

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

Senate Document Number SD6322S
Date of Senate Approval 4/28/2022

Statement of Faculty Senate Action:

APC Document 58 (MUSC): **Change the description of MUSC 124;
Change the title and description of MUSC 350;
Increase the maximum credit hours for MUSC 499**

Effective Date: Fall 2022

1. Delete: On page 246, the description for **MUSC 124:**

124 Symphony (1)
Performance of classical repertoire with the Asheville Symphony Orchestra. By audition only and permission of the conductor. Fall and Spring.

Add: On page 246, in place of deleted entry:

124 Symphony (1)
Performance of classical repertoire with a symphony orchestra, which might include the UNC Asheville Symphony or other local symphonies such as the Blue Ridge Orchestra or Asheville Symphony Orchestra. By audition only and permission of the department chair and conductor. Fall and Spring.

Impact: This change reflects the course as it has been taught for several years. Currently, students participate in the Blue Ridge Orchestra.

Rationale: This revised description is accurate and also allows for some flexibility in future iterations of this course. The old catalog definition was inaccurate in that students haven't participated in the Asheville Symphony Orchestra as part of this course for many years.

2. Delete: On page 250, the entry for **MUSC 350:**

350 North American Roots Musics and North Carolina (4)
Explores the many so-called "roots musics" of North America. It also serves as an introduction to basic concepts of ethnomusicology—the study of the interactive relationship between musical and cultural practices. Case studies in Native American vocal and instrumental, in Mexican border balladry, in Appalachian country music traditions, the dynamic genre called "the Blues" will explore the concept of the "invention of tradition" in all its cultural, historical and political complexity. A final paper will be based on research and original fieldwork in the local Western North Carolina region. Odd years Spring.

Add: On page 250, in place of deleted entry:

350 North America, Race, and Roots Musics (4)

Explores the many so-called “roots musics” of North America. It also serves as an introduction to basic concepts of ethnomusicology—the study of the interactive relationship between musical and cultural practices. The concept of race as an analytical, expressive, and interpretive, and analytical cultural category is foregrounded. Case studies in Native American vocal and instrumental performance and in Mexican border balladry illustrate the establishment and contestation of racial identity and activism. In Appalachian musical traditions, the dynamic genre called “the Blues” will explore the concept of the “invention of tradition” in all its cultural, historical and political complexity. A sustained ethnographic project will engage a living musical community in the local Western North Carolina region. Odd years Spring.

Impact: This change reflects the course material as currently taught, is intended to allow more students to be aware of the nature of this Diversity Intensive course, and may increase its enrollment, but will not require any additional resources.

Rationale: The proposed curricular changes are intended to foreground the integral race-oriented aspects of the course, so that it may be considered as a potential DI-R offering, without assuming its eventual inclusion.

3. **Delete:** On page 253, the entry for **MUSC 499:**

499 Undergraduate Research in Music (1-6)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.

Add: On page 253, in place of deleted entry:

499 Undergraduate Research in Music (1-4)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at the discretion of the instructor. May be repeated for a total of 8 hours credit. See department chair.

Impact: This change is not intended to change the number of sections of this course, and is expected to have no significant impact on the faculty staffing the courses. It simply allows students who would like to receive more credit for undergraduate research the opportunity to do so.

Rationale: The 6-credit cap was intended to allow for two sequential courses in undergraduate research, but is a relic of the 3-credit-hour model. With the adoption of the 4-credit-hour model, allowing for up to 8 hours of credit will enable students to still take two semesters of 4-credit research without hitting a credit cap. Note that the course may still be offered for fewer than 4 credits.