



Council on Undergraduate Education 2016-2017

September 16th, 2016
Talley Student Union 4140
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Instructions, Chair Peggy Domingue
- Remarks from Associate Vice Provost, Dr. Barbara Kirby
- Discussion/ Presentation
 - Office of Undergraduate Courses and Curricula and Academic Standards
 - Office of Assessment
- Establish Quorum

New Business

- Approval of CUE May 13, 2016 Minutes
- Course and Curricular Business

Courses for GEP Category - Review				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Gilmartin	Outing, Schmidt, Russo	IP	FLS 212 Spanish: Language, Technology, Culture	Existing course. GK already reviewed. Changes to prereq/ Student Learning Outcomes
Outing	Ashwell, Petty, Levine	VPA	MUS 206 America's Music	Existing course. USD already reviewed. Changes to grading method and category description
Gilmartin	Nowel, Rabah, Ozturk	SS, USD	PS 309 Equality and Justice in United States Law	Existing course. Up for review in SS and USD.

New GEP Shell Special Topics Offering				
Presenter	Reviewers	GEP Category Under Review	GEP Action	Notes
Russo	Outing, Gilmartin, Schmidt	IP, GK	IPGK 295 The Rhythm of Life	New IPGK Shell

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Knowles	Ozturk, Ashwell, Levine	HUM, USD	HI 253 Early American History	New Course
Outing	Gilmartin, Sills, Joines	GK (New), VPA (review)	MUS 205 Introduction to Music in Western Society	Existing course. VPA is up for review. GK being added.

Notes:

- All linked course actions are viewable in CIM.
- To view actions, please click on the hyperlink. You may need to use your Unity ID to log in.
- If you experience issues logging in, please go to <https://next-catalog.ncsu.edu/courseadmin/> and type the course prefix and number into the search bar.

Members Present: Chair, Chris Ashwell, Adam Rogers (Proxy for Cynthia Levine), Emily Griffith (Proxy for Herle McGowan), Andy Nowel, Karen Young, Nathaniel Isaacson, Ghada Rabah, Tim Petty, Erin Sills, Peggy Domingue, Ingrid Schmidt, Lianne Cartee, Kim Outing

Ex-Officio Members Present: Li Marcus, Sarah Howard, Stephany Dunstan, Dr. Barbara Kirby, Scott Despain

Guests: Philipp Tavakoli, Eric Money, Clyde Sorenson
(Carrie Thomson unable to attend)

WELCOME AND INTRODUCTIONS

➤ Approval of the Minutes from April 22nd, 2016 - **Approved Unanimously**

NEW BUSINESS

Consent Agenda— **Approved Unanimously**

GEP New

- **COS 100 (IP) Approved Pending**
 - Discussion: Member expressed concern regarding the alignment of a measure to the GEP objective, – How are individual grades assigned in group projects? Generally students are individually graded on the participation activities. Member pointed out that there is language built into the syllabus that assures individual assessment even within group work. A member drew attention to the point that in the past CUE has been reluctant to assign USD co-requisite status to orientation courses, and cautioned the committee regarding approving IP status for an experiential course. Members inquired if course is classified as an orientation course or an academic course. Members discussed and concluded that while the course has an orientation aspect; it also has an elevated amount of academic content, exemplified in course modules. A special note was that rather than students describing different vocations they are required to apply disciplinary knowledge to synthesize potential solutions to a problem (i.e: climate change). Member moved to amend motion to Approve Pending clarification of individual assessment of student learning outcomes - one abstention, 11 votes to approve amendment to the motion. Voting followed to approve COS 100 for IP GEP category as Approved Pending – 1 abstention, 11 voted to Approve Pending.
- **ENT 201 (IP) Approved Pending**
 - Discussion: Presented by Clyde Sorenson. Member inquired about outcomes and reading list relating to increased emphasis on historical discipline. Sorenson will provide a reading list within a week. Member moved to amend the original motion to approve the IP categorization pending the addition of a history of science consultation - Unanimously Approved.
Voted to approve ENT 201 for IP GEP category as Approved Pending the consult from history of science – Approved Unanimously.
- **GIS 205 (IP) Approved Unanimously**
 - Discussion: Presented by course creator Eric Money. Members discussed peer reflections in participation grade, noted that peer reflections are not a pure grading aspect, used to reflect on other students' work. Voted to approve GIS 205 for IP GEP category - Unanimously Approved.
- **IDS 220 (IP, USD, GK) Approved Unanimously**
 - Discussion: The course was presented and Philipp Tavakoli was present to answer questions. Voted to approve IDS 220 for IP, USD, and GK GEP categories – Unanimously Approved.
Post Vote Clarification – course can only count as either GK or USD for a student, not both.

