**

### **Participants**

Forty-two Spotify users were recruited for this research. Students were recruited from the SUNY Purchase Psychology Participant Pool recruitment website and compensated with one course credit. Their mean age was 18.95 years old ( $SD = 1.38$ ), range 18-24 years. There were 26 females, 15 males, and one individual who identified as nonbinary.

### **Materials and Procedure**

The survey, which is included in Appendix A, was administered online via a Qualtrics link that was posted to the Psychology Pool recruitment website. An informed consent form appeared prior to the survey. Before testing began, participants provided consent to participate. They then completed the Big Five Personality Inventory. Participants then completed questions

about their age, gender, hearing capabilities, musical background, and listening preferences. The next set of questions inquired about the participants' general preferences for a variety of genres and how often they intentionally listened to these genres. The subsequent questions asked how the participants identified in regards to their musical preferences, for instance, if they particularly identified with a certain subgenre of music (metal-head) and if knowing another's musical tastes makes it easier for them to disclose theirs.

To investigate the participants' personal musical preferences, they were asked to provide an anonymous link to their Spotify playlist labeled "Your Top Songs 2017," which was explained through image instructions. The first block of Spotify Questions examined up to three songs the participants identified as "guilty pleasures," songs they would not necessarily admit to their peers that they like, on their own playlist of top songs from 2017. They were asked to enter the name of the song and the artist and to complete follow-up questions about the songs. Several Likert scale questions were used to examine various facets of the listener's relationship with the song, for instance if they're a fan of the genre or if the genre is compatible with their sense of self. A multiple choice question was used to evaluate if the song is age-appropriate. Two multiple response questions asked about the listener's mood upon listening to their choice song and the activity that they're most likely engaging in while listening to that song. The second block of Spotify Questions explored up to three songs the participants did not identify as "guilty pleasures." The questions that were asked about the guilty pleasure songs were also asked about these songs, in the same order and format. The complete testing procedure lasted approximately thirty minutes from start to finish.

## Results

All participants but one were able to provide three guilty pleasures songs. A stepwise regression analysis was used identify the factors that were best at accounting for whether a song was considered a guilty pleasure or not. All of the questions included were used as predictor items. These items included: this song has explicit content; this song is compatible with my perception of myself; this song is compatible with how I would like my peers to perceive me; this genre is compatible with my perception of myself; this genre is compatible with how I would like my peers to perceive me; I am a fan of this genre; this song is age-appropriate for me; the artist is well-known; the song is well-known; this song has a complex musical structure; this song has a lot of artistic merit; the vocalist is talented; I consider this song to be compatible with my gender and/or sexual identity; it is socially acceptable to listen to this song; I am aware of scandals or criminal activity this artist has been involved in. The dependent variable was whether each song was a guilty pleasure, which was coded as a dummy variable.

The stepwise regression returned three significant predictors,  $F(3,242) = 22.63, p < .001$ , explaining 21.9% of the total variance in determining whether a song was considered a “guilty pleasure.” The first significant predictor, “it is socially acceptable to listen to this song,” indicated that participants viewed the guilty pleasure songs as less socially acceptable to listen to, and this variable alone accounted for 15% of the variance in the data ( $R^2$  change = .15,  $p < .001$ ). The second significant predictor, “this song has a complex musical structure,” indicated that guilty pleasure songs had a less complex musical structure than non-guilty pleasure songs, and this variable accounted for an additional 5% of the variance in the data ( $R^2$  change = .05,  $p < .001$ ). The third significant predictor, “this genre is compatible with how I would like my peers to perceive me,” indicated that guilty pleasure songs tended to be from genres that were less

compatible with how participants would like their peers to perceive them, and this variable accounted for an additional 3% of the variance in the data ( $R^2$  change = .03,  $p = .005$ ).

## Discussion

This exploratory study investigated musical preferences and the factors related to participants identifying a song as a guilty pleasure. Previous research has looked at social factors surrounding music preference, such as conformity, stereotypes, and bonding, but this study expanded on previous research and examined the factors behind these hidden musical preferences.

