Role of MUA 171-SS and MUA-183-SS in the General Education Curriculum:
The College Choir and Orchestra actively engage student participation in a range of performance activities that seek to serve society through outreach to churches, social service institutions, schools (both public and private), and the community at large. In any given semester, there will be the opportunity for students to explore and experience the effect of the music making on a range of people and social conditions, and to raise their awareness of issues of justice grounded in such considerations as social class, gender, ethnicity and human disability; the environment; and the impact of technology through both experiences and repertoire. These experiences will invite students to examine their own presuppositions and to develop their skills in their exercise of charity and compassion. Focusing on these impacts of their endeavors will work supportively with the aspects of the course that satisfy the Productions and Presentations requirement of the Competent and Compassionate Action category of the General Education curriculum. Students will be allowed to select the Serving Society section of the course that will be offered on a regular basis.

Students will be responsible for developing an approved plan for a range of community service performance and interaction endeavors typically equaling 12 to 18 hours of varied community involvement and performance that would be balanced between the two types of activities identified below. Students may choose to fulfill this expectation with up to 1/3 of their endeavors from “Type 1” and at least 2/3 of their endeavors from “Type 2” activities listed below. Students may complete this requirement entirely from “Type 2” enterprises. Students must submit a proposal for approval in advance of their activities. Appropriate work would include such experiences as:

Type 1: Adopting leadership roles relating to regular curricular performance endeavors:
   a) hosting high school singers at the fall choral festival (serving as guides and event coordinators for visiting schools and performing)
   b) participating in organizing the annual Christmas Festival performances presented to the general public and facilitating access to underserved populations
   c) participating in the planning and implementation of group events such as Intercollegiate Choral Festival, ensemble retreats, tours, and public service performances
   d) assisting in the preparation and planning for College Chapel

Type 2: Individually based performance and outreach projects in chamber and solo capacities, and administrative roles that are specifically tailored for students seeking Serving Society credit:
   e) participating in performance and worship at local churches and caroling (as assigned by the Music Department or President's Office) in homes during Christmas season
   f) performing in open societal performance venues such as the Farmer’s Market
   g) performing for programs at the Rescue Mission
   h) performing for groups and programs at the Unity Shop
   i) performing for groups and programs at senior citizen residences
j) performing for groups and programs at health care facilities
   k) organizing outreach performances for themselves and peers for disadvantaged
   populations in collaboration with social service and other public agencies

Additionally, students in this section of the course will be required to keep a journal
reflecting on each of these activities and meet for a special seminar with the professor at
the beginning and conclusion of the term to discuss the issues encountered in their
outreach experiences. Collateral readings that support their understanding of the effects
of music as a factor in serving society will also be assigned. These will include monthly,
timely relevant articles in the general media (including newspapers and popular
periodicals) and professional journals as they are identified by the instructor during the
term in question, and a core reading resource to be shared by all students enrolled for
Serving Society credit. The current core reading resource will be the text: The Soloist: A
Lost Dream, an Unlikely Friendship, and the Redemptive Power of Music by Steve
Lopez. This text deals with a wide range of social issues as they intersect with music,
musical genius, political and musical cultural establishments, and the press.