GEP Review (Motions to retain courses on GEP lists)

- **FLG 315 (HUM) Approved Unanimously**
- **FLG 318 (VPA) Approved Unanimously**
- **HI 462 (HUM) Approved Unanimously**

Motion passed to mass retain PS courses

- PS 236 (SS)
- PS 310 (SS) **All Approved Unanimously**
- PS 331 (SS)

- PSY 376 (SS) **Approved Unanimously**

Discussion

USD Report– Members discussed collection of feedback materials from the colleges. They will be added as appendices to the next report.

Dr. Kirby offered recognition and thanks to all CUE members. Welcomed Peggy Dominic as new CUE chair as well as expressed gratitude to Chris Ashwell for his service as CUE chair for the past year.

Meeting adjourned 2:45 PM.

Respectfully submitted by:

Alexandra Hergeth

AECHH

**DR. JMARK SCEARCE
PRAGUE INSTITUTE
IPGK 295 COURSE PROPOSAL
COVER SHEET**

Attached is the proposal for teaching a brand new IPGK 295 course on Rhythm.

The required form is included as well as a complete syllabus.

As those approving this may not know me, I would ask that this cover sheet be included.

I am a full professor in Art and Design assigned to the Prague Institute. At NC State I was director of the Music Department for a decade where I taught interdisciplinary courses in the Honors Program, MALS, and Arts Studies. I have taught on the music faculties of the Universities of Hawaii, North Texas, and Southern Maine prior to NC State.

I am one of North Carolina's most recognized and performed composers. Recipient of the 2010 Raleigh Medal of Arts and the 2009 International Raymond and Beverly Sackler Prize in Music Composition, one of the highest honors in my field. I am recipient of five academic degrees in music, philosophy and religion, including a doctorate from Indiana University.

My music has won six international music competitions and can be found on seven commercial recordings, and my third opera and twelfth ballet, both nominated for Pulitzer Prizes, premiered in the last four months and received ecstatic reviews from national press including the Wall Street Journal.

GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering (IPGK 295)

This form is to be used for submitting a Special Topics shell offering for the *Interdisciplinary Perspectives* and *Global Knowledge* GEP categories to the *Council on Undergraduate Education (CUE)*

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The *GEP Interdisciplinary Perspectives objectives* will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines; and
2. Identify and apply authentic connections between two or more disciplines; and
3. Explore and synthesize the approaches or views of the two or more disciplines.

The *GEP Global Knowledge objectives* will provide instruction and guidance that help students to:

4. Identify and examine distinguishing characteristics including values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

And at least one of the following:

5. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.
6. Explain how the distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.
7. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

IPGK 295		
Department(s)/Program	Prague Institute	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	The Rhythm of Life	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2017	
Instructor Name/Title	Dr. JMark Searce, Professor of Art and Design	
SECTION 1: GEP CRITERIA		
Instructions:		
<ul style="list-style-type: none"> • At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. • Achievement of the outcomes must allow students to meet the GEP category objectives. • Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. • At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. • Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. • For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
<i>Interdisciplinary Studies</i>		
List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i> Students will be able to differentiate common rhythmic organizational principles between Music and Language		
Measure(s) for above Outcome:		
<i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i>		
Responses to discussion and essay prompts: Discuss the common organizational principle of stress in Music and Language and how it functions in both (meter)		

