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Artistic Expression in a Global Society  
A Foundational Global Learning<sup>1</sup> Course



IDS 3336  
ONLINE

NOTE: The best way to reach us is by blackboard messaging

Instructor Communication Arts	
Email:	
Phone:	
Office: VH 212	
Office Hours: By appointment	Office Hours: By Appointment

University Drop Date: **INSERT** Last day to drop a course with a DR grade

### COURSE DESCRIPTION

Artistic expression varies from culture to culture, and what constitutes artistic expression depends on the norms, attitudes, values, beliefs, and social practices of a given culture. All cultures – past and present – enlist language, music, and art to communicate their visions, hopes, and dreams and to respond and react to events in their daily lives and societies. While the appreciation of the various modes of artistic expression present in diverse cultures is its own reward, multi-cultural awareness also facilitates the unprecedented cross-national interaction and creative collaboration recently made possible through rapid technological innovations such as Facebook, YouTube, Blogs, etc. The motivation for such a course flows from the following conditions:

- Cultures cannot endure without artistic expression. Societies will continue to grow, prosper and adapt to an ever-changing world dynamic but at what cost? As the world becomes more interconnected, attitudes, values, beliefs, norms, and social practices of any given culture are at risk of being marginalized or even lost.
- Individuals are not born with cultural DNA, but rather acquire an understanding of

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<sup>1</sup>Learning how to view the world from multiple perspectives, increase global awareness, and engage in intercultural, international, and global issues.

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their cultural heritage through the shared artistic expression of their community. Every culture has its own unique form of expression through its language, music, and art, which tells the story of that culture's collective experience and perspective.

- Competent global interactants recognize that their perspectives most likely differ from those of others and that they possess the knowledge and skills to adapt to intercultural interactions in the interests of preserving their own cultural heritages and those of others as expressed through language, music, and art across the globe.

While this class will touch upon artistic expression in a variety of western and non-western cultures, its intention is to treat aspects of artistic expression at work as cultures interact, rather than provide a survey of the world's cultures. The College of Architecture + The Arts offers a variety of courses in multi-cultural studies in the specific arts for those of you who are interested in pursuing that topic more deeply, and we encourage you to ask us for guidance in choosing an appropriate course based upon your specific interests.

### **OBJECTIVES & STUDENT LEARNING OUTCOMES**

This course exposes students to the means by which cultures endure, adapt, and thrive. Cultural identity resides in the norms, attitudes, values, beliefs, and social practices that individuals have acquired over the course of their lives through artistic expression.

#### *Course Learning Outcomes*

Upon completion of this course, the student will be able to:

- Explain several theories of Cultural Expression and Societal Art.
- Describe varieties of artistic expression and the methods and values employed by artists from ancient to contemporary times.
- Explain cultural differences in artistic expression.
- Explain how culture influences artistic expression.
- Determine when cultural issues influence artistic expression.

#### *Core Curriculum (Arts Category) Learning Outcomes*

Upon completion of this course, the student will be able to:

- Explain how universal themes such as communication and art are central to cultural traditions of the past and present as expressed through the perspective of the arts.
- Explain how language functions as a mode of artistic expression that evolves and changes as it responds to current events, changes in society and the drama of human life.
- Explain how art and music function as modes of artistic expression that evolves and changes as they respond to current events, changes in society and the drama of human life.

#### *Global Initiatives Learning Outcomes*

Upon completion of this course, the student will:

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- Have become aware of the interrelatedness of local, global, international, and intercultural issues, trends, and systems as they pertain to artistic expression.
- Have acquired the ability to develop a multi-perspective analysis of local, global, international, and intercultural artistic issues.
- Be prepared to engage in local, global, international, and intercultural problem solving involving artistic expression.

Faculty from Communication Arts will engage students with artistic works, controversial/ethical discussion topics, and case study analysis through class discussion, and assignments.

Following an introduction to the broad issues under consideration, the first half of the course will necessarily devote considerable time toward developing a shared vocabulary and basic level of knowledge in communication and art that will facilitate the class discussions that will ensue in the second half of the semester.