This study explored the features of the privately-preferred music and how participants viewed that music with regards to their own identity and how they present themselves to others. It was hypothesized that music from genres that people don't consider themselves to be fans of would typify the songs that they regard as "guilty pleasures," as the genre may be incompatible with how they would like their peers to view them. It was also hypothesized that participants would also view the guilty-pleasure songs as less age-appropriate than songs that they would readily admit to enjoying.

The results indicated that social approval is an important factor relating to whether a musical preference is revealed or hidden. The best predictor of whether a song was a private-preference was whether the participant viewed listening to the song as socially acceptable. The other predictors may be indicative of some of the reasons why participants viewed the guilty pleasure songs as less socially acceptable. Songs that are low in musical complexity, for instance, may be viewed as less desirable socially than more complex songs. The guilty pleasure songs also tended to be from genres that were less compatible with how participants would like

their peers to perceive them. It is unclear what makes certain genres socially unacceptable--whether the genre is simply contrary to the shared preferences of the in-group or whether there are certain genres that are generally stigmatized. Further research is needed to clarify this.

Follow up research on this topic should be conducted with a larger sample of participants and a larger sample of privately-preferred songs to enable greater generalizability of the findings. Attempts to determine the factors that account for private preferences should delve more deeply into aspects of the music itself, the participant's typical preferences, and the shared musical preferences of the participant's primary peer group. The use of qualitative responses may also help capture some of the social facets that influence the desire to reveal or conceal a musical preference. For future research, it would be useful to incorporate an anxiety measure when obtaining people's musical guilty pleasures. This could capture the degree to which an individual cares about revealing their guilty pleasure relative to their public listening history.

The findings of the current study provide insight into how musical preference is used for self-presentation and identity maintenance as well as the social pressures that people face to conform. Social conformity is seen in many areas of preference, not just music. For instance, the need to conform may influence political views or whether views are revealed or concealed in certain social settings. Musical preferences may provide a window into the social factors that underlie conformity in other areas as well. Understanding the factors that influence conformity--and the need to hide one's preferences and beliefs in certain situations--may help us gain a better understanding of human behavior in social contexts.

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## Appendix A

**Selena's Survey**

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**Start of Block: Default Question Block**

Q10 Informed Consent Statement **Guilty Pleasures** Researcher: Selena Bordeaux Sponsor: Dr. Meagan Curtis

Contacts: selena.bordeaux@purchase.edu meagan.curtis@purchase.edu

**Purpose:** We would like permission to enroll you as a participant in a research study. This study explores musical preferences and the factors that influence why many listeners consider some of the songs that they like to be guilty pleasures--songs that they don't want to admit they like.

**Inclusion criteria:** You must be a Spotify user to participate.

**Procedure:** You will be asked to complete a personality questionnaire as well as questions about your age, gender, hearing capabilities, musical background, and listening preferences. Following these questions, you will be provided with instructions on how to find your Top Songs of 2017 playlist on Spotify. You will be asked to paste a link to this playlist in the response box. This playlist is not linked to your Spotify profile or other information that could be used to identify you. You will then be asked some questions about a few songs in your Top Songs playlist. This study should take less than 30 minutes.

**Costs, risks, and discomforts:** Some participants may feel uncomfortable answering personal questions. You may withdraw from the study at any time by closing your browser.

**Benefits and compensation:** The general benefit of participating in scientific research is the satisfaction that comes from contributing to science and the pursuit of knowledge. Participants from the Psychology participant pool or other Psychology courses that award credit will receive one participation credit for taking part in this study.

**Confidentiality:** The results of this study may be published in a scholarly book or journal or used for teaching purposes. However, your name and other identifiers will not be used in any publication or teaching materials. Your data will never be associated with your name or any other information that would make it possible to identify you.

**Refusal or withdrawal of participation:** You do not have to participate in this study. If you decide to participate, you can change your mind and drop out of the study at any time without affecting your present or future interactions with the experimenters and with no loss of credit for participation.

By clicking below, I am indicating my consent to participate in this research. I confirm that the purpose of the research, the study procedures, the possible risks and discomforts, as well as potential benefits that I may experience have been explained to me. All my questions have been answered. I have read this consent form. By clicking below, I indicate my willingness to participate in this study. I understand that I may contact the Chair of the IRB if I experience any problems during this experiment or have concerns about the ethics of this research (irb.chair@purchase.edu).

