

CCT 2200 SOUND STUDIES

RmcaD

Credits: 3

In this sophomore-level critical studies course, students explore ideas central to the emerging field of Sound Studies—a range of histories, archeologies, and ethnographies of sound making and listening that intersect with topics in media studies, science and technology, political economy, composition, deaf studies, and musicology. As sound (re)production technologies continue to change, the cultural dimensions of sonic experience change too and reflexively impact our aural sensitivities, media communications, and development of those very same technologies. How do we listen differently to the phonograph, the piano, the vinyl record, the mp3, the EDM concert, or an immersive IMAX or VR experience? How have these differences shaped our experience of nature or the imagined soundscapes of distant planets? By drawing connections between historical, biological, technological, ethnographic, and phenomenological methods of inquiry, students learn to reevaluate and interpret how political, commercial, and social forces shape, and are shaped by, what we listen to and how. Ultimately, the course asks foundational questions about the reproduction, circulation, and experience of sound and equips students to think critically about how sound, technology, culture, and environment interact.

Prerequisite: EN 1111 Composition II or AE 2220 Philosophy of Art + Education for Art Education Majors

COURSE LEARNING OUTCOMES		Exceeding	Meeting	Developing	Not meeting	Program Outcomes	Institutional Outcomes
Contextual Analysis	Explain using historical evidence how our experience of sound changes in relation to technological reproduction, cultural context, and physical environment.	Provides a nuanced historical account of sonic experience, supported by well-integrated and critically-evaluated sources; demonstrates awareness of shifts in culture, technology, and perception.	Describes changes in sonic experience over time using appropriate historical evidence and clearly articulated reasoning.	Offers a basic historical description but lacks depth, critical integration, or clarity in linking evidence to conclusions.	Provides minimal or inaccurate historical context; fails to support claims with relevant evidence.	Historical + Cultural Understanding	Critical Thinking & Cultural Competence
Communication + Written Argumentation	Produce written arguments about how audio and media technologies affect how we listen and communicate using sound.	Constructs original, well-reasoned arguments supported by interdisciplinary evidence that critically engage with systems of power and cultural meaning.	Articulates a clear, supported argument connecting sound to specific cultural, political, or economic frameworks.	Presents a recognizable argument with limited support or unclear connections to broader systems.	Argument is vague or unsupported; lacks clear engagement with relevant systems or frameworks.	Written Communication + Systems Thinking	Critical Thinking & Cultural Competence

Course Learning Outcome Rubrics include the criteria for course learning outcomes, the descriptors, and definitions identifying the characteristics tied with each criterion, and a rating scale for performance levels that identifies learners' levels of proficiency within each criterion. Course Learning Outcome Rubrics include program and institutional outcome alignment. Rubrics for Art Education and Interior Design also include programmatic accreditation alignment. Course Learning Outcome Rubrics are utilized by the department in activities related to course-level learning assessment.