



## Korea University International Summer Campus (KU ISC) 2023

*Embark on a unique summer*

June 27, 2023 ~ August 3, 2023

### ISC181 – Media, Art, Culture and Society

#### I. Instructor

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Kakao Talk ID	:	haerinshin
Home Institution	:	Korea University
Class Time	:	Period 2 (10:50am ~ 12:30pm KST)
Office	:	Online
Office Hours	:	1pm-2:30pm on class days

#### II. Textbook

Required Textbook	:	All materials will be available for download / online access on a designated class <a href="#">Google Drive</a> folder (direct link on Blackboard)
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#### III. Course Description, Objectives, and Assignments

##### Course Description

Cultures and societies stand at the intersection of diverse traditions, ethnicities, race, value systems and other categories of identification. Among the many nodes that constellate this colorful landscape, members of certain communities who bear social markers that stand apart from the perceived mainstream or the upper strata of social hierarchy are labeled “minority,” and are often represented in ways that frame their presence as *alien*—strangers in their own home land. Whether it be outright discrimination, unsavory stereotypes, or their satiric appropriations that seemingly subvert but also insidiously reinforce deeply ingrained prejudices, mechanisms of alienation permeate our society on countless fronts. Situating the contemporary mediascape in this broader context of minority discourse, this class invites students to problematize accepted metrics of normalcy and investigate their modes of delivery across different mediums, asking questions such as the following: could the use of racial, ethnic, and cultural stereotypes be justified when framed as critical commentary? How are we to demarcate the thin line between appropriation and inordinate reproduction? What happens when “otherness” as concept becomes translated (in other words, technologized) across mediums such as from written text to visual media, and how may we understand the gaps and misalignments that constitute this process? How does technology, in communicating indexes of otherness or as a source of power in the age of global capital, serve as a double-edged sword

in addressing the issues of alienation when specifically applied to the Asian context? The course will provide an introduction to theories and critical reflections that pertain to key concepts in postcolonial/decolonial discourse, including the 'other,' hybridity, identity, and ethnicity through works by scholars such as Homi K. Bhabha, Edward Said, Gayatri Spivak, and explore contemporary media productions that represent the multivalent facets of otherness across TV, film, written fiction, and more. Students will engage in group presentations, in-class writing, plenary/small group discussions, and media projects (or written papers as an alternative track).

### **Course Objectives**

- Explore various forms and concepts of otherness including alienation, transplantation, difference, hierarchy, and discrimination through the lens of works that feature unique stylistic, thematic, and genre or medium-specific characteristics
- Examine the interactive relationship between the agents and agencies involved in the process, perception, and institutionalization of otherness by looking into issues such as social justice and ethical integrity, the formation and illusions of racial identity, trauma and healing, nation-building and world-making, diversity and hybridity, etc.
- Understand how the discursive nexus of theories or critical reflections on race, ethnicity, and culture may contribute to, contradict, and shape our own understanding of otherness in a wider context
- Enhance student ability to understand the role of formal structure and narrative strategies in different media
- Develop critical skills to situate and understand the texts not only within the socio- historical rubrics they arise from, but also in connection to the contemporary world and our own lives

### **Assignments**

- Group presentation

All students will be asked to choose a text/day and form groups, and prepare a presentation to kick off the day. Presentation groups will be formed, first come first serve basis, on the 1<sup>st</sup> day of class. Group members will collaborate to (1) conduct research on the text/topic's background and historical/cultural context, (2) examine medium-specificity, (3) explore the material in depth through close readings, (4) and prepare critical questions the class members will discuss together at the end of the presentation. The total length of the presentation should be max. 20 min. Free format (ppt, Prezi, pdf, images, etc.). Proper role assignment and the full participation of all group members required. Presenting groups will upload the presentation materials they used to a designated Google Drive Folder (entitled Group Presentations) so that other class members would be able to revisit and consult the content at any later point.

- In-class collaborative writing

Students will form small groups and collaboratively produce written responses to a set of questions about the assigned text/material at least once each week.

#### - Midterm Proposal

All students will be asked to choose a topic/material for their final projects, and submit a one-page project proposal for their midterm. . The final product should look like a five minute presentation, free format, accompanied by a reflection essay (more details below). Formal font (Times New Roman or equivalent) 12 size, 1 inch margin on all four sides, word document format required. The file name should specify the student's name, and what the document is about.

e.g. Helen\_Proposal

Submit by uploading to a designated folder on Google Drive.

Alternatively, students can choose to write a min. 1500 words (can go over) paper on their choice topic/text. Students opting for the paper option will be required to write a 250-word abstract. Formal requirements are the same as above, excepting the title of the document.

e.g. Helen\_abstract

Submit through Google Drive.

#### - Final Class Conference: Presentation on Projects

The final week of the class will be a formal academic conference – a celebratory occasion whereat students will have a chance to showcase their hard work. Each and every member will offer a five-minute lightning talk, concisely summarizing their project's thesis (critical intervention) and content. The rest of the class members will serve as active audience, and provide feedback real-time during the presentation. Since this is a media class, utilize media aid (visuals, sounds, videos, etc.), exercising creativity.

Those who chose to write a paper will be expected to do the same (present), but instead of composing a formal presentation, they are welcome to read select excerpts from the paper itself. Of course, the expectation would be the same; concisely explain the thesis/critical intervention, and wisely choose excerpts that effectively showcase the main point of the paper.

