International Communication and Arts  
(INTL-I 205 Section: 20794)  

Spring 2014

Professor: Peter Nemes, Ph.D., International Studies, pnemes@indiana.edu
Meets: Monday and Wednesday, 2:30-3:45pm in Wylie Hall (WY) 101
Office Hours: Tuesday, 10:00-11:00am in Woodburn Hall (WH) 321

Course Description and Objectives:
I205 is the core course for the International Studies *International Communications and the Arts* thematic concentration. The course focuses on communication as a process governed by culture-specific and institution-specific rules. Among the subjects to be discussed are: the circulation of ideas, images and artistic expressions across national borders; interpersonal and cultural forms of communication; the role and relevance of digital media in the world; the importance of communicative practices in different cultures; and what is at stake for individual and group identities in the process of communicating on a global level. We will also discuss topics such as cultural globalization, public culture and artistic presentation, freedom of artistic expression, the relations between culture, art and religion and the political economy of culture. Finally, we will also examine the role of the arts in the formation and transformation of identity. By the end of the semester students will be able to evaluate the complexity of global communication and the intricacy of different cultural and linguistic identities around the world.

Objectives:
- be able to interpret aspects of other cultures and artistic practices with greater sophistication and accuracy
- be able to communicate your own culture with greater knowledge and awareness
- become familiar with questions posed, responses given, and debates surrounding central course issues
- learn different approaches, theories, and methods for conducting research and analyzing culture and art forms
- increase the understanding for the possibilities and problems involved in communicating on a global scale
- apply relevant concepts, methods, and theories learned within class to own research questions
- become familiar with resources (and sources and methods for locating them) for future study and careers related to culture, the arts, and International Studies
- continue to refine skills for studying, critical reading and thinking, research, and writing
Class Procedures and Policies

Note: When in doubt, ask. It is easier to discuss potential problems and concerns at the start than to deal with problems that have been allowed to grow over time.

Class readings are available through the Resources page of Oncourse. All readings can be downloaded as pdf files.

Evaluation:

Evaluation is based on

1) Three group projects 30% (3x10 points)
2) Research project 35% (35 points)
   - topic statement 1 point
   - extended paragraph 4 points
   - annotated bibliography 5 points
   - paper part one 17.5 points
   - paper part two 7.5 points
3) Presentation 10% (10 points)
4) Final Exam 25% (25 points)

Assignments

Group Projects: Details will be given in class.

Research paper: Select a topic from within the options that will be given (they will all fall within the broad range of themes covered in this course) to research and write a 5+3 page research paper. This project will be broken down into parts: 1. topic statement, due: February 26th (via OnCourse message); 2. extended paragraph, due: March 12th; 3. annotated bibliography, due: April 7th; and 4. final draft of your research paper (5 pages), due April 16th, followed by a second part of the paper (3 pages) which is due on April 23th. Submit all parts in hard copy (except for the topic statement). The grade on the research project will drop 20% if the proposal is not submitted in full on the deadline, and 2% for every day the final draft is late. All further details will be given in class.

Presentation: During the last week you will also present your project to the class. Details and rubric will be handed out in time.

Final Exam: The final exam will consist primarily of multiple-choice and short-essay questions based on readings and class materials assigned over the course of the semester.

Class participation: includes regular attendance, meeting deadlines, preparing readings and assignments for each class, and active participation in class discussion. For every unexcused absence, the student’s final grade will drop by 2%. Excused absences include illness with a doctor’s note, religious reasons (www.indiana.edu/~deanfac/holidays.html), and university-sanctioned activities with appropriate documentation.
**Grading Scale:** A+ (98-100), A (94-97), A- (90-93), B+ (87-89), B (84-86), B- (80-83), C+ (77-79), C (74-76), C- (70-73), D+ (67-69), D (63-66), D- (60-62), F (below 60).

**Attendance:**

Regular attendance and participation is required for the completion of this course and attendance will be taken on a sign-in sheet at the start of each class in order to avoid later arguments. A total of two classes can be missed without affect on the final grade. After that a 2% deduction is taken from the final grade for each class missed without proper medical documentation. Any other excused absence is handled on a case to case basis and requires proper documentation.

**Code of Student Rights, Responsibilities and Conduct**

(IU Policy on Plagiarism)

As a student at IU, you are expected to adhere to the standards and policies detailed in the Code of Student Rights, Responsibilities, and Conduct. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand.

All suspected violations of the Code will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final grade, a failing grade in the course, among other possibilities, and must include a report to the Dean of Students.

Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   1. Directly quoting another person’s actual words, whether oral or written;
   2. Using another person’s ideas, opinions, or theories;
   3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   4. Borrowing facts, statistics, or illustrative material; or
   5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

**Learning Disabilities:**

If you feel you need assistance in this area, please visit Disability Services for Students (DSS) on the web at [http://studentaffairs.iub.edu/dss/](http://studentaffairs.iub.edu/dss/). You can also contact DSS by phone at
Writing Tutorial Services

WTS offers help with all stages of the writing process at several centers across campus. For more information, call 855-6738 or see [http://www.indiana.edu/~wts/index.php](http://www.indiana.edu/~wts/index.php). In the evenings, please contact the Academic Support Centers in Briscoe, Forest, and Teter residence halls; these centers provide walk-in help Sunday-Thursday with study skills, test preparation and writing. In Teter, writing tutors are available who specialize in ESL issues. Please see link for more: [http://www.indiana.edu/~acadsupp/info2.shtml](http://www.indiana.edu/~acadsupp/info2.shtml).

I reserve the right to change this syllabus.

### LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Expand the ability to explore one’s own identity within prior and current intellectual, aesthetic, and cultural frameworks</th>
<th>To explore how individuals use communication to express and develop different identities in intercultural communicative practice</th>
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<tbody>
<tr>
<td>Develop skills of inquiry and analysis using knowledge of human cultures based on the ability to develop arguments, ideas, and opinions about forms of human expression, grounded in an understanding of history, social situations, and social institutions</td>
<td>To gain an understanding of cultural communication and the impact the processes of communication have upon the lives of individuals, groups, and societies</td>
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<td>Expand intercultural knowledge and understanding of modes of symbolic expression</td>
<td>Read about and discuss the rationales behind various behavioral patterns in which individuals from different cultures engage.</td>
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<td>Expand the ability to think critically and creatively;</td>
<td>To examine the structures through which communication takes place in order to gain a better understanding of intra-cultural communication processes.</td>
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<td>Refine skills in communication, research, and critical thinking</td>
<td>Engage in peer review of projects Compare contrasting viewpoints in your papers; Do library research Actively participate in team work</td>
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Weekly Readings and Activities

I. Concepts and Conditions

Mon 1/13 Introduction to the course, central concepts, and syllabus

A. Culture and Arts – Two Concepts without Boundaries?

Wed 1/15 Reading discussion: The Arts as a Concept and Art as an Experience

Required Reading:

Mon 1/20 MARTIN LUTHER KING JR. DAY – No class

Wed 1/22 Reading discussion: The most complex word in the world: Culture!

Required Reading:

B. Storing Symbols – Finding Sense: In the Library

Mon 1/27 Institutions of Culture: The Library

Required Reading:

II. Global Culture - Global Identities?

A. Globalization and Cultural Identity

Wed 1/29 Reading discussion: How do we define globalization? What is its impact on cultural differences? What are some paradigms of globalization?

Required Readings:

Mon 2/03 Reading discussion: A Global Culture? What (if anything) is it, and who consumes it?
Weekly Readings and Activities

Required Readings:

B. World Heritage and the Preservation of Cultures

Wed 2/05 Discussion: The United Nations, UNESCO, and the notion of a “world heritage”.

Required Reading:

Mon 2/10 Prepare a 2-3 minute presentation of your UNESCO site for class (use PowerPoint or Prezi).

III. Meet the Others – On the Prehistory of (Cultural) Globalization

A. The Conquest of America

Wed 2/12 Reading Discussion: First Contact – Columbus in America

Required Reading:

Mon 2/17 Reading Discussion: Understanding – Taking Possession and Destroying

Required Reading:

IV. Religion, Pilgrimage and Rituals

A. Pilgrimage and the Road to Santiago

Wed 02/19 Reading discussion: What is a pilgrim? What are his or her aims? How is pilgrimage different from travelling and tourism?

Required Reading:
Weekly Readings and Activities


B. Pilgrimage to the Other?

Mon 2/24  Reading Discussion: Artists “Going Native”: The Case of Paul Gauguin

Required Reading:

V. Museums, Rituals, Contact Zones

A. On the Very Idea of a Museum

Wed 2/26  Tour of the Mathers Museum with Sarah Hatcher, Curator of Education.
Meet in the lobby of the Mathers Museum, intersection of Indiana Ave. and 8th St.

Required Readings:

B. Art and Ritual – Tibetan Buddhism

Mon 3/03 Site visit and tour. Meet at the Tibetan Cultural Center, 3655 Snoddy Road (or carpool to site).

Required Readings:

- Optional: Read the website and view images at http://www.asianart.com/mandalas.

Wed 3/05 Visit to the IU Art Museum

Required Readings:

Mon 3/10 Discussion session: What is the role of museums, how do we represent, learn about, and come into contact with other cultures?