I consent to participate in this study. (1)



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Q11 Please enter your initials followed by the last four digits of your phone number in the space below.

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Q12 Please enter your age in the space below.

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Q13 Please indicate your gender in the space below.

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Q14 Do you play any musical instruments?

Yes (1)

No (2)

*Skip To: Q17 If Do you play any musical instruments? = No*

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Q16 If yes, how many years have you been playing the instrument that you have played for the longest amount of time?

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Q17 Do you have any hearing deficits that you know of?

Yes (1)

No (2)

*Skip To: Q20 If Do you have any hearing deficits that you know of? = No*

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Q18 If yes, please explain below.

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Q20 Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please mark the bullet next to each statement to indicate the extent to which you agree or disagree with that statement.

I view myself as someone who...

	Disagree (1)	Slightly Disagree (2)	Neutral (3)	Slightly Agree (4)	Agree (5)
Is talkative. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tends to find fault with others. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does a thorough job. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is depressed, blue. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is original, comes up with new ideas. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is reserved. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is helpful and unselfish with others. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be somewhat careless. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is relaxed, handles stress well. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is curious about many different things. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is full of energy. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Starts quarrels with others. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is a reliable worker. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Can be tense. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is ingenious, a deep thinker. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generates a lot of enthusiasm. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a forgiving nature. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tends to be disorganized. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worries a lot. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has an active imagination. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tends to be quiet. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is generally trusting. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tends to be lazy. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is emotionally stable, not easily upset. (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is inventive. (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has an assertive personality. (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be cold and aloof. (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perseveres until the task is finished. (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be moody. (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Values artistic, aesthetic experiences. (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is sometimes shy, inhibited. (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is considerate and kind to almost everyone. (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does things efficiently. (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remains calm in tense situations. (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prefers work that is routine. (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is outgoing, sociable. (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is sometimes rude to others. (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes plans and follows through with them. (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gets nervous easily. (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likes to reflect, play with ideas. (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has few artistic interests. (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likes to cooperate with others. (42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is easily distracted. (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is sophisticated in art, music, or literature. (44)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Default Question Block

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Start of Block: Genre Q's







## Q2 How often do you intentionally listen to this genre?

	Never (1)	Rarely (2)	Sometimes (6)	Often (3)	Most of the time (4)
Rock (all types) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pop (current) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80's Pop (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90's Pop (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classical (including orchestra, opera, chamber music, etc) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showtunes (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blues (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
R&B (Soul) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jazz (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rap (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hip-Hop (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic (Dance) (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Folk (acoustic) (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disco (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Oldies (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funk (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reggae (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indian (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Latin (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
African (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chillwave (Lo-fi) (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q3 If asked about your musical taste, how do you primarily identify? (e.g., metal-head, punk, oldies lover, etc)

\_\_\_\_\_

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Q4 Does knowing someone's musical preferences make it easier for you to share yours?

Yes (1)

No (2)

*Skip To: Q22 If Does knowing someone's musical preferences make it easier for you to share yours? = No*

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Q5 State why.

