



# IAH 241E: CREATIVE PROCESS

Creativity by Design: the influence of arts and culture on creative development

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## COURSE SYLLABUS (SECTION 732)

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### Online

## MSU UNDERGRADUATE LEARNING GOALS

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A liberal arts foundation enhances the potential that MSU graduates will be outstanding leaders and life-long learners. These liberal learning goals are intended to provide a framework for students' active engagement in learning both in and out of the classroom. Students who complete an undergraduate degree program at Michigan State University will demonstrate the knowledge, attitudes and skills associated with the following interconnected goals and outcomes:

### Analytical Thinking

- Acquires, analyzes, and evaluates information from multiple sources.
- Synthesizes and applies the information within and across disciplines.
- Identifies and applies, as appropriate, quantitative methods for defining and responding to problems.
- Identifies the credibility, use and misuse of scientific, humanistic and artistic methods.

### Cultural Understanding

- Reflects on experiences with diversity to demonstrate knowledge and sensitivity.
- Demonstrates awareness of how diversity emerges within and across cultures.

### Effective Citizenship

- Applies knowledge and abilities to solve societal problems in ethical ways.

### Integrated Reasoning

- Critically applies liberal arts knowledge in disciplinary contexts and disciplinary knowledge in liberal arts contexts.
- Uses a variety of inquiry strategies incorporating multiple views to make value judgments, solve problems, answer questions, and generate new understandings.

## GOALS OF INTEGRATIVE STUDIES IN THE ARTS AND HUMANITIES

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**Integrative Studies in the Arts and Humanities** at MSU seeks to assist students to become more familiar with ways of knowing in the arts and humanities and to be more knowledgeable and capable in a range of intellectual and expressive abilities. IAH courses encourage students to engage critically with their own society, history, and culture(s); they also encourage students to learn more about the history and culture of other societies. They focus on key ideas and issues in human experience; encourage appreciation of the roles of knowledge and values in shaping and understanding human behavior; emphasize the responsibilities and opportunities of democratic citizenship; highlight the value of the creative arts of literature, theater, music, and arts; and alert us to important issues that occur among peoples in an increasingly interconnected, interdependent world.

## DESCRIPTION OF COURSE

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### **Creativity by Design: the influence of arts and culture on creative development.**

- Exploring the impact of artists and designers in the fields of art, dance, music, film, theatre, and writing. See course preview at [www.kirkdomer.com/IAH241E](http://www.kirkdomer.com/IAH241E).

## COURSE MATERIALS & TECHNOLOGY

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### **All readings, videos, audio recordings, and artwork are provided on D2L.**

- The technology used in this course through D2L will require access to some of the following sites: YouTube, Spotify, Ted.Com, Vimeo, and similar sites.
- Students may submit assignments in the various platforms (preferably doc/x, .pdf, .ppt/x, .jpg, .png, prezi, mp3, .mov, .mp4, or .wav). Specific submissions details are noted in each project description.
- Audio and Video projects may be posted and unlisted on YouTube or Vimeo or another video sharing site and marked as unlisted. A link to the project may be posted in the dropbox or discussion forum.
- We are responsible for the course running smoothly so broken links or confusion related to instructions should be emailed to either the instructor or graduate assistant.
- Issues with access and other larger questions should be directed to the D2L helpline. All assistance communication information can be found at [help.d2l.msu.edu](http://help.d2l.msu.edu).

## STUDENT LEARNING OUTCOMES

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### **Upon completion of this course, the students will be able to:**

1. Develop an understanding of the creative process.
  - a. Identify referential and evocative research methods used in artistic creation.
  - b. Identify outside influences that have affected the works of creative individuals in the arts.
  - c. Discuss the impact of the creative process and culture on creative development.
2. Integrate the arts and humanities into the creation of an artistic product.
  - a. Nurture the wish to create through creative research.
  - b. Rethink creating with unique methods of observation and abstraction.
  - c. Explore the imagination through inspiration, incubation, illumination, and interpretation.
3. Discuss the influence of arts and culture on creative development.
  - a. Explore the impact of artists and designers in the fields of art, dance, music, film, theatre, and writing.
  - b. Discuss the perils, rewards, debate of artmaking, artistic license, and interpretation.
  - c. Experience ability, identity, parody, and advocacy in the arts.
4. Implement strategies designed to realize various modes of artmaking.
  - a. Apply the methods of the creative process to create.
  - b. Experience and understand why artists create and how they produce work the way they do.
  - c. Explore the relationship between art, artist, and audience.

