

**GLOBAL, CULTURAL, DIVERSITY COURSES
SCHOOL OF MUSIC 2022/23**

The Global/Cultural/Diversity course requirement enables music students to understand the connection between their own lived experience and those of people throughout the world. It supports and shapes learning in arts, literature, economic, cultural, political and environmental influences which shape our lives. A GCD course includes content that relates to cultures, geographies, histories, and current issues of diversity, equity and inclusion. GCD courses may develop music students' skills to critically engage issues through understanding of social justice action that students can take as diverse citizens in a global community.

Semester Last Offered	College/Dept	Course Number	Title	Units	Date/Time	Instructor	Full Course Description
F22 S23	Modern Languages	82283	Language Diversity & Cultural Identity	9	F 10:10am - 11:00am**	Remi Van Compernelle	Culture, language, and identity are intimately tied together. Individuals, families, communities, and nations identify themselves in relation to the language or languages they speak. Local, national, and international governmental organizations make choices about the language or languages they recognize and use for political and economic affairs. The United Nations even recognizes language as integral to maintaining the cultural heritage of communities and peoples around the world, and the freedom to choose ones language of expression as a universal human right. In this course, we will explore a variety of questions, advantages, and challenges related to language diversity and cultural identity across the globe. Our main focus will be on contexts of multilingualism that is, contexts in which two or more languages may be used. Adopting a comparative case study approach, we will explore the following themes: (i) The historical underpinnings of language diversity and its consequences for cultural identity today (e.g., migration, colonization, conquest); (ii) How language diversity and cultural identity shapes, and is shaped by, local, regional, national, and international politics; (iii) The relationship between language diversity and language use and visibility in public spaces (i.e., the linguistic landscape); (iv) Relations between linguistic communities (e.g., majority and minority language users) and the sense of belonging to a culture. The course is taught in English. Students who wish to take the course as a Modern Languages major or minor elective will need to complete their final project on a topic relevant to the language they study.
F22 S23	History	79415	Arab Culture Through Dialogues, Film, and Literature	9	MW 10:10 - 11:30	Nevine Abraham	F22: Minorities in the Middle East and North Africa In today's society that explores Diversity, Equity, and Inclusion (DEI), one ought to ponder if Arab societies have made progress to ensure DEI among minorities of other races, religions (Muslims, Christians, Jews), sects (Sunni and Shia), ethnicities (Copts, Nubians, Kurds), Palestinians, and LGBTQ groups. This course aims to enrich students understanding of the diversity of Arab countries and the historical changes that have shaped identities of these groups and explore the progress made in granting them more rights. Students will learn the impact of

							colonialism, Pan-Arabism, socio-economy, and cultural norms on minorities status through readings, films/documentaries, music, data collected via surveys and virtual sessions with students in Arab countries.
F22 S23	English	76241	Introduction to Gender Studies	9	*MW 1:25 - 2:45*	Koel Banergee	Intersectional feminism. Structural oppression. Biological sex vs. gender roles. LGBTQIA+ rights. Consent. Masculinity. me-too and gender-based violence. Sexual politics. Global feminism. This course offers students a scholarly introduction to these social and political issues through critical readings, literature and film. In this discussion-based class, students read and discuss contemporary gender studies that speaks to questions of identity, race, nation, sexuality, and disability. Critical readings include work by Audre Lorde, bell hooks, Judith Butler, Kimberl Crenshaw, Sara Ahmed, Eve Sedgwick, Raewyn Connell, Mari Matsuda, Mona Eltahawy, Rosemarie GarlandThomson, and Kate Bornstein. Fiction might include Jacqueline Woodson, Ocean Vuong, and Alison Bechdel.
F22 S23	English	76217	Cultures of Anti-Facism	9	MWF 10:10 - 11:00	Steven Gotzler	Topics vary by semester: Fall 2022: Cultures of Anti-Fascism - From the formation of the Italian Arditi del Popolo in 1921 to Antifa activists on the streets of Portland in 2020 anti-fascist movements have articulated a diverse array of identities, motivations, and allegiances in their struggle to resist fascist violence and tyranny. But what has been anti-fascisms cultural legacy? How have anti-fascist cultures influenced other radical traditions such as anti-racism, feminism, and environmentalism? And what contributions have they made to popular culture more broadly? To answer these questions, we will approach the cultures of anti-fascism through a series of case studies drawn from across the 20th-21st centuries. For example, the response to The Spanish Civil War and the rise of Nazism during the 1930s and 40s by Hollywood film stars and the militant volunteers of the International Brigades; postwar struggles against racial fascism and white supremacy during the 1960s by organizations in the USA like The Black Panther Party who called for a United Front Against Fascism, or against the rise of neo-fascist groups during the 1980s in Britain with events like Rock Against Racism; and most recently the discourse surrounding former President Trumps designation of Antifa as a terrorist group in 2020. We will examine a range of cultural forms produced by anti-fascist writers, musicians, artists, journalists, and activists including novels, films, reportage, posters, music, ephemera, events, and direct actions. Along the way, we will also spend time thinking about theories of anti-fascism and the contributions that anti-fascist thinkers have made to critiques of global capitalism and the ongoing struggles against racism, imperialism, and the climate crisis. Texts may include the works of: Antonio Gramsci, George Orwell, Ellen Wilkinson, Aim Csaire, George Padmore, Angela Davis, Natasha Lennard, and Ewa Majewska.
F22 S23	English	76278	Japanese Film and Literature: The Art of Storytelling	9	MW 1:25 - 2:45	Yasuhara, Yoshihiro	This course explores how the art of storytelling is in tandem with the vicissitudes of the human condition as illustrated in Japans variety of fictions, non-fictions, and films in the twentieth and twenty-first centuries. Analyses of each storytelling not only reveal the cultural dynamics behind Japanese modernity, but also invite students to find new insights into Japanese culture and their ways of perceiving our globalized world. What kind of