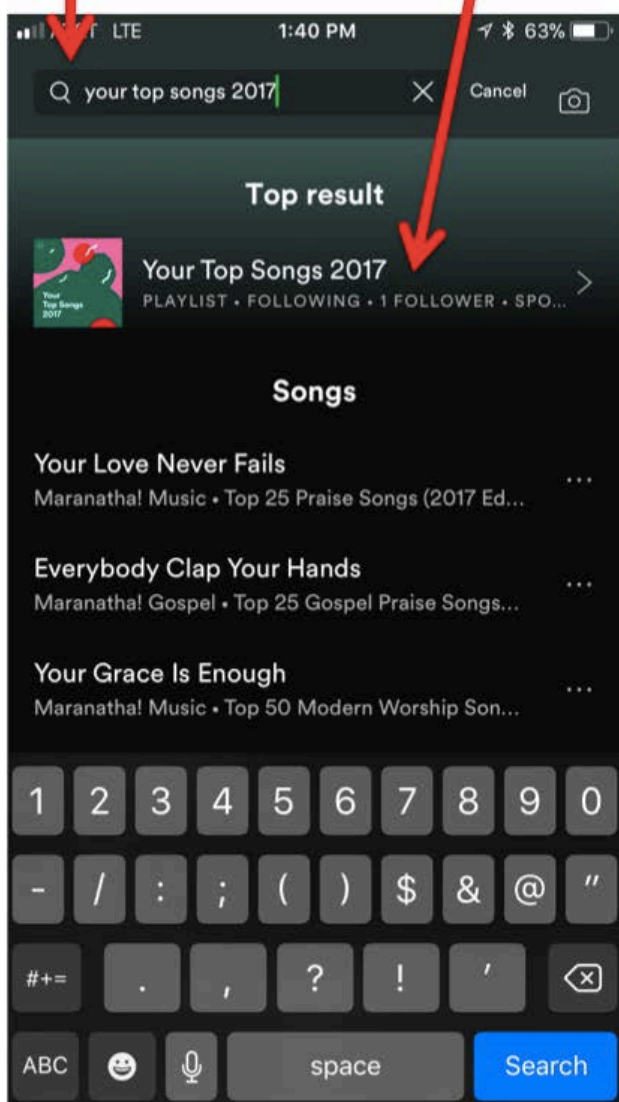
\_\_\_\_\_

Q22 We're going to ask you some questions about your personal listening preferences. To do this, we need you to find a list of your most frequently played songs of 2017 on Spotify. Instructions for how to find that are below. Paste the link to "Your Top Songs 2017" from Spotify.