## COURSE EVALUATION & ONLINE LEARNING

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### **Procedures for Accomplishing Objectives:**

1. Thoughtful and creative completion of class assignments.
2. Applied understanding of the terms and theory covered in readings and presentations accomplished through postings, projects, papers, podcasts, and related assignments.

### **Requirements of Students:**

1. Active participation following each presentation. Participation involves posting to discussion boards as assigned.

2. NO late posting, papers, podcasts, or projects will be permitted. NO make-up dates will be allowed due to the process-oriented nature of the course.
3. Successful completion of writing assignments, projects, podcasts, and papers.
4. Respect, support, and encouragement of classmates through participation in discussion postings as assigned.

It is important to note that you, the student, will be held accountable for keeping up with class assignments and projects. Deadlines detailed below.

For those unfamiliar with online learning, the onus is on the student to keep up with assignments and participate in postings according to deadlines. The benefit of online education is your ability to work at your convenience and without distraction. The downside is that specific questions or concerns may not be addressed in a regular classroom regularly. However, the classroom dialogue and exchange of ideas are replicated in this online version through discussion forum postings. Your learning and study practices may be challenged through online courses, but you may find this form of education a perfect match for you through diligence and adaptation.

When responding to discussion postings, please be aware of how other readers can misinterpret a tone. So please respect your fellow virtual class members when posting your responses. All discussion postings must respond to one point from the post before it AND offer at least one new detail in your posting.

The primary thing to remember is that each set of presentations will only be available for a limited time. Please note all deadlines throughout the course. Please do not ask for exceptions. This course has been designed to allow you to work at your own pace but still requires that the instructor facilitate and guide the discussion through feedback, notes, and posts that must adhere to deadlines.

Professor Kirk Domer ([domer@msu.edu](mailto:domer@msu.edu)) or Graduate Assistant, Zech Saenz ([saenzzec@msu.edu](mailto:saenzzec@msu.edu)) will answer all questions via email and you can expect a response in most cases within 24 to 48 hours.

If you are having difficulties using D2L to access course materials, please get in touch with MSU Distance Learning Services:

- East Lansing area: (517) 432-6200
- Toll Free: (844) 678-6200 (North America and Hawaii)
- Web: [help.d2l.msu.edu](http://help.d2l.msu.edu)

## GRADING BREAKDOWN

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**There are a total of 500 points possible for the course.**

- Each assignment grade is evaluated on three criteria: "application of course materials", "quality of work", and "completion of work." Academic dishonesty will result in a course grade of 0.0.

## ASSIGNMENTS AND PROJECTS (SPECIFIC GUIDELINES WILL BE PROVIDED AS PART OF THE ONLINE PRESENTATIONS.)

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### Inspiration: 145 Points

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|---------------------------------|-----------|
| • Welcome Survey                | 5 Points  |
| • Model for Creating            | 20 Points |
| • Art Interview                 | 20 Points |
| • Collage Yourself              | 20 Points |
| • Photo Essay                   | 15 Points |
| • Playlist Yourself             | 20 Points |
| • Unique Creation               | 15 Points |
| • PostSecret                    | 10 Points |
| • A Sunday Afternoon Screenplay | 20 Points |

**Incubation: 140 Points**

- Art, Fear & Spark Posting 15 Points
- Art, Fear & Sharp Posting 15 Points
- Artists Who Found Their Work: Paper or Podcast Interview 60 Points
- You're the Author 35 Points
- "The Hum" Posting 15 Points

**Illumination: 140 Points**

- Arts or Crafts Scene 20 Points
- Graffiti Art Critique: Paper or Podcast Interview 60 Points
- Found Art Gallery 25 Points
- Ability & Identity Posting 15 Points
- Weird AI Wannabe Project 20 Points

**Interpretation: 75 Points**

- Write Your Anthem 20 Points
- Do It Your Way Project 25 Points
- Artists & Fans Posting 15 Points
- Before I Die Quiz 10 Points
- Closing Survey 5 Points

**GRADING SCALE**

- 450 – 500 = 4.0
- 425 – 449 = 3.5
- 400 – 424 = 3.0
- 375 – 399 = 2.5
- 350 – 374 = 2.0
- 325 – 349 = 1.5
- 300 – 324 = 1.0
- Below 300 = 0.0

**WEEKLY SCHEDULE****Please note that