

Global Cultures and Emerging Technologies, B.A.

B.A. in Global Cultures & Emerging Technologies

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<https://www.cmu.edu/dietrich/lcal/>

Global Cultures & Emerging Technologies (GCET) is an interdisciplinary undergraduate major that examines how culture and technology shape one another across global contexts. At a time when artificial intelligence, immersive media and digital platforms are rapidly transforming how people communicate, create and live, GCET asks essential questions: How do cultural values influence technological innovation? How do emerging technologies reshape languages, identities and societies? And how can technology be developed and used responsibly across cultural boundaries?

Rooted in the humanities and deeply engaged with technological inquiry, GCET prepares students to understand — and help shape — the cultural dimensions of technological change. Students explore global cultures and languages while gaining literacy in emerging technologies, learning to evaluate their social impact, ethical implications and global reach.

Major Requirements

Curriculum: 108 units (minimum)

I. Gateway/Methodology Courses (3 courses; 27 units)

Gateway/Methodology Courses in Cultural Studies and Sociolinguistics 18 units

82-282	Interpreting Global Texts & Cultures	9
82-283	Language Diversity & Cultural Identity	9

Gateway/Methodology Courses for Technical Inquiry (choose one course) 9 units

82-18X	AI, XR and Digital Literacies for Global Cultures	9
82-183	AI for the Humanities: Learning, Reflection, and Creative Practices	9
82-250	Digital Realities: An Introduction to Immersive Storytelling	9

II. LCAL Global Cultures and Interdisciplinary Tech Courses (5 courses; 45 units)

- In consultation with their GCET advisor, students should ensure that the courses they select strike a good balance between culture-focused courses (List A) and technology-focused courses (List B). For example, this could involve selecting three courses from List A and two from List B, or vice versa.
- At least one course must be in a language other than English and at the 300-level or above. (See curricular clarifications below.)
- An extra Gateway/Methodology Technological Inquiry course may be counted toward satisfying this requirement.

List A: Culture-focused

LCAL offers a diverse array of courses that utilize critical cultural studies frameworks to analyze local and global cultures and technologies within various contexts. Our 100- and 200-level English courses emphasize local and global cultural analysis, while most 300-, 400- and 500-level non-English courses focus on cultural content and are taught in one of LCAL's nine languages. There are simply too many to list here; the following are just a few examples:

82-185	Global Food Cultures	9
82-138	Comparative China: Perceptions Through Youtube & TikTok	9
82-188	Global Science Fiction	9
82-215	Minorities in the Middle East and North Africa	9
82-239	Crazy Linguistically Rich Asian Languages	9
82-248	Introduction to Latin American Film and Visual Arts	9

82-260	Black Italy	9
82-270	Technology in Japanese Culture and Society	9
82-278	Japanese Film and Literature: The Art of Storytelling	9
82-279	Anime - Visual Interplay between Japan and the World	9
82-299	Global Minorities: Stories of Diversity, Resistance and Survivance	9
82-390	Soviet Futures: Revolutionary Design	9
82-416	Topics in French and Francophone Studies	9
82-432	Chinese Popular Culture: A Game of Learning	9
82-455	Topics in Hispanic Studies	9
82-539	Chinese Digital Arts and Literature: Nezha and Wukong	9

List B: Technology-focused

LCAL has many courses that utilize existing and emerging technologies to enhance innovation and creativity with cultural insights. LCAL faculty are continually iterating in this space and more classes will be developed in the future.

82-187	Documentary, Found Sound, and Hidden Frequencies in Language and Culture	3
82-130	Story + Game Lab: Oracle Bones & China's Earliest Writing	9
82-284	Multicultural Pittsburgh: Storytelling with 360 Video	6
82-287	Multicultural Immersion - Relating Your World in Virtual Reality	6
82-237/60-216	Animated Storytelling: Chinese Ghost Stories and Shadow Play	9
82-237/60-415	Animated Storytelling: Chinese Ghost Stories and Shadow Play	9
82-255	Beyond the Korean Wave: A Critical Exploration of K-pop	9
82-265	Third Cinema: People, Language, and Culture in Documentary Storytelling	9
82-285	Podcasting: Language and Culture Through Storytelling	9
82-304	French & Francophone Sociolinguistics	9
82-380	Podcasting in Spanish: Unlocking Cultural Storytelling	9
82-287	Multicultural Immersion - Relating Your World in Virtual Reality	6
82-269	Immersive Digital Storytelling: Using VR/AR to Explore, Language Culture Identity	9

III. Interdisciplinary Electives (3 courses; 27 units)

- In consultation with their GCET advisor, students should take three interdisciplinary electives from LCAL and/or other departments. These electives should align with the student's interests and career goals and can include offerings from Dietrich, Computer Science, CFA, Engineering or iDeATe.
- At least two courses must have a tech focus.