(review Clifford and Duncan, see above)
VI. Taboo, Iconoclasm and Freedom of the Arts

**Wed 3/12** Reconstructing the case of the Danish Mohammed caricatures: What led to the publication of the caricatures? Why did the images cause such an outrage? What were the political, economic and cultural consequences?

**Required Reading:**

**SPRING BREAK – MARCH 17-21**

VII. Music: Resistance and Consumption

A. Rap as Cultural Resistance?

**Mon 3/24** Video: Peter Spirer's *Rhyme & Reason*

**Required Reading:**

VIII. Media, Old and New

**Wed 3/26** Our New Old World.

**Required Readings:**

**Mon 3/31** Media as Historical Subjects

**Required Readings:**

**Wed 4/2** New World Information and Communication Order

**Required Readings:**
- excerpts from the MacBride Report
Weekly Readings and Activities

Mon 4/07  New Media?

Required Readings:

IX.  Advertising, Ethnicity, Gender

Wed 4/09 Advertising, Ethnicity, Body Image

Required Reading:

- Sut Jhally: “Advertising at the edge of the apocalypse”


X.  Art as Resistance

Mon 4/14 The Role of the Artist: Ai Weiwei

In-class screening: Alison Klayman’s Ai Weiwei: Never Sorry

{Discussion continued during next class.}

XI.  World Culture – global and local

Wed 4/16 Reading discussion: The Global and the Local in Culture and the Arts

Required Readings:


Wed 04/30 Conclusion, final exam questions, and review. Please come with your articles, notes, and questions

Final Exam: May 5, Monday 5:00-7:00 p.m.
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<th>Topic</th>
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<td>13 JAN</td>
<td>Introduction to the course</td>
<td>Syllabus</td>
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<td>15 JAN</td>
<td>Art as Concept/Art as Experience</td>
<td>Dewey: Art as Experience</td>
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<td>20 JAN</td>
<td><strong>MARTIN LUTHER KING JR. DAY – No class</strong></td>
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<td>22 JAN</td>
<td>Culture</td>
<td>Eagleton: Idea of Culture</td>
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<td>27 JAN</td>
<td>Institutions of culture: The Library</td>
<td>Darnton: The Library in the New Age</td>
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<td>Borges: The Library of Babel</td>
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<td>29 JAN</td>
<td>Globalization and Culture</td>
<td>Pieterse: Globalization and Culture</td>
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<td>Croucher: Globalization and Belonging</td>
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<td>3 FEB</td>
<td>Global Culture</td>
<td>Tomlinson: Cultural Globalization</td>
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<td>5 FEB</td>
<td>UNESCO World Heritage</td>
<td>UNESCO Convention</td>
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<td>Thomas: Globalization: Major Players</td>
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<td>10 FEB</td>
<td>UNESCO sites</td>
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<td>Presentation</td>
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<td>12 FEB</td>
<td>First Contact – Columbus in America</td>
<td>Todorov: The Conquest of America (1-34)</td>
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<td>17 FEB</td>
<td>Conquest of America</td>
<td>Todorov: The Conquest of America (127-145)</td>
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<td>19 FEB</td>
<td>Pilgrimage</td>
<td>Turner: Image and Pilgrimage</td>
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<td>Bauman: From Pilgrim to Tourant</td>
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<td>24 FEB</td>
<td>Pilgrimage to the Other</td>
<td>Solomon-Godeau: Paul Gauguin</td>
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<td>26 FEB</td>
<td>Tour of Mathers Museum</td>
<td>Clifford: Museum as Contact Zones</td>
<td>Topic Statement</td>
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<td>3 MAR</td>
<td>Visit to Tibetan Cultural Center</td>
<td>Brauen: Introduction and The Mandala and the West</td>
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<td>5 MAR</td>
<td>Visit to IU Art Museum</td>
<td>Duncan: Art Museum as Ritual</td>
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<td>10 MAR</td>
<td>Museums</td>
<td>(review Clifford and Duncan)</td>
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<tr>
<td>12 MAR</td>
<td>Mohammed cartoons</td>
<td>Belen: The Danish Caricatures</td>
<td>Extended Paragraph</td>
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<th>Date</th>
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<td>24 MAR</td>
<td><strong>Spring Break</strong></td>
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<td>26 MAR</td>
<td>Rap as Cultural Resistance</td>
<td>Martinez: Popular Culture</td>
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<td>Armstrong: Eminem’s Construction</td>
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<td>31 MAR</td>
<td>Global Sense of Place</td>
<td>Massey</td>
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<td>2 APR</td>
<td>Media as Historical Subjects</td>
<td>Gitelman</td>
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<td>2 APR</td>
<td>New World Information and Communication</td>
<td>MacBride report (excerpts)</td>
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<td>7 APR</td>
<td>New Media?</td>
<td>Gitelman and Pingree</td>
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<td>9 APR</td>
<td>Advertising, Ethnicity, Gender</td>
<td>Kilbourne: The more you subtract…</td>
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<td>Johnson: Constructing a new model of…</td>
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<td>Jhally: Advertising at the edge of the…</td>
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<tr>
<td>14 APR</td>
<td>Art as Resistance</td>
<td>Ai Weiwei: Never Sorry (documentary)</td>
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<td>16 APR</td>
<td>Art as Resistance (cont.)</td>
<td>Wallerstein: The National and the Universal</td>
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<td>21 APR</td>
<td>Presentations</td>
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<tr>
<td>23 APR</td>
<td>Presentations</td>
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<tr>
<td>28 APR</td>
<td>Presentations</td>
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<tr>
<td>30 APR</td>
<td>Conclusion, Review</td>
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<td>5 MAY</td>
<td>Final Exam</td>
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<td>(5:00 pm—7:00 pm)</td>
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ASSIGNMENTS