							cultural exchanges took place between modern Japan and the West? How are Japans traditional values transformed in the face of modern technicalization and industrialization, compared to the modernization of other countries? And, in turn, what kind of impact has modern Japanese culture had on today's world? Tackling these questions among others, the course also extends to such issues as the legacy of traditional Japanese culture, the modern Emperor system, World War II experiences, emerging voices of minorities, and popular culture (e.g., anime and subculture).
S23	English	76244	Immigrant Fictions	9	TR 11:50 - 1:10	Marian Aguiar	Contemporary writers offer vibrant portrayals of questions around identity and belonging that accompany migration and immigration to the United States. Their works show how displaced people and their children reinvent themselves, even as they look back to other homelands. This contemporary literature course combines fiction, poetry, drama and scholarly non-fiction readings to examine the experiences of the transnational movement of people to the United States, including international students, refugees, and documented and undocumented migrants and their families. We will consider not only the experience of personal migration, but also the global social, economic and political processes that structure that movement. Possible fiction readings draws from Asian American studies, Latinx studies, and African American studies, and might include Jhumpa Lahiri, Valerie Luiselli, Chimamanda Adichie, Christina Garcia, Juno Daz, Lisa Ko, Cathy Park Hong, and Edwidge Danticat.
F22 S23	History	79189	History of Democracy: Thinking Beyond the Self	9	MW 12:10 - 1:20	Ricky Law	What is the best way to run a country? What is the worst? Democracy has been called both the best and worst form of government. Either way, as almost all countries in the world claim to be a democracy, chances are you come from one of them. What does it mean to live in a democracy? In essence, it means thinking beyond the self and from the perspectives of other people. It means looking for facts but being open to different interpretations. And it means taking responsibility to think critically and independently. These traits are also necessary for understanding history. This course will train you in the skillset and mindset of a historian so you can act democratically. You will learn to tell historical facts from opinions and to see from various angles. The course will also push you to think for yourself, and to argue persuasively for your own position. These skills of thinking historically are useful not just for school or work, but they are also indispensable to a democratic society. Democracy is chosen as the course theme because it is a feature that sets humans apart from other organisms. Knowing the history of democracy is thus knowing what it means to be human, which is the essence of the humanities. Our investigation will begin with ancient Rome and continue to revolutionary France, Weimar Germany, modern Japan, the Chinese nation, and the Iranian nation. At the end of our journey, you will have gained a basic appreciation of the philosophical appeal and practical challenges of democracy, so that you will be able to decide for yourself what role democracy should play in your life and vice versa.