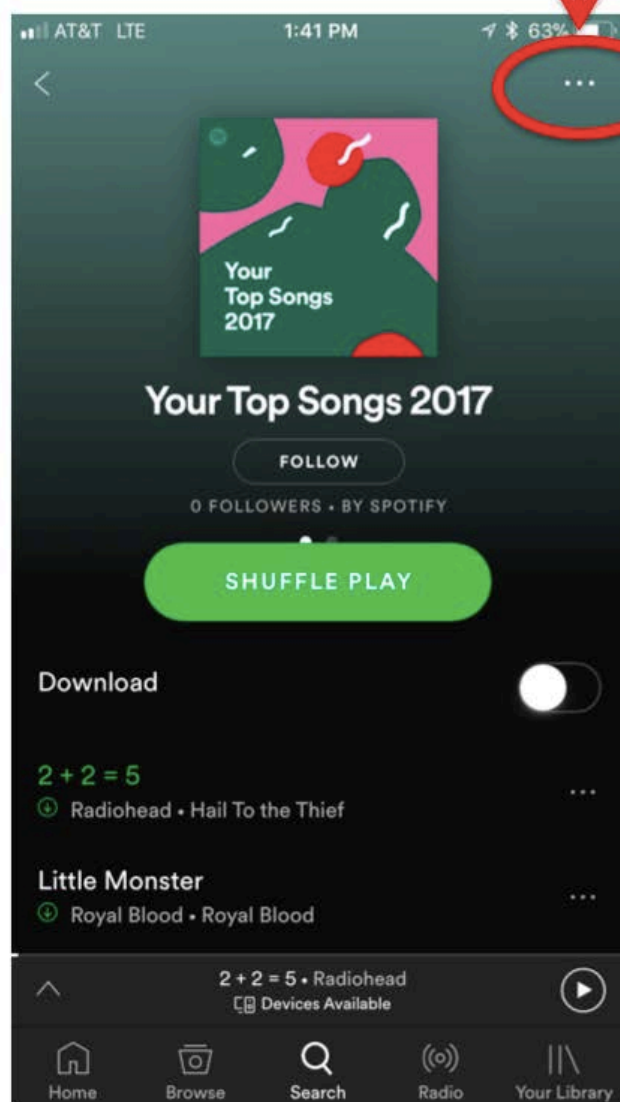
Q23

1. Search for "your top songs 2017"

2. Click on the playlist

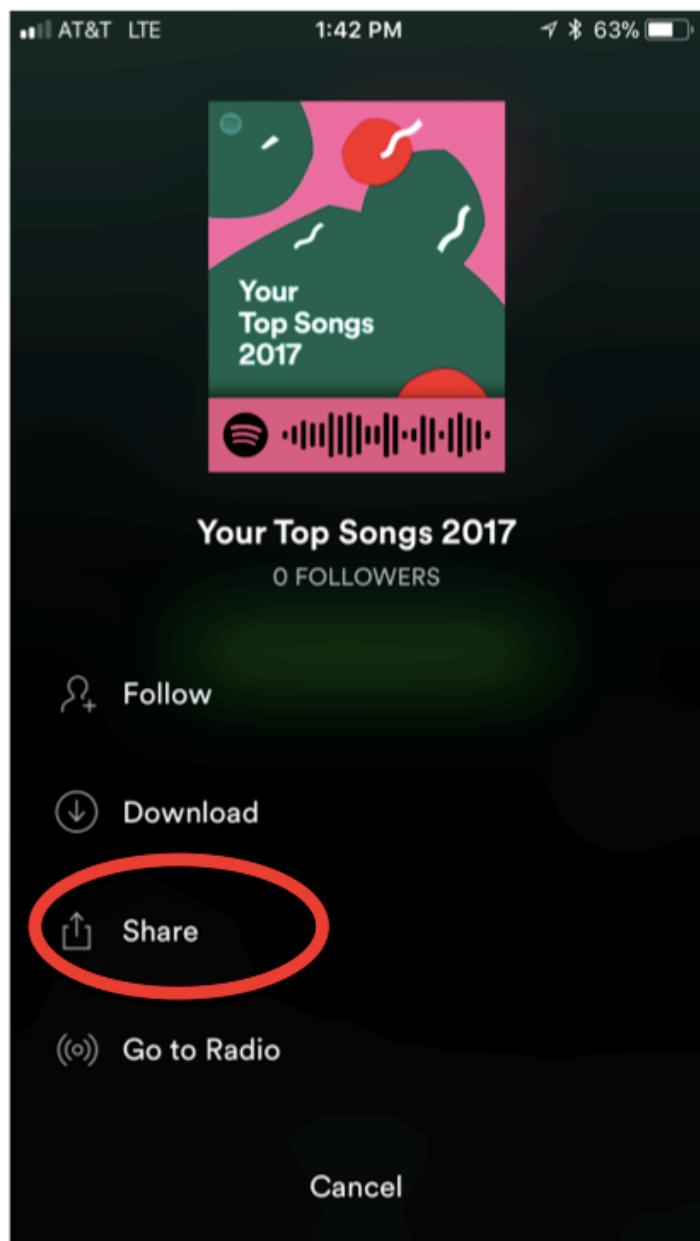
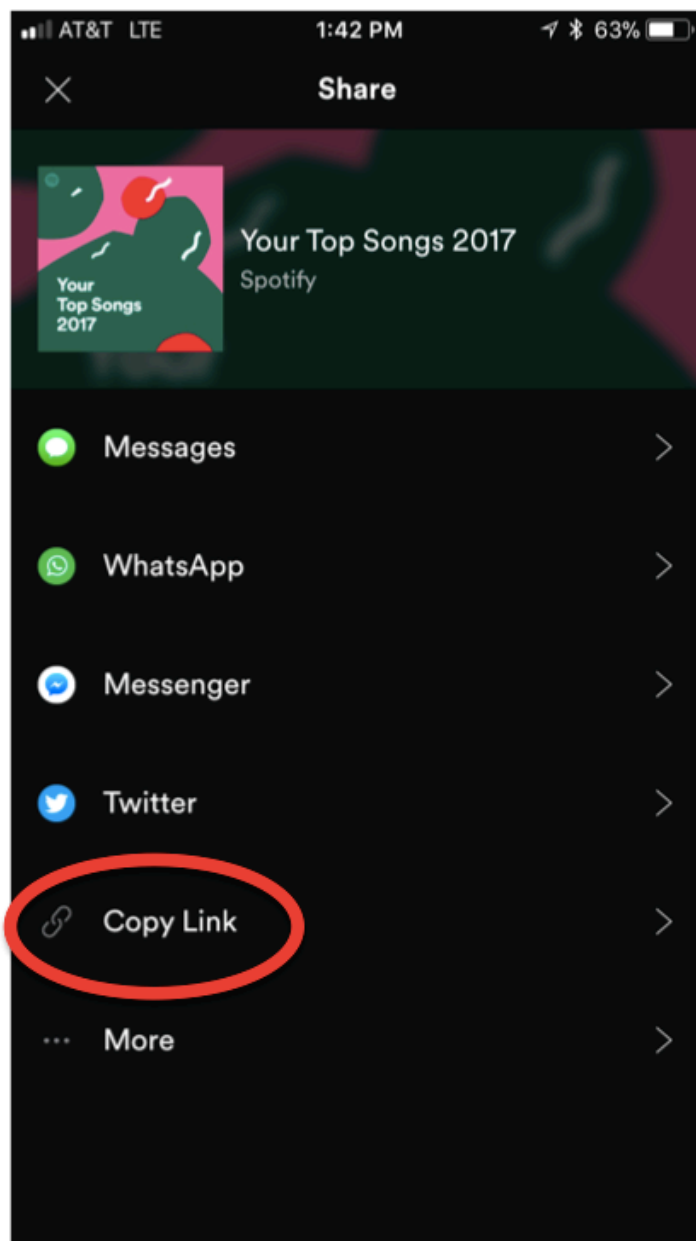