### **EXPECTATIONS OF THIS COURSE**

This is an online course, meaning that most of the course work will be conducted online. Expectations for performance in an online course are the same as for traditional courses; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Online courses are not independent study courses. You will be expected to interact online with the professor and your fellow students; to do assignments; and to meet deadlines.

In order to be successful in this fully online course, you will be expected to:

- Review the how to get started information located in the course content folder
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Take the practice quiz to ensure that your computer is compatible with Blackboard
- Interact online with instructor/s and peers
- Review and follow the course calendar
- Log in to the course everyday
- Respond to discussion boards, blogs, and journal postings within 2 days of being posted
- Respond to emails within 24 hours
- Submit assignments by the corresponding deadline

The instructor will:

- Log in to the course every day
- Respond to discussion boards, blogs, and journal postings within 48 hours
- Respond to emails/messages within 24 hours
- Grade assignments within 3 – 7 days of the assignment deadline

### **REQUIRED TEXT, RECORDINGS, AND OTHER RESOURCES**

For this course, you will need dependable Internet access. The materials used in this course are

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posted in the Tentative Course Calendar and on the course website (Blackboard). **You will also need to watch some films for this class. These films are available on online services such as Netflix and at most video/DVD rental stores (or within the blackboard weekly module folders).**

*Blackboard:* You are responsible for regularly (weekly) consulting online materials on Blackboard. This syllabus and all other critical course materials, readings, discussion boards and links to video assignments are posted there. You can access Blackboard through FIU eCampus: <https://ecampus.fiu.edu>

**Blackboard Messages:** Your course instructor or TAs will make announcements by blackboard messages. You are responsible for any information we distribute through Blackboard course website.

### **LATE ASSIGNMENTS POLICY**

The departmental and course policies governing the acceptance of late assignments were adopted for the purpose of ensuring each student in the course is treated fairly and held to the same objective standards. The department, in adopting the late assignment policy, concluded that it was reasonable for students enrolled in an online class to be responsible for the following:

- to understand and to respect an assignment's posted due date
- to read and to abide by the course policies posted within syllabus

As such, requests for extensions related to the mismanaging of one's time, unfamiliarity with course policies contained within the syllabus, and/or not following an assignment's posted submission instructions are not compelling reasons for an instructor to grant an extension and will, therefore, be denied.

- All documentation related to medical emergencies must be dated, signed by a licensed medical professional, and contain the licensed medical professional's contact number. It is expected that such documentation will be submitted no later than one week after the assignment's due date. Supporting medical documentation is always kept confidential.

Once again, the departmental policies and procedures were adopted for the purpose of ensuring that all students in a class are treated fairly and are evaluated using the same objective standards. Your understanding and cooperation are both greatly appreciated.

### **POLICY FOR ASSIGNING AN "I" INCOMPLETE GRADE**

An incomplete grade is a temporary symbol given for work not completed because of serious interruption not caused by the student's own negligence. Please see [FIU's Policy for Assigning an Incomplete "I" Grade](#).

### **UNIVERSITY LEARNING CENTER**

The FIU University Learning Center is available on both campuses to support you. They provide personalized attention tailored to your needs in a user-friendly environment that includes online support. You can get help writing a paper, reading more efficiently and increasing textbook

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comprehension, or even creating an individualized learning plan. The center is located in PC 247 (305-348-2180) on the main campus and at ACI 160 (305-919-5927) on the Biscayne Bay campus. Find them online at <http://learningcenter.fiu.edu>.

### **ACADEMIC MISCONDUCT**

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. This [Code of Academic Integrity](#) was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards.

All students are deemed by the university to understand that if they are found responsible for academic misconduct, they will be subject to the Code of Academic Integrity's procedures and sanctions, as outlined in the FIU Student Handbook. Students have the right to due process in all disciplinary situations. For additional information concerning student rights and responsibilities, please contact FIU's [Office of Student Conduct and Conflict Resolution](#).