Research Project

Write a research paper that describes a cultural or artistic practice outside of your own culture, followed by a reflection of something similar within your own lives, and a presentation of both.

The research paper will be completed in three steps:

1. Write a 5-page research paper about a cultural or artistic practice outside of your own culture. A list of possible topics will be provided, with an option to suggest something else. Projects will be started early in the semester and include a topic statement and extended paragraph and an annotated bibliography.

2. After submitting the research papers you will have to write a 3-page reflection paper about a similar practice within the culture you grew up in. For most of you this will be American culture, although not for everyone. You are asked to think about your own culture as something that is not necessarily organic, not completely “natural,” and communicate it in a similar fashion as you described aspects of other cultures.

3. Finally, you will prepare a presentation that showcases your research and the reflection, the engagement with the other and with the familiar. At this point the research on cultural and artistic practices becomes a vehicle for expression and interpretation of identity. By contrasting and juxtaposing cultural practices you are asked to think about the performative aspects of culture as well as cultural sensitivity.

Group Work #1

You have been assigned into groups of three. There are three questions in this assignment; each of you is responsible for one of the questions, while the group as a whole is responsible for the final work (including overall cohesion, spelling, grammar) and will be graded together. Answer with a paragraph (about 250 words) for each question, for a total of about 750 words.

1. Briefly describe a piece from any of the three field trips. What is the significance of that piece in its own culture? Is it representative? How or how not?
2. Briefly describe the institution from any of the three field trips. What is its mission as a cultural institution and how does it accomplish this mission?
3. Think of something that could represent your own culture. How would you present it in one of the three institutions? Describe the display, and explain how it would serve its purpose.
**Group Work #2**

Read the description carefully. It might sound a little confusing at first.

You will work in groups (the same groups like you had with the first assignment) and interview each other in order to create targeted ads. We are taking the idea that advertisement is focused on identity and tied to culture and use it in practice.

Spend 10 minutes per person to ask questions about each other. Try to find out as much as you can about the other person’s identity and culture. What kind of things do they find important? What are markers of identity for them? What is meaningful for them? What would motivate them? Ask a lot of questions and take notes for each person (except yourself, of course).

In rotating groups of two you will create a short description of an ad for a specific product (something that could be a TV ad) that is a general ad, but would hopefully entice the third person in your group to buy that product. So you always work together with someone, creating an ad for the third member of the group. After the interviews are done, one member will move to a different part of the room or stand outside of the classroom until the other two decide on their ad. Then you switch. Everybody will be involved in creating two ads.

Each pair writes a maximum 300-word description of their ad. Include the names of the creators and the name of the student it is targeted at. Explain what product you picked, what the ad would look like (story, music, action, background, etc—as if you are a “creative” and you are trying to convince an executive of your idea). Explain all your choices.

The ad cannot be directly targeted at the third person, so you can’t use their name, etc. It has to be a “general” ad that could actually be on TV, yet one that would “work” on your third member.

Be smart and creative. You don’t have to finish in class. Bring a hard copy for each ad to next class.

**Group Work #3**

Once again you have been assigned into groups of three. There are three questions in this assignment; each of you is responsible for one of the questions, while the group as a whole is responsible for the final work (including overall cohesion, spelling, grammar) and will be graded together. **Answer with a paragraph (about 250 words) for each question, for a total of about 750 words.**

Create a short memo for the American ambassador to China about Ai Weiwei. The three parts are:

1. Briefly describe who Ai Weiwei is, with examples of his art and political activism.
2. Explain the relevance of an artist like Ai Weiwei in contemporary Chinese society.
3. Give a recommendation about how American cultural diplomacy should handle the case of Ai Weiwei. Indifference? Support? What kind of cooperation, if any?