3. Click here



Q24

## 4. Click Share

5. Click on Copy Link,  
6. Paste the link into the survey

End of Block: Genre Q's

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Start of Block: Spotify Questions

Q33 After entering the link to your Spotify playlist above, go through your Spotify playlist and identify the first song that you think of as a "guilty pleasure." This may be a song that you wouldn't necessarily admit to your peers that you like.

---

Q8 Enter the name of the song and artist. Then answer the following questions about the song.

---

Q9 For each item, rate your level of agreement.





Q29 I believe the people that listen to this song are generally:

- Younger than me (1)
  - The same age as me (2)
  - Older than me (3)
- 

Q38 When I decide to listen to this song, my mood before listening to this song is usually...(check all that apply)

- Happy (1)
  - Sad (2)
  - Stressed (3)
  - Angry (4)
  - Nostalgic (5)
  - Tired (6)
  - Afraid (7)
-



Q39 When I decide to listen to this song, I am usually...(check all that apply)

Studying (1)

Working (2)

Driving (3)

Doing chores (4)

Relaxing (5)

Socializing (6)

Alone (7)

Exercising (8)



Q10 Review your Spotify list again and find the next song that you consider a "guilty pleasure." Enter the name of the song and artist. Then answer the following questions about the song.

---

Q11 For each item, rate your level of agreement.



complex  
musical  
structure.  
(9)

This song  
has a lot of  
artistic  
merit. (10)

The  
vocalist is  
talented.  
(11)

I consider  
this song to  
be  
compatible  
with my  
gender  
and/or  
sexual  
identity.  
(12)

It is  
socially  
acceptable  
to listen to  
this song.  
(13)

I am aware  
of scandals  
or criminal  
activity this  
artist has  
been  
involved in.  
(14)



Q30 I believe the people that listen to this song are generally:

- Younger than me (1)
  - The same age as me (2)
  - Older than me (3)
- 

Q40 When I decide to listen to this song, my mood before listening to this song is usually...(check all that apply)

- Happy (1)
  - Sad (2)
  - Stressed (3)
  - Angry (4)
  - Nostalgic (5)
  - Tired (6)
  - Afraid (7)
-

Q45 When I decide to listen to this song, I am usually...(check all that apply)

Studying (1)

Working (2)

Driving (3)

Doing chores (4)

Relaxing (5)

Socializing (6)

Alone (7)

Exercising (8)

---

Q12 Review your Spotify list again and find the next song that you consider a "guilty pleasure." Enter the name of the song and artist. Then answer the following questions about the song.