Academic misconduct will not be tolerated in this class. Ignorance of the law is no excuse. Violations of academic integrity will be punished. These violations involve the use of any method or technique enabling you to misrepresent the quality or integrity of any of your university related work.

Students committing academic dishonesty (cheating on tests, plagiarism, etc.) may be reported to university officials and in all cases will be dealt with severely. This website offers the sanctions instituted at Rutgers University for every type of infraction:

<http://www.camden.rutgers.edu/RUCAM/info/Academic-Integrity-Policy.html>. Our approach will be similar. If you have not already done so, please read through the *Standards of Student Conduct* in your FIU Student Handbook. The Standards address three major areas of moral integrity: *Academic Honesty, Respect for the Law, and Respect for People*.

### **CODE OF STUDENT CONDUCT**

Florida International University is a learning community following a tradition more than 1,000 years old that is dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. Students are expected to respect this tradition of academic inquiry, the University's rules of conduct, its mission, and the opinions and differences of all members of the FIU community. Civility is essential. The FIU Student Handbook outlines the Student Code of Conduct regarding students with disruptive behavior: [www.fiu.edu/~sccr/docs/disruptive\\_brochure.doc](http://www.fiu.edu/~sccr/docs/disruptive_brochure.doc)

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### DISABILITY CLAUSE

Students with disabilities, as defined by law, have the right to receive needed accommodations if their disabilities make it difficult to perform academic tasks in the usual way or in the allotted time frame. In order to receive accommodation, however, students with must register with Disability Resource Center:

University Park Campus, GC 190  
Voice: (305) 348-3532  
TTY: (305) 348-3852  
Fax: (305) 348-3850  
Email: [drcupgl@fiu.edu](mailto:drcupgl@fiu.edu)

### GRADING

There are no make-up exams and/or assignments and there is no grading curve.  
Available points are as follows:

COURSE REQUIREMENTS	WEIGHTS
Self-Introduction Post	2 Points
Essential Questions	5 points (2.5 points each essential assessment)
Weekly Assignments	25 points (5 assignments, 5 points each assignment)
Global Expression Discussion Posts	10 points (10 discussion posts at 1 points each)
Artistic Expression Reflection Papers	8 points (2 @ 4 points each)
Religious Site Visit Assignment (Co-Curricular Activity)	15 points
Creative Engagement Project	20 points
Final Exam	15 points (30 of questions at .5 points each question)
<b>Total</b>	<b>100 Points</b>
Extra Credit (Entrance Quiz)	2 Points

Numerical grades translate into letter grades in the following standard fashion:

Percent from	Percent to	Letter
93.5	100	A
89.5	93.4	A-

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86.5	89.4	B+
83.5	86.4	B
79.5	83.4	B-
76.5	79.4	C+
73.5	76.4	C
69.5	73.4	C-
66.5	69.4	D+
63.5	66.4	D
59.5	63.4	D-

## ASSIGNMENTS

Please read the weekly calendar carefully. You are fully responsible for completing the assignments by the assigned dates. This requires that you read ahead as some assignments may take you more time and research than others. This course will consist of the following assignments:

- ***Adobe Connect Live Session:***  
You are expected to attend one live session via Adobe Connect for exam review. Specific dates and times TBD. Attendance is **mandatory**; however there is no class points for attending.
- ***Practice Quiz:***  
The practice quiz is to test your computer. It does not contain questions related to class. It is available to make sure your computer is set up to take an online course. You receive **NO** class points for this quiz. You can find the practice quiz in Blackboard. It is advised that you take this quiz **BEFORE** you attempt opening assignments to avoid any technical issues.
- ***Entrance Quiz:*** The entrance quiz is located in Blackboard. It is based **SOLELY** on the FAQ doc and the syllabus of the course. You must complete the entrance quiz by end of week 1. You will be able to see your grade for the entrance quiz under the My Grades link located in the left-hand side column under Course Tools on the course's homepage in Blackboard.
- ***Self-Introduction Post:*** You will submit a mini 3-4 paragraph autobiography to the discussion board. Your posts are graded using a 2 point scale (2 (A), 1 (C), or 0 (F)). If your post is complete and well developed, then you will receive the full 2 points. If you answer, but do not put forth effort, you will receive 1 points. If you do not post you will receive 0 points.
- ***Watch/Read Course Related Materials:*** Throughout the course, you will be required to watch/read various course related materials located in Blackboard. Each one of the materials will help you understand Artistic Expression. Tests will include questions that pertain to this material, so it is essential that you take the time to watch/read them.