<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <u>Interdisciplinary Perspectives</u> Objective 2: Obj. 2) Identify and apply authentic connections between two or more disciplines.</p> <p>Students will be able to identify the mutual relevance of Music and Language into various constructs of rhythm</p>
<p style="text-align: center;">Measure(s) for above Outcome: <i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p> <p>Responses to discussion and essay prompts: In what ways are divisions of Time measured in Language like Music? (pulse, unit, tempo, etc)</p>
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <u>Interdisciplinary Perspectives</u> Objective 3: Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.</p> <p>Students will be able to create a comprehensive taxonomy of rhythmic value in Music and Language with tangential modalities in other disciplines of the student's choosing</p>
<p style="text-align: center;">Measure(s) for above Outcome: <i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p> <p>Final term paper: Apply what you have learned this semester about the importance of repetition and recurrence by using specific examples of the hierarchy of rhythm in a comprehensive metaphoric application to a discipline of your choosing</p>
<p>To assist CUE in evaluating this course for Interdisciplinary Perspectives, please provide answers to the following questions:</p> <p>A. Which disciplines will be synthesized, connected, and/or considered in this course?</p> <p style="padding-left: 40px;">Music and Language primarily but also touching on applications in visual art and biology</p> <p>B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?</p> <p style="padding-left: 40px;">see attachment (text did not fit)</p>
Global Knowledge
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <u>Global Knowledge</u> Objective 4: Obj. 4) Identify and examine distinguishing characteristics including values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.</p> <p>Students will be immersed in Czech culture in an intensive way, living and learning the music and language, thereby able to explain distinguishing characteristics of the rhythm of Czech music and language.</p>
<p style="text-align: center;">Measure(s) for above Outcome: <i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p> <p>Responses to discussion prompts: How does stress differ between the Czech language and English as spoken in America (first syllable stress versus syncopation)</p>
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <u>Global Knowledge</u> Objective 5, 6, or 7:</p> <p>Students will be able to compare the distinguishing characteristics between Czech language and culture and one other language of the students' choosing as they relate to rhythm</p>
<p style="text-align: center;">Measure(s) for above Outcome: <i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p> <p>Final Paper: Choose any language other than English and compare its spoken rhythm to that of Czech. List three major differences and two similarities.</p>

SCEARCE- IPGK 295 ADDENDUM

How will the instructor present the material so that these disciplines are addressed in a way that allows the students “to integrate the multiple parts of view into a cohesive understanding”?

1. The instructor will provide lectures which clearly present the tools of each discipline and facilitate student’s interdisciplinary learning
2. Students will listen to examples presented in class to provide an aural learning and understanding
3. Essay exams will provide writing prompts that test students’ knowledge and comprehension of the material
4. Students will respond to the instructor’s discussion prompts about each discipline and their interrelation, analyzing and applying what they have learned

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives and Global Knowledge* category designations and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): T/R 1-2:30
 - Seat count: >20
 - Room assigned or room preference including needed classroom technology/seat type:
Kundera room of the NC State Prague Institute
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 100 %

- a. If seats are restricted, describe the restriction being applied.
none
- b. Is this restriction listed in the course catalog description for the course?
none

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

none

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.
(ex: ability to analyze historical text; prepare a lesson plan)

none

SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

please see syllabus

2. Major topics to be covered and required readings including laboratory and studio topics.

please see syllabus

3. List any required field trips, out of class activities, and/or guest speakers.

please see syllabus

Empty rectangular box at the top of the page.

SIGNATURE PAGE FOR IPGK 295

RECOMMENDED BY:



HEAD, DEPARTMENT/PROGRAM

DATE 30. August 2016

**For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

IPGK 295 Course Syllabus

IPGK 295 – The Rhythm of Life
Section TBD/Spring 2017
3 credit hours

Instructor

Dr. JMark Searce
+420 736 414 690
jmark_searce@ncsu.edu
Office Hours by Appointment

Course Meetings

T/R 1-2:30
Prague Institute, Czech Republic

Course Description

The Rhythm of Life is a course open to all students using as springboard the central tool of all rhythm: repetition and recurrence. Through this experience, students will learn creative thinking skills as applicable in their own discipline through the metaphor of rhythm. Through a basic understanding of the unit of measure of Time in music, the course will progress to how rhythm works in language, visual art, and finally biology as rhythm functions in our bodies. The global knowledge gained by studying rhythms of other cultures will finally be applied to the Czech language and its differences with spoken American English.

GEP Objectives, Outcomes & Assessments

This course will be primarily concerned with the connections between music and language, touching on applications in visual art and biology.

Obj 1) Distinguish between the distinct approaches of two or more disciplines

Outcome: Students will be able to differentiate common rhythmic organizational principles between music and language

Assessment: Responses to discussion and essay prompts: Discuss the common organizational principle of stress in music and language and how it functions in both.