S23	History		The Slave Passage: From West Africa	9	TR 10:10 - 11:30	Edda Field-Black	The Slave Passage begins among flourishing, technologically advanced, and globally connected regions of Western Africa before the advent of the trans-Atlantic slave trade. It tells the painful story of African captives during the Middle Passage, piecing together the historical record to recognize their suffering aboard the slaving vessels and their multiple strategies of resistance. Students will study slave narratives, slave ship logs, and autobiographies of former enslaved people, as well as analyze films depicting the Middle Passage and New World enslavement.
F22 S23	History	79415	Arab Culture Through Dialogues Film, and Literature	9	MW 10:10 - 11:30	Abraham, Nevine	Minorities in the Middle East and North Africa In today's society that explores Diversity, Equity, and Inclusion (DEI), one ought to ponder if Arab societies have made progress to ensure DEI among minorities of other races, religions (Muslims, Christians, Jews), sects (Sunni and Shia), ethnicities (Copts, Nubians, Kurds), Palestinians, and LGBTQ groups. This course aims to enrich students understanding of the diversity of Arab countries and the historical changes that have shaped identities of these groups and explore the progress made in granting them more rights. Students will learn the impact of colonialism, Pan-Arabism, socio-economy, and cultural norms on minorities status through readings, films/documentaries, music, data collected via surveys and virtual sessions with students in Arab countries.
F22 S23	History	79496	Chinese Language and Culture Before the Republic	9	MW 10:10 - 11:130	Yao, Tianxue	With China as a growing political and economic power, understanding the country through its history and culture becomes necessary for students as responsible citizens of the world. This course is designed to help students, previously unexposed to Chinese culture and civilization, better understand Chinas past. By learning about the history of the Middle Kingdom, students will be exposed to the deep and fascinating foundation of Chinese civilization. We will not cover thousands of years of history, but discuss a chronological timeline of dynasties for reference. Areas of focus include the general knowledge of geography, religion, art, ancient lifestyles, and values. This course is conducted in English with no requirement of prior knowledge of Chinese language.
F22 S23	History	79497	Chinese Language and Culture in the 20th Century	9	MW 1:25 - 2:45	Sun, Zhongxin	This course will introduce students to important developments in Chinas culture and language since the end of the nineteenth century focusing on the interactions between Chinese and Western cultural traditions and the historical, social, and political contexts in which these interactions evolved. The following questions will motivate discussion: What is Chinese culture in the modern world? What is modern and what traditional Chinese culture? How does high culture interact with folk culture and popular culture? How have education and language policies shaped Chinese cultural identities over the last century? What does it mean to be Chinese in a diaspora context? This course is conducted in English with no requirement of prior knowledge of Chinese language.
F22 S23	Modern Languages	82283	Language Diversity & Cultural Identity	9	R 2:30 - 4:20*	Van Compernelle, Remi	Culture, language, and identity are intimately tied together. Individuals, families, communities, and nations identify themselves in relation to the language or languages they speak. Local, national, and international governmental organizations make choices about the language or languages they recognize and use for political and economic affairs. The United Nations even recognizes language as integral to maintaining the cultural heritage of

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F22 S23	Modern Languages	82286	Cultural Complexities	9	TR 1:25 - 2:45*	Brockman, Stephen; Wiener, Seth; Iwasaki, Yasufumi; Youngs, Bonnie	This course will explore ethnic and cultural diversity in contemporary Europe, especially Germany. All of these countries have become increasingly diverse ethnically and culturally over the last few decades, and there have been significant debates about immigration and willingness (or lack thereof) to accept refugees from other parts of the world. Some have celebrated Europe's increasing multiculturalism and diversity, whereas others have criticized it. The goal of the course is to look at both multiculturalism and diversity and also the critics of multiculturalism and diversity. Section C: In this course, students will gain an understanding of the linguistics of various East Asian languages. Students will learn how one's own experiences, worldviews, society, and culture can be shaped by language. Understanding these principles is essential in creating more global and intercultural citizens. Section D: Students will examine multicultural situations in Japan, where foreign migrants, indigenous peoples, and hafu live and work with Japanese people, from historical, political, economic, social, and cultural perspectives. They will also be asked to reflect on their own cultural contexts for understanding the cultural diversity of their own society. Section E: In the days when threats were constant, human beings needed to assess possible danger quickly. Today, before even speaking, our brain assesses and categorizes others. Needless to say, these quick judgements are inaccurate and based on what is visible or perceivable: clothing, health, etc., and even on where we encounter each other: in a bar, a library, or a laundromat. We don't realize the influence of our own cultures/identities on our assessments. Through data, students will uncover themes leading to feelings of a lack of inclusivity and create plans to help us develop deeper understanding and acceptance in the CMU community.
F22 S23	English	76207	Special Topics in Literature & Culture	9	MWF 3:35 - 4:25	Robyn Rowley	Topics vary by semester. Spring 2022: Gender and Power in Popular Culture - From the soap operas of the 1980s and Madonna Ciccones Like a Virginto the current television series Pose and LilNasXs Montero, popular culture generates sex and gender norms, and reflects anxieties and controversies surrounding the ways we define and understand these