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- ***Essential Questions Assessments at start & end of semester – 5 points (2.5 points each essential question assessments, .25 points each question).***

The first assessment will give you the opportunity to examine your preconceived notions of what expression is, linked to the course learning outcomes. At the end of the semester, you will answer the same 10 Essential Questions to compare and contrast changes you have had in your attitudes, values, beliefs, norms and social practices as related to cultural forms of artistic expression. **\*You must submit a new set of answers from your first essential assessment assignment\***

- ***Weekly Assignments – 25 points (5 assignments at 5 points each assignment):***

25 total points will be awarded for completion of the weekly assignments. They will consist of questions and/or creativity activities.

- ***Global Expression Discussion Postings 10 points (10 posts at 1 points each, 10 points total):***

You are required to make 10 posts to the course “Global Expression” discussion forum. Posts for each week must follow the directions for that week and must be posted BEFORE the time that it is due. Late postings will not receive points, and postings cannot be made up under any circumstances. Each post should do the following:

- Find & Post (or post a link to) a concept of Artistic Expression (photo, short video, brief piece of writing, song, etc -- that no one else in class has posted to the blog yet) related to this weeks chapter(s). No two posts can be identical.
- Analyze the object according to requirements for the week.
- Make a connection to the readings, videos or recordings for the week.
- Posts will be made in the Blackboard discussion forum.
- Each post should be at least **3 paragraphs** in length.
- You must respond to **at least 1** other student post.

- ***Artistic Expression Reflection Papers: Instructions:***

- Write a short 2-3-page essay reflecting on the article presented in the week the assignment is due (see syllabus calendar).
- You will want to reflect on the issue at hand using facets of Artistic Expression you have learned in the course.
- You will be graded on content and how well you understand the course material, reasoning and how well you amalgamate the material.
- Proper grammar and mechanics is crucial and will be a part of your grade.
- You will submit your paper to the Turnitin.com dropbox link within blackboard.

- ***Religious Site Visit Assignment (10 points):***

In preparation for the “religion” session, you are required to attend a religious service of some kind that you are NOT already familiar with, and write a short report based on your experience. The assignment description for this will help guide what to focus on during your visit. You will be graded on content and how well you understand the course material, reasoning and how well you synthesize material, as well as grammar and mechanics.

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- ***Creative Engagement Project (20 points):***  
The purpose of this assignment is for you to more deeply understand art as a way to engage people around issues of global concern. You will plan and execute an art project that uses art to engage people in a public way in order to make a positive difference about an issue of global concern.
- ***Final Exam (15 points):***  
This exam is cumulative and will cover the content of readings and videos over the course of the semester. For this reason, I suggest you fully outline the key ideas of all readings, films and videos in this course. In addition, looking over the reading assignment questions is a helpful way to prepare for the exam.

### **Turnitin.com Assignment Submission Guidelines**

**\*\*Submit your paper to TURNITIN.COM and Grademark Through the Blackboard Dropbox Link\*\***

- Review the detailed [Turnitin instructions](#) on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.
- All written assignments must be submitted to Turnitin Dropboxes by the posted deadline. Assignments submitted by any other means will not be accepted.
- Turnitin drop boxes will be available within the Assignment Dropbox link off the course tools menu on the left hand side of the page within Blackboard.
- Within one week after the assignment's deadline has passed, you will receive written feedback on your assignment. The written comments on your assignment are accessible using the GradeMark function within your assignment submission.
- Late Submissions must be uploaded in the appropriately labeled "Late Drop Box" by the posted "Late Assignment Deadline". Late submissions are only eligible for a maximum of 50% of the assignments original point value.
- Late submissions will only be accepted for a maximum of 1 week past the due date for 50% of the assignments original point value.