Obj 2) Identify and apply authentic connections between two or more disciplines

Outcome: Students will be able to identify the mutual relevance of music and language into various constructs of rhythm.

Assessment: Responses to discussion and essay prompts: In what ways are divisions of Time measured in language like music?

IPGK 295 Course Syllabus—page 2

Obj 3) Explore and synthesize the approaches or views of the two or more disciplines

Outcome: Students will be able to create a comprehensive taxonomy of rhythmic value in music and language with tangential modalities in other disciplines of the student's choosing.

Assessment: Final Term Paper: Apply what you have learned this semester about the importance of repetition and recurrence by using specific examples of the hierarchy of rhythm in a comprehensive metaphoric application to a discipline of your choosing.

Obj 4) Identify and examine distinguishing characteristics in a society or culture outside the US

Outcome: Students will be immersed in Czech culture in an intensive way, living and learning the music and language, thereby able to explain distinguishing characteristics of the rhythm of Czech music and language.

Assessment: Responses to discussion prompts: How does stress differ between the Czech language and English as spoken in America?

Obj 5, 6, 7) Compare these characteristics between the non-US society and one other society, explain how these characteristics relate to their culture, or how they change in response to internal or external pressures

Outcome: Students will be able to compare the distinguishing characteristics between Czech language and culture and one other language of the students' choosing as they relate to rhythm.

Assessment: Final Exam: Choose any language other than English and compare its spoken rhythm to that of Czech.

Prerequisites and Restrictions

None

Texts

None

Course Structure

Without a text, the lectures the instructor give are vital to the understanding of the course. The course will encompass weekly lectures and discussion over the twelve-week semester, as well as a Midterm and Final Exam and Final Paper and Presentation.

Course Requirements

Midterm Exam (**Mar 2**)—a 90 minute essay exam (25%)

Final Exam (**Apr 18**)—a 90 minute essay exam with take-home portion (35%)

Final Paper (**Apr 20**) & Presentation (**Apr 11, 13 with draft due**)—a paper of no less than 5000 words applying the semester's work to the discipline of student's choice and 15 minute class presentation of one teachable moment from this paper (40%)

Course Grade

An A is 90% or above, B 80%, C 70%, D 60%, F anything less. The meat of the grade is four percentage points from the center (i.e. 83-86% = B) with plus or minus engaged above and below this marker (i.e. C+ = 77-79%, A- = 90-92%).

Course Schedule

Jan 24

1. Definitions - in which we distinguish difference between the varying by examining terminology such as regular, uniform, pattern (music and language)

Jan 26, 31

2. Notations - in which we study symbologies of marking large-scale and small-scale elements of both sound and silence (music)

Feb 2

3. Pulse and beat - in which we begin studying these smallest building blocks of rhythm, the "toe-tapping" phenomenon as aural "premise" (music and language)

Feb 7, 9

4. Unit and gesture - in which we begin assembling small-scale elements into patterning: metric (steady), intrametric (confirming), contrametric (syncopated), and extrametric (irregular) (music and language)

Feb 14

5. Repetition and recurrence - in which we begin exploring the regular succession of opposite elements, the played and the inaudible (rest) as well as essential anticipation of implied patterning (music and language)

Feb 16, 21

6. Tempo and duration - in which we explore speed and the inverse relationship to length, including the temporal organization of sound from very short to very long and gradations between as ways of digesting information (music and language)

IPGK 295 Course Syllabus—page 4

Feb 23, 28

7. Metric structure - in which we study time signatures, duple and triple meter, simple and compound meters, and the implications for dance and body movement (music and dance)

Mar 2

Midterm Exam

Mar 14

8. Composites - in which we begin amalgamating all sounding parts of a musical texture and differentiate the component parts at play and inherent relationships therein (music)

Mar 16

9. Polyrythms - in which we look at non-Western cultures in the rhythmic conflicts produced by multiple rhythms, cross-rhythms and irrational rhythms at play (music)

Mar 21, 23

10. Visual - in which we translate what we've learned into the five areas of regular, alternating, random, flowing, and progressive and how these are similar to and different from sound (visual art)