							norms. In this course, students will explore the role of popular culture in producing and maintaining our concepts of gender and sex. Using a media studies based approach, we will engage with a diverse archive that includes film, television, music videos and performances, social media discourses, and consumer-produced viral images and video. As we engage with these objects, we will learn and practice methods of intersectional feminist media analysis to interrogate the representation of gender and sexuality in these popular forms and work to become more critical spectators and consumers. In addition to small writing assignments throughout the course, each student will work to complete a final project analyzing a relevant media object of their choice.
S23	English	76327	Equity & Communication	9	MW 11:50 - 1:10	Joanna Wolfe	Communication is always embedded in power relationships with unstated social rules that govern who is able to say what when. But communication also offers us a tool for rewriting oppressive social scripts. In this class, we will look both at inequities built into our communication and strategies for overturning these inequities. The focus will be on practical actions that you can take to improve your school, workplace, or extracurricular groups. Our readings will come from diverse sources and fields, including sociolinguistics, psychology, education, organizational communication, rhetoric, and writing studies. You will learn how to read research in these fields and will be encouraged to experiment with unfamiliar research methods yourself (in a safe, low-stress context) so that you become a more informed reader. While our readings might occasionally depress (or enrage) you, the overall focus of the course will be optimistic, challenging you to imagine solutions to the problems we discuss.
F22 S23	English	76241	Introduction to Gender Studies	9	MW 1:25 - 2:45	Pearl Neilson	Section A: This class will challenge you to consider new perspectives, engage with a variety of diverse content, consider how your opinions have been shaped in the world around you. You will discuss and explore these concepts through writing, reading, and discussion with your peers. While we will often reflect on our personal lives, and honor the feminist dictum that the personal is political, we will above all seek to connect those experiences to scholarly works on the broad topic on gender studies. Section B: This course will introduce students to the various theoretical and methodological approaches to the study of gender. It will offer students a deeper understanding of some of the significant influences on the development of contemporary gender theory: including the distinction between sex and gender, the relationship between capitalist production and biological reproduction, psychoanalytical theories of gender, gender and affect, and queer theory. It will pay particular attention to the intersections of gender, sexuality, and race, and the changing representations of gender in popular media. The course is interdisciplinary in its scope and approach to theories of gender. It will familiarize students with various disciplinary perspectives and approaches to gender studies including literature, film and media studies, critical theory, and feminist theory. Some of the readings for the course will include works by Simone de Beauvoir, Audre Lorde, bell hooks, Judith Butler, Sara Ahmed, Laura Mulvey, Teresa de Lauretis, Kaja Silverman, and Wendy Brown.

S23	Drama	54338	Theatre of the Oppressed-An Introduction to Forum Theatre Performance	6	TR 12:45 - 2:45	Parker, Mary	In what ways can theatre be used to solve social issues? This class will use theatrical storytelling to prototype solutions to unsolvable cultural problems. Using an applied theatre praxis, students will learn about the work of Augusto Boals Theatre of the Oppressed, specifically Forum Theater as one way to use performance to address a specific social issue decided on by the students. As part of the course students will devise a performance for a live audience to engage with at the end of the class. Leading up to the final performance, students will learn, analyze, deconstruct, and think critically about how theatre can be used as a technique to engage in creating revolutionary change. As part of the course students will foster their facilitation skills leading games and debriefs for their peers. During this course it is possible that topics that are brought up will be personal in nature and potentially triggering. As such, students will also learn strategies for how to address their triggers when they become present. Students taking this course do not have to be familiar with the work of Augusto Boal nor do they need to have any prior performance experience. Open to non-majors.
F22 S23	Business Admin	70342	Managing Across Cultures	9	M/W 3:05 – 4:25	Oliver Hahl	This course is designed for students who expect to do business in other countries or work with people from other cultures. It provides an intellectual framework for understanding other cultures (and eventually one's own), as well as detailed studies of particular countries. It discusses how culture defines organizations, contracts, personal relationships, attitudes toward authority, time and space, ethics, wealth, and subcultures, and how these affect business. Student teams study a culture of their choice and make presentations, based on interviews and literature research.