

Course Content

Outline

- Class 1
 - Introduction to Cultural Identity, Diversity and Self Acceptance
 - Songs
 - *Secrets* by Mary Lambert
 - *All About that Bass* by Meghan Trainor
 - Activities
 - Tolerance and Acceptance Survey 1
 - Gap Fills and Vocabulary Identification worksheets
 - Cultural Diversity Wheel
 - Group Discussion of topic
 - Interpretation of lyrics
 - Sharing information about yourself
- Class 2
 - Race and Ethnicity
 - Songs
 - *Black or White* by Michael Jackson
 - *Strange Fruit* by Billie Holiday
 - Activities
 - Gap Fills and Vocabulary Identification worksheets
 - Group Discussion of topic
 - Interpretation of lyrics
 - Role-play of scenarios created by students to demonstrate racism
- Class 3
 - Gender and Women's Equality
 - Songs
 - *RESPECT* by Aretha Franklin
 - *Stronger* by Kelly Clarkson
 - Activities
 - Gap Fills and Vocabulary Identification worksheets
 - Group Discussion of topic
 - Interpretation of lyrics
 - Public Speaking: sharing experiences from real life to demonstrate gender biases
- Class 4
 - Sexual Orientation
 - Songs
 - *I Kissed a Girl* by Katy Perry
 - *Same Love* by Macklemore
 - Activities

- Gap Fills and Vocabulary Identification worksheets
 - Group Discussion of topic
 - Interpretation of lyrics
 - Expressing, challenging and defending opinions in group discussions
- Class 5
 - Presentations and Global Issues
 - Group Presentations on topic of importance/interest
 - Song: *Imagine* by John Lennon
 - Activities
 - Gap Fills and Vocabulary Identification worksheets
 - Group Discussion of topic
 - Interpretation of lyrics
 - Self Reflection
 - Tolerance and Acceptance Survey 2
 - Group Presentations

Schedule

5 classes (one class per week – 5 weeks)

Thursdays 5-6:30 pm

Dates: To be determined

Listen to Your Heart: Music and Diversity

Course Syllabus

Instructor: Nathan Galster

Office: 521

Phone: 010-9559-3725

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Course Schedule

Room: 201

5 classes (one class per week – 5 weeks)

Thursdays 5-6:30 pm

Dates: To be determined

Course Outline

Class 1: Introduction to Cultural Identity, Diversity and Self Acceptance

Class 2: Race and Ethnicity

Class 3: Gender and Women's Equality

Class 4: Sexual Orientation

Class 5: Global Issues

Expectations

Public Speaking

This course involves public speaking. You will be encouraged to speak in front of the class. You will be asked to give a group presentation in the final class.

Diversity

This course involves discussing topics that may be uncomfortable or new. You should be prepared to hear, learn about and discuss issues that may be different and new to you.

Grading

There will be NO grades in this course. However, the instructor will check your listening and speaking skills and give you feedback and suggestions for improvement. You will also do a lot of peer and self reflection.

Class Rules

In this class, we will work together and support each other. We should try to use English only during the class time. We are a C.R.E.W.

Communicate

Respect

English please

Work together

Daily Timeline – Day 1

Warm Up (10 minutes)	Icebreaker - write three things about yourself on a piece of paper, ball it up and throw it in a pile on the floor, pick up a different piece of paper and try to find the person who wrote it
Tolerance Survey (5 minutes)	Complete a short survey to measure your level of acceptance and tolerance related to diversity and multiculturalism
Introduction of Topic (15 minutes)	Cultural Diversity Wheel - complete individually and share/discuss/compare in a group
Listening Song 1 (10 minutes)	Listen to the song several times Fill out listening worksheet Check/evaluate accuracy of listening – by peers in groups and by instructor (circulating around to each group)
Discussion (10 minutes)	Discuss your interpretation of the meaning of the lyrics in a group Discuss the issue related to the song and instances that you have witnessed or experienced things related to this issue in your life
Listening Song 2 (10 minutes)	Listen to the song several times Fill out listening worksheet Check/evaluate accuracy of listening – by peers in groups and by instructor (circulating around to each group)
Discussion (10 minutes)	Discuss your interpretation of the meaning of the lyrics in a group Discuss the issue related to the song and instances that you have witnessed or experienced things related to this issue in your life
Activity (10 minutes)	Sharing information about yourself - students will be encouraged to speak in front of the class and share something that makes them different or special (optional, volunteer basis)
Closing (10 minutes)	Discussion: Real world application Reflection - How will you use what you learned today in your life?

Day 1 Assessments

Diversity Survey (Appendix A)

2 Lyrics Worksheets (Appendix B and C) - peer and instructor review and feedback

Instructor observation, feedback and suggestions during group discussions

Appendix A

Diversity Survey

Please circle the answer that best fits you. Please answer honestly. Your answers will not be seen by other classmates unless you want to share them.

I am uncomfortable with people who are different from me.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I don't like it when someone has a different opinion than me.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I prefer to be friends with people who look like me.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I prefer to be friends with people who think and act like me.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am interested in learning about people who are different from me.

Strongly Agree Agree Neutral Disagree Strongly Disagree

What kind of differences (e.g. nationality, race, sexual orientation) in people make you uncomfortable? Please share your thoughts

Appendix B

All About That Bass by Meghan Trainor

Because you know I'm all about that bass,
'Bout that bass 'bout that bass, no treble
I'm all 'bout that bass,
'bout that bass, no treble
I'm all 'bout that bass,
'bout that bass, no treble
I'm all 'bout that bass,
'bout that bass

Fill in the missing words

Yeah it's pretty _____, I ain't no size two
But I can shake it, shake it like I'm supposed to do
'Cause I got that boom boom that all the _____ chase
All the right junk in all the right places
I see the _____ working that Photoshop
We know that sh*t ain't real
Come on now, make it stop
If you got beauty beauty just raise 'em up
'Cause every inch of you is perfect
From the _____ to the _____

Yeah, my _____ she told me don't worry about your size
She says, boys they like a little more booty to hold at _____
You know I won't be no stick figure, silicone Barbie doll,
So, if that's what's you're into
Then go ahead and _____ along

Because you know I'm all about that bass,
'Bout that bass 'bout that bass, no treble
I'm all 'bout that bass,
'bout that bass, no treble
I'm all 'bout that bass,
'bout that bass, no treble
I'm all 'bout that bass,
'bout that bass

Appendix C

Secrets by Mary Lambert

Fill in the missing words

I've got bi-polar _____
My sh*t's not in order
I'm overweight
I'm always _____
I've got too many things to say
I rock mom jeans, cat earrings
Extrapolate my feelings
My _____ is dysfunctional
But we have a good time killing each other

They tell us from the time we're _____
To _____ the things that we don't like about ourselves
Inside ourselves
I know I'm not the only one
Who spent so long attempting to be _____ else
Well I'm over it

Put the words in the correct order

care the knows my what if I secrets world are don't (x2)

_____ (secrets are)

_____ (secrets are)

So-o-o-o-o what, So what, So what, So what

Fill in the missing words

I can't think _____, I'm so gay
Sometimes I cry a whole day
I care a lot, use an analog clock
And never know when to _____
And I'm passive, aggressive
I'm scared of the dark and the _____
I love my butt and won't shut up
And I never _____ grew up