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**IDS 3336: ARTISTIC EXPRESSION IN A GLOBAL SOCIETY PRELIMINARY CLASS  
SCHEDULE – SUBJECT TO CHANGE**

The following is the class syllabus with the appropriate readings and other assignments. It is imperative for you to complete the reading or video assignments to be able to fully understand the material of the course. Items to be read or viewed are listed below in the class syllabus. Activities below that involve an assignment or assessment are indicated in red.

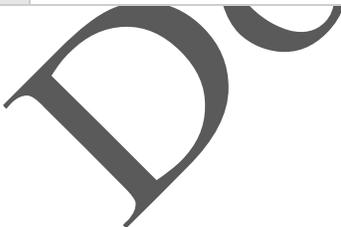
	<b>Topic; Activities &amp; Assignments Due</b>
<b>Week 1</b> TBD	<b>Course Introduction &amp; Syllabus</b>  Review course materials (i.e., syllabus, FAQ, etc.) Practice Quiz  Read: Freedom of Speech ( <a href="http://www.u-s-history.com/pages/h4311.html">http://www.u-s-history.com/pages/h4311.html</a> )  Read: Schenck v. U.S. 1919 ( <a href="http://www.pbs.org/wnet/supremecourt/capitalism/landmark_schenck.html">http://www.pbs.org/wnet/supremecourt/capitalism/landmark_schenck.html</a> )  <b>Entrance Quiz (Extra Credit)</b>  <b>Self-Introduction Post</b>  <b>Essential Questions Assignment</b>
<b>Week 2</b> TBD	<b>Creativity</b>  Read: Creativity: Spivey, Nigel “The Birth of the Imagination’ Chapter excerpt from <i>How Art Made the World</i>  Read: Csikszentmihalyi, Mihaly. <i>Creativity: Flow and the Psychology of Discovery and Invention</i> . New York: Harper Collins, 1996, pages 343-372  View: Ken Robinson Says that Schools Kill Creativity <a href="http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html">http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html</a>  <b>Weekly Assignment 1</b>

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<b>Week 3</b> TBD	<b>General Concepts, Theory, &amp; Methodology</b> Expression around the globe  Read: Methodology: Sayre, Henry M. "Using Visual Information: What to look for and how to Describe what you see" Chapter excerpt from Writing About Art  Watch: Adichie, Chimamanda Ngozi. The Danger of a Single Story <a href="http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html">http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html</a>  Read: World Bank brief on Intercultural Communication <a href="http://siteresources.worldbank.org/EXTGOVACC/Resources/InterculturalCommweb.pdf">http://siteresources.worldbank.org/EXTGOVACC/Resources/InterculturalCommweb.pdf</a>  <b>Weekly Assignment 2</b>  <b>Discussion Post 1: Global Expression Discussion Board on Blackboard under "Global 1"</b>
<b>Week 4</b> TBD	<b>Thinking about culture through the lens of language</b>  Read: Deutscher, Guy. "Does Your Language Shape How You Think?" The New York Times. Aug 8, 2010. <a href="http://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=all">http://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=all</a>  Read: Lakoff, George. 2004. Don't Think of an Elephant. Chelsea Green Publishing. Pp.pp. xv-xvi, 3-14, 22-26. (Pdf on Blackboard).  Read: Excerpts from Roland Barthes (pdf on Blackboard).  <b>Weekly Assignment 3</b>  <b>Discussion Post 2: Global Expression Discussion Board on Blackboard under "Communication"</b>
<b>Week 5</b> TBD	Read: United Nations: The right to Freedom of Artistic Expression and Creativity ( <a href="http://artsfreedom.org/wp-content/uploads/2013/04/A-HRC-23-34_en.pdf">http://artsfreedom.org/wp-content/uploads/2013/04/A-HRC-23-34_en.pdf</a> )  <b>Artistic Expression Reflection Paper # 1 United Nations: The right to Freedom of Artistic Expression and Creativity Due to Turnitin.com Dropbox Link within Blackboard</b>  <b>Discussion Post 3: Global Expression Discussion Board on Blackboard under "Creativity"</b>
<b>Week 6</b> TBD	<b>Art and Music as Expression</b>  Read: Freedom of Expression in the Arts and Entertainment ( <a href="https://www.aclu.org/freedom-expression-arts-and-entertainment?redirect=free-speech/freedom-expression-arts-and-entertainment">https://www.aclu.org/freedom-expression-arts-and-entertainment?redirect=free-speech/freedom-expression-arts-and-entertainment</a> ) View: Photographer JR, "Using Art to Change the World"