IV. Capstone Course (1 course; 9 units)

The capstone course allows students to integrate their learning from both cultural and technological concentrations.

82-580	Senior Seminar in Languages, Cultures and Applied Linguistics	9
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Curricular clarifications:

- Students may double count up to three courses taken for the GCET major that are also being used to fulfill the requirements of other majors, minors and programs. Double counting with General Education requirements is unlimited.
- Advanced-level Language Requirement: Students must achieve advanced-level proficiency in a language other than English and demonstrate that proficiency through advanced-level coursework at the 300-level or above, which can be used towards requirement II above.

- Students will generally fulfill the advanced-language requirement through one of the nine languages offered in LCAL, but students wishing to fulfill the requirement with another language may petition for an exception and work with the GCET major advisor to identify equivalent coursework.

- Design and develop human-centered, culturally sensitive and socially responsible technological solutions that address global challenges and demonstrate measurable societal impact.

Co-curricular Requirements

I. Experiential Learning

Experiential learning is a key component of the major and is defined by Dietrich College as learning that occurs when a student applies their academic learning in authentic contexts. The preferred method for fulfilling this requirement is through study abroad for a summer, a semester or a year. Consult with the appropriate section Study Abroad Advisor and the Office of International Education (OIE) about possible programs. The department guarantees partial study abroad scholarships for all majors and works with students to find additional funding, when necessary, to meet full financial need for participation in study abroad.

While study abroad is the preferred method of fulfilling the experiential learning requirement, students who have curricular or personal reasons that prohibit them from studying abroad should consult with their major advisor to determine a 9-unit approved research or internship experience in an approved community or organization that relates directly to their advanced-level language choice and uses their language skills. Students may also reach out to Dietrich College's Director of Experiential Learning for assistance.

Foster Interdisciplinary Interaction across Knowledge Domains

- Develop transdisciplinary collaboration skills, including translating technical concepts for non-expert audiences and bridging disciplinary divides through interdisciplinary teamwork.
- Facilitate cross-disciplinary dialogue by integrating diverse cultural perspectives on emerging and existing technologies and articulating critical insights that invite communication across fields of inquiry.
- Co-create shared frameworks, platforms and methodologies that integrate cultural inquiry with technological practice to address complex global issues, balancing technical rigor with cultural insight for responsible innovation.

Assessments

I. Entry assessment (Gateway/Methodology Courses):

Use designated gateway/methodology courses to establish baseline competencies. Implement an instructor survey and collect relevant artifacts to assess incoming majors' skills and knowledge in culture and technology.

II. Progress assessment (Annually):

Conduct an annual self-assessment. Major advisors email majors to complete a self-evaluation and submit supporting artifacts. Advisors/coordinators review the artifacts to validate the self-assessments and provide formative feedback.

III. Exit assessment (Capstone Course):

Use the capstone course to evaluate culminating competencies. Administer the instructor survey again for exiting majors, evaluating results with capstone artifacts to measure growth from entry to exit.

Learning Outcomes

Build Cultural and Cross-cultural Understanding within Global Technologies

- Analyze and critique technologies within their cultural contexts, evaluating how societal values, ethics and traditions shape their development, adoption and global impact.
- Critically examine technologies within global contexts, applying linguistic proficiency, cultural and cross-cultural competence to assess their global evolution and diverse influences across cultures.
- Make use of cultural and cross-cultural frameworks to engage with future technologies with cultural sensitivity and awareness.

Acquire Technological Literacy with Respect to Cultures and Societies

- Develop literacy in technological areas such as AI, XR and other digital media and evaluate their applications and impacts.
- Engage in ongoing exploration of emerging technologies, examining their interplay with existing systems and their reciprocal relationship with culture.