Mar 28, 30

11. Linguistics - in which we look at isochrony as one of the three aspects of prosody, along with stress and intonation; language categorization of syllable-timed, mora-timed, or stress-timed; and prosodic rhythmic successions of additive (same duration repeated), cumulative (short-long), or countercumulative (long-short) (linguistics)

Apr 4

12. Physiology - in which we look at how rhythm functions in the body from heart to lungs to circadian patterns necessary for health (biology)

Apr 6

13. Extrapolations - in which we look at applications into other disciplines, metaphors for other fields

Apr 11, 13

Class Presentations of Final Paper

Apr 18

Final Exam

Apr 20

Last Day Wrap-up

Attendance

Attendance is mandatory. Class participation is vital to this performative learning and necessitates attendance. Unexcused absences are calculated as follows: 0-2 (A); 3-4 (B); 4-6 (C); 7-8 (D); 9 or more and you fail the course. For further information see <http://policies.ncsu.edu/regulation/reg-02-20-03>

Late Work

Late work will be marked down one letter grade per day it is late. There will be no extensions granted. No Tests given other than on the day listed.

Academic Honesty

Your work must be your own. All students must abide by the NCSU Honor Pledge (“I have given nor received unauthorized aid on this test or assignment”). All assignments and exams are bound by this pledge. For further information see <http://policies.ncsu.edu/policy/pol-11-35-01>

Disability-Related Student Needs

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability services prior to leaving for Study Abroad. For further information see <http://policies.ncsu.edu/regulation/reg-02-20-01>

Non-Discrimination Policy

NC State provides equality of opportunity in education for all students free from all forms of discrimination: race, color, religion, creed, sex, national origin, age, disability, veteran status or sexual orientation. Discrimination or harassment is a violation of state and federal law and/or NC State policy and will not be tolerated. For further information see <http://policies.ncsu.edu/policy/pol-04-25-05>

Testimonial in Support of
IPGK295, "The Rhythm of Life"
J. Mark Scearce, Instructor
By Jonathan C. Kramer, Ph.D.

To: Members of NCSU UCCC

As member of the Music Department at NC State for more than 30 years and member of the NCSU Interdisciplinary Studies Council I would like to offer my congratulations to Dr. Scearce for creating this rich and original course for our students at the Prague Institute. "The Rhythm of Life" explores a basic element and commonality of human experience and creativity. The syllabus is rich with themes and ideas that will connect students with art of various media as well as with a deeper capacity for experiencing expressive forms. The course is interdisciplinary; students will examine the concept of rhythm at the intersection of music and language; then, grounded in a technical vocabulary of musico-linguistic creativity, these concepts are applied to other areas of artistic endeavor as well.

I have personally team-taught with Dr. Scearce and can state without hesitation that he is a master teacher. He is generous with his time and talents, and the creativity he brings to his own compositional efforts infuses the play of ideas he encourages in the classroom. This should be a highly successful course from which students will learn a great deal about human creativity. I recommend this course highly. Please give it every consideration.

Sincerely,

Jonathan C. Kramer, Ph.D.

Teaching Professor, Music and Arts Studies, North Carolina State University
Adjunct Professor of Ethnomusicology, Duke University

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What in the World Is Music? <https://www.routledge.com/products/9781138790254>

13 SEPT 2016

Dear Art Rice,

I am writing this letter in support of JMark Scearce's course on rhythm at the Prague Institute. I found that JMark's course (IPGK295 "The Rhythm of Life") incorporates an interdisciplinary perspective on the disciplines of language and music, plus it uses his wide knowledge of music composition and reception. I strongly recommend that NSCU accepts this course as I think that it will broaden the scope of students' knowledge not only of music but also of different cultures from a new perspective. I met JMark in Prague this summer, he visited our recording studio Faust and we discussed both the course and his work. He is an exceptional composer and a responsible and enthusiastic teacher.

As for my credentials, I received my PhD from Charles University in Prague (in literature and philosophy). I got my post-doc from Harvard University (music and literature of the counterculture in CZ and US, Fulbright scholarship 2013-14). I teach a course on World Literature for NCSU at the Prague Institute. In my expertise as a linguist, semiotician and musician, I can confirm that Scearce's course has a huge potential in connecting the two disciplines, great musical grounding and innovative methodology. As for course material, I suggest he uses more semiotics of music (T.Turino - Music as Social Life, for example).

Thank you and best wishes! Blanka Maderova