

## UNDERGRADUATE SURVEY COURSE ASSIGNMENT

**ChatGPT only assignment.** Please use the AI tool to complete this assignment! See AI Policy.

On Thursday we began talking about musical "borrowing" (this is the most neutral term; one may also think of it as "appropriation" or "inspiration") from non-Western cultures. Most of the music we will listen to in the next few weeks borrows non-Western-classical music in some fashion; looking "outside" Western classical music was a central way of writing (classical) music in the early 20th century. This fact often raises ethical questions for the performers and listeners of 2023. (Students in this course have felt disquieted by Debussy's Orientalism, for instance.)

Use chatGPT to generate some thoughts about the ethics of performing such works, then **respond** (either in-line or in a response paragraph) in 500 words. (In other words, this is a type 3 assignment as explained here: AI Policy.) Then add an **extra paragraph** that includes the prompt you used and evaluates how useful you think chatGPT's answer was.

- You will have to work to find a prompt that generates useful answers. It took me several tries to get beyond "Ethics vary from culture to culture," which is basically a non-response.
- You will still be graded on the specificity and thoughtfulness of *your* response, which means it's a good idea to have a useful, interesting AI-generated essay to respond to. It's not worth your time to respond to an unconvincing or obvious set of ideas.
- Your response can go beyond the ideas generated by the AI. There's lots you can do that an AI can't--have personal experiences and feelings, for instance. Feel free to be creative and subjective here.

Anicia's notes:

*This assignment went surprisingly well. This is a high-stakes question at a conservatory; students can have strong opinions about the issue, but are often afraid to express them and question others. The students who chose to do this assignment produced thoughtful papers that interrogated chatGPT's ideas and supplemented them with examples from their own lives. I think this worked well in part because the student had to generate the ideas that they wanted to respond to, and because chatGPT, unlike Twitter, doesn't try to foment or react to outrage.*