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	<p><a href="http://www.ted.com/talks/jr_s_ted_prize_wish_use_art_to_turn_the_world_inside_out.html">http://www.ted.com/talks/jr_s_ted_prize_wish_use_art_to_turn_the_world_inside_out.html</a></p> <p>View: Mallika Sarabhai, Dance to change the world <a href="http://www.ted.com/talks/mallika_sarabhai.html">http://www.ted.com/talks/mallika_sarabhai.html</a></p> <p>View: Peter Gabriel fights injustice with video <a href="http://www.ted.com/talks/peter_gabriel_fights_injustice_with_video.html">http://www.ted.com/talks/peter_gabriel_fights_injustice_with_video.html</a></p> <p>View: Jose Antonio Abreu, The El Sistema music revolution <a href="http://www.ted.com/talks/jose_abreu_on_kids_transformed_by_music.html">http://www.ted.com/talks/jose_abreu_on_kids_transformed_by_music.html</a></p> <p><b>Weekly Assignment 4</b></p> <p><b>Discussion Post 4: Global Expression Discussion Board on Blackboard under “Art and Music”</b></p>
<b>Week 7</b> TBD	<p>Creative Engagement Project Proposal Peer Review, &amp; Proposal Submission</p> <p><b>Creative Engagement Project Proposal Due</b></p>
<b>Week 8</b> TBD	<p><b>Aesthetics &amp; Expression</b></p> <p>Read Wikipedia article on John Dewey’s Art as Experience (1934) <a href="http://en.wikipedia.org/wiki/Art_as_Experience">http://en.wikipedia.org/wiki/Art_as_Experience</a></p> <p>Read: Siblings in CyberSpace</p> <p>Read: Chinua Achebe. An Image of Africa. From The Critical Tradition: Classic Texts and Contemporary Trend, 3rd Ed. D.H. Richter, Ed. (pdf on Blackboard) <i>(This is a very long article and you do NOT have to read it all carefully. Please just focus on Achebe's argument about what makes something "good art" vs. "bad art.")</i></p> <p><b>Weekly Assignment 5</b></p> <p><b>Discussion Post 5: Global Expression Discussion Board on Blackboard under “Aesthetics”</b></p>