---



This song  
has a  
complex  
musical  
structure.  
(9)

This song  
has a lot of  
artistic  
merit. (10)

The  
vocalist is  
talented.  
(11)

I consider  
this song to  
be  
compatible  
with my  
gender  
and/or  
sexual  
identity.  
(12)

It is  
socially  
acceptable  
to listen to  
this song.  
(13)

I am aware  
of scandals  
or criminal  
activity this  
artist has  
been  
involved in.  
(14)



Q42 I believe the people that listen to this song are generally:

- Younger than me (1)
  - The same age as me (2)
  - Older than me (3)
- 

Q41 When I decide to listen to this song, my mood before listening to this song is usually...(check all that apply)

- Happy (1)
  - Sad (2)
  - Stressed (3)
  - Angry (4)
  - Nostalgic (5)
  - Tired (6)
  - Afraid (7)
-



Q46 When I decide to listen to this song, I am usually...(check all that apply)

Studying (1)

Working (2)

Driving (3)

Doing chores (4)

Relaxing (5)

Socializing (6)

Alone (7)

Exercising (8)

---

Q32 Go through your Spotify playlist again and identify the first song that you do NOT think of as a "guilty pleasure." This may be a song that you DO feel comfortable admitting to your peers that you like.

---

Q34 Enter the name of the song and artist. Then answer the following questions about the song.

---



This song  
has a  
complex  
musical  
structure.  
(9)

This song  
has a lot of  
artistic  
merit. (10)

The  
vocalist is  
talented.  
(11)

I consider  
this song to  
be  
compatible  
with my  
gender  
and/or  
sexual  
identity.  
(12)

It is  
socially  
acceptable  
to listen to  
this song.  
(13)

I am aware  
of scandals  
or criminal  
activity this  
artist has  
been  
involved in.  
(18)



Q43 I believe the people that listen to this song are generally:

- Younger than me (1)
  - The same age as me (2)
  - Older than me (3)
- 

Q43 When I decide to listen to this song, my mood before listening to this song is usually...(check all that apply)

- Happy (1)
  - Sad (2)
  - Stressed (3)
  - Angry (4)
  - Nostalgic (5)
  - Tired (6)
  - Afraid (7)
-

Q47 When I decide to listen to this song, I am usually...(check all that apply)

Studying (1)

Working (2)

Driving (3)

Doing chores (4)

Relaxing (5)

Socializing (6)

Alone (7)

Exercising (8)

---

Q40 Review your Spotify list again and find the next song that you do NOT consider a "guilty pleasure."  
Enter the name of the song and artist. Then answer the following questions about the song.

---



This song  
has a  
complex  
musical  
structure.  
(9)

This song  
has a lot of  
artistic  
merit. (10)

The  
vocalist is  
talented.  
(11)

I consider  
this song to  
be  
compatible  
with my  
gender  
and/or  
sexual  
identity.  
(12)

It is  
socially  
acceptable  
to listen to  
this song.  
(13)

I am aware  
of scandals  
or criminal  
activity this  
artist has  
been  
involved in.  
(18)



Q45 I believe the people that listen to this song are generally:

- Younger than me (1)
  - The same age as me (2)
  - Older than me (3)
- 

Q42 When I decide to listen to this song, my mood before listening to this song is usually...(check all that apply)

- Happy (1)
  - Sad (2)
  - Stressed (3)
  - Angry (4)
  - Nostalgic (5)
  - Tired (6)
  - Afraid (7)
-



Q48 When I decide to listen to this song, I am usually...(check all that apply)

Studying (1)

Working (2)

Driving (3)

Doing chores (4)

Relaxing (5)

Socializing (6)

Alone (7)

Exercising (8)

---

Q41 Review your Spotify list again and find the next song that you do NOT consider a "guilty pleasure."  
Enter the name of the song and artist. Then answer the following questions about the song.

---

Q51 For each item, rate your level of agreement.



This song has a complex musical structure. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This song has a lot of artistic merit. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The vocalist is talented. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider this song to be compatible with my gender and/or sexual identity. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is socially acceptable to listen to this song. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of scandals or criminal activity this artist has been involved in. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Q44 I believe the people that listen to this song are generally:

- Younger than me (1)
  - The same age as me (2)
  - Older than me (3)
- 

Q44 When I decide to listen to this song, my mood before listening to this song is usually...(check all that apply)

- Happy (1)
  - Sad (2)
  - Stressed (3)
  - Angry (4)
  - Nostalgic (5)
  - Tired (6)
  - Afraid (7)
-

Q49 When I decide to listen to this song, I am usually...(check all that apply)

Studying (1)

Working (2)

Driving (3)

Doing chores (4)

Relaxing (5)

Socializing (6)

Alone (7)

Exercising (8)

End of Block: Spotify Questions

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