Ray,

I am pleased to get this to you before a full year passes on our last correspondence regarding establishing Serving Society sections of MUA-171 and MUA-183. I would have preferred, of course, to get this to you even earlier, but other endeavors intervened.

Please find the attached proposal for these courses for your committee's review. I have attempted to answer the committee's questions in the revisions to my original proposal and offer the following specific responses to the committee to highlight those revisions:

1) The syllabus refers to collateral readings but provides no description or specification. The GE Committee would like to see a clearer description such as a proposed list of required readings or a master list with some indication of the amount and type or reading to be done from the list.

This was the most challenging question posed by the committee. In reflecting on this recommendation I determined that the best approach would be to establish a core reading of substance, and supplement that reading with timely articles in the popular press and professional journals. Identifying the core reading led me to read and review several texts that did not serve or seem appropriate. Finally, this summer I came across the text that I have recommended for the current iteration of this course. I believe that it will have a shelf live of several years. The media based readings will augment this text as they are identified with current relational activities in the music world. I would expect that at least a monthly reading from these sources would be typical to keep students actively thinking about issues relevant to this topic over the course of the semester.

2) The Committee would like to see a better articulation of how the proposed activities address the ideas found in point 2 of the Serving Society; Enacting Justice section of the GE Supplementary Document. (This may have implications for the accounting of the hours.) Given that performances take place in a context of a large ensemble that does not interact individually with the audience, in what sense does "The service component [...] take place in a context where the student will have exposure to one or more of the following:

* Issues of economic disparity and class.
* Issues of gender and ethnicity.
* Issues of environmental stewardship/remediation.
* Issues of social or political disenfranchise.
* Issues of community identity, infrastructure and safety.
* Issues related to aging.
* Issues of disability.
* Issues related to the logistics of or structures for serving society and/or enacting justice.
* Other similar or related issues."
I am happy to clarify these issues for the committee. I will address the above in several specific answers to parts of the larger questions posed:

a) The accounting for hours will be balanced between the two types of activities described in the proposal. I hope that the revised proposal gives sufficient clarity on the nature of these activities. The hours are given in a range rather than a fixed amount in recognition of the varied intensity of these endeavors. Student proposals for meeting the practical aspect of fulfilling this requirement will be evaluated and approved on an individual basis.

b) Only a small portion of the service component identified in the revised proposal may be accomplished by participation in a large group experience, and even in those settings it is clear that students must identify an individual encounter or responsibility that would be uncommon in the large group experience. The majority, at least 2/3, of the service component must be completed in solo or chamber performance settings, or in administrative functions that will give personal and direct exposure to the issues stated above.

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