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<b>Week 9</b> TBD	<b>Religious Site Visit Analysis Due to Turnitin.com Dropbox Link within Blackboard</b>
<b>Week 10</b> TBD	<b>Approaches to Religious Expression</b>  Read: Charlie Hebdo editor says Mohammed cartoons 'defend the freedom of religion' ( <a href="http://money.cnn.com/2015/01/18/media/charlie-hebdo-editor-speaks/index.html">http://money.cnn.com/2015/01/18/media/charlie-hebdo-editor-speaks/index.html</a> )  Read: Scott Aran. 2012. God and the Ivory Tower: What we don't understand about religion just might kill us. Foreign Policy. <a href="http://www.foreignpolicy.com/articles/2012/08/06/god_and_the_ivory_tower">http://www.foreignpolicy.com/articles/2012/08/06/god_and_the_ivory_tower</a>  Read or listen: interview with Hans Kung about a "global ethic" with the Australian Broadcasting Corp.: <a href="http://www.abc.net.au/radionational/programs/spiritofthings/the-global-ethic/3107876">http://www.abc.net.au/radionational/programs/spiritofthings/the-global-ethic/3107876</a> <i>(focus on his understanding of the role of religion in culture and interreligious dialogue).</i>  Read: Letter of John Paul II to Artists (1999). <a href="http://www.vatican.va/holy_father/john_paul_ii/letters/documents/hf_jp-ii_let_23041999_artists_en.html">http://www.vatican.va/holy_father/john_paul_ii/letters/documents/hf_jp-ii_let_23041999_artists_en.html</a> Post to Course  <b>Discussion Post 6: Global Expression Discussion Board on Blackboard under "Religion"</b>
<b>Week 11</b> TBD	<b>Political Expression</b> Communication and Power  Read: (1858) John S. Rock, "I Will Sink or Swim with My Race" ( <a href="http://www.blackpast.org/1858-john-s-rock-i-will-sink-or-swim-my-race">http://www.blackpast.org/1858-john-s-rock-i-will-sink-or-swim-my-race</a> )  Read & View: <a href="http://movies.yahoo.com/blogs/movie-talk/emotional-dustin-hoffman-video-goes-viral-never-comedy-165115729.html">http://movies.yahoo.com/blogs/movie-talk/emotional-dustin-hoffman-video-goes-viral-never-comedy-165115729.html</a>  Read Excerpt: Foucault on the Panopticon and Governmentality (pdf on Blackboard)  Read: Colin McSwuggen, Design plays a central role in cultural reproduction. This isn't

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	<p>necessarily a good thing, for anyone: <a href="http://jacobinmag.com/2012/08/designing-culture/">http://jacobinmag.com/2012/08/designing-culture/</a></p> <p>View online: Media Education Foundation Documentary Dream worlds 3 <a href="http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&amp;key=223">http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&amp;key=223</a></p> <p>Read: Is Kissing a “State Sponsor of Terrorism” a “Terrorist Act”? (<a href="http://www.globalresearch.ca/is-kissing-a-state-sponsor-of-terrorism-a-terrorist-act/5332856">http://www.globalresearch.ca/is-kissing-a-state-sponsor-of-terrorism-a-terrorist-act/5332856</a>)</p> <p>Artistic Expression Reflection Paper # 2: Is Kissing a “State Sponsor of Terrorism” a “Terrorist Act”? Due to Turnitin.com Dropbox Link within Blackboard</p> <p>Discussion Post 7: Global Expression Discussion Board on Blackboard under “Political”</p>
<b>Week 12</b> TBD	<p><b>Censorship</b></p> <p>Read: ACLU Statement on Artistic Freedom <a href="http://www.aclufl.org/take_action/download_resources/info_papers/14.cfm">http://www.aclufl.org/take_action/download_resources/info_papers/14.cfm</a></p> <p>Watch Film: Ai Weiwei: Never Sorry (Alison Klayman, dir., 2012)</p> <p>Discussion Post 8: Global Expression Discussion Board on Blackboard under “Censorship”</p> <p><b>Work on Creative Engagement Project</b></p>
<b>Week 13</b> TBD	<p><b>Creative Engagement Project Due</b></p> <p>Discussion Post 9: Global Expression Discussion Board on Blackboard under “Open Discussion”</p>
<b>Week 14</b> TBD	<p><b>Global Perspectives on Expression</b></p> <p>Read: “The Case for Contamination,” New York Times, January 1, 2006. Online at <a href="http://www.nytimes.com/2006/01/01/magazine/01cosmopolitan.html">http://www.nytimes.com/2006/01/01/magazine/01cosmopolitan.html</a></p> <p>Watch Film: Waste Land (Walker, Harley &amp; Jardim, irs., 2010)</p> <p>Discussion Post 10: Global Expression Discussion Board on Blackboard under “Global 2”</p>
<b>Week 15</b> TBD	<p><b>Final Exam</b></p> <p>Attend live session on Adobe Connect with course instructor for Exam Review.</p> <p>Complete Final Exam</p> <p>Second Essential Questions In-class Assignment: “What is Expression?”</p>