#### - Final Submission of Project/Paper

Once the final conference is over, students will be asked to read through the live feedback they received from their classmates, and –

In the case of those who opted for the project track, compose a one-page reflection essay that summarizes their thoughts on the research and preparation process, elaborating on what they've learned, how helpful (or not) the live feedback was and why that is so, and what new knowledge they've created. Format requirements are the same as those for the midterm project.

In the case of those who wrote a paper, incorporate the content of the live feedback to revise and review the paper draft.

Complete project presentations and papers are to be submitted through a designated folder on Google Drive. Doc title should indicate the nature of the content and one's name.

e.g. Helen\_project, or Helen\_paper

#### IV. Grading

Attendance & Participation (including in-class writing)	:	25%
Midterm Project Proposal or Paper Abstract	:	15%
Final Project / Paper	:	25%
Group Presentation	:	15%

#### V. Class Outline

\* Only the highlighted materials are to be viewed/read before class (others will be discussed and explored on site in class, together)

Date	Topic	To Do after Class
	<b>Week 1: Intro, Mediating the Mechanisms of Alienation</b>	
June 27 (Tue)	<b>Orientation Day: No Classes</b>	
June 28 (Wed)	Intro: what are “mechanisms of alienation”? <a href="#">Philips Robot Ad</a>	
June 29 (Thu)	Edward Said <a href="#">Orientalism</a> excerpt in class reading and discussion (complete group pres sign up sheet)	
June 30 (Fri)	Excerpt from <a href="#">Disorienting Planets</a> (in-class; Blade Runner, Black Panther, Cloud Atlas, etc.)	
	<b>Week 2: Yellow Peril and Its Evolution – Novel &amp; Film (adaptation)</b>	
July 3 (Mon)	Group Presentation on “ <a href="#">I, Stereotype: Detained in the Uncanny Valley</a> ,” in-class writing	
July 4 (Tue)	Group Presentation on <a href="#">Yellow Peril</a> visual analysis, (Find examples in the media, in breakout rooms), in-class writing  (--- absence of, mis-, under-representation)	
July 5 (Wed)	Group Presentation on <a href="#">Prelude to Crazy Rich Asians</a> ,	
July 6 (Thu)	In-class screening of an Episode from <a href="#">Fresh off the Boat</a>	Read through “ <a href="#">Film analysis guidelines</a> ”
	<b>Week 3: Model Minority and Microaggression</b>	
July 10 (Mon)	Group presentation on <a href="#">Fresh off the Boat</a> & discussion	
July 11 (Tue)	Group Presentation on <a href="#">Minor Feelings</a> & discussion, in-class writing * Info on midterm proposal	

메모 포함[1]: (Opening sequence in Blade Runner, Busan scene from Black Panther, 007 Never Die Rick Yoon Excerpt, Cloud Atlas Neo Seoul Scene, cumulative representation)

July 12 (Wed)	Fresh off the Boat Close Reading / NYT article "Success Story: Japanese American Style" Group Presentation on <a href="#">Pachinko</a> & discussion	
July 13 (Thu)	Group presentation on excerpt from <a href="#">Dialogue on Racial Melancholia</a> & discussion	<b>* Submit a proposal for your final presentation plan by Sun midnight (Google Drive Folder)</b>
	<b>Week 4: Asian American Graphic Narratives &amp; Subalterns</b>	
July 17 (Mon)	Follow up on TO: Blade Runner Street Market scene, <a href="#">What Kind of Asian Are You</a> (language/discourse) <a href="#">P&amp;G Like a Girl</a> (Metrics of Desirability) -> Under, Mis-, and Absence of Representation  Group presentation on <a href="#">The Shadow Hero</a> (Gene Luen Yang), exposition on	
July 18 (Tue)	<a href="#">Graphic Narrative theory</a> (lecture & close reading)	
July 19 (Wed)	Fu Man Chu scene - Hanna Alissa Ethan Activity – create your own superhero!	
July 20 (Thu)	Field Trip to <a href="#">National Museum of Modern and Contemporary Art</a>	
	<b>Week 5: Immigration, Assimilation, and Alienation</b>	
July 24 (Mon)	Follow up on Hito Steyerl (poor image, sea of data),  Group presentation on <a href="#">After Yang</a> & discussion	
July 25 (Tue)	Subject vs person vs human Follow up on After Yang - analysis Group presentation on " <a href="#">The Paper Menagerie</a> " & discussion	
July 26 (Wed)	<a href="#">Algorithmic Bias TED talk</a> , <a href="#">Moral Machine HP Media Smart Computer</a> (infrastructure)	
July 27 (Thu)	<b>sign up for final presentations</b> Theory and Concept Recap, <a href="#">final self assessment</a> <b>if we have time,</b> <b>In-class workshop: peer feedback on Final Project or paper, in breakout rooms</b>	
	<b>Week 6: Final Class Conference</b>	
July 31 (Mon)	Class Conference Day 1	
Aug 1 (Tue)	Reading Day	
Aug 2 (Wed)	Class Conference Day 3	
Aug 3 (Thu)	Graduation Day (Available both Online/Offline)	<b>* Submit Final Product by Fri midnight (Google Drive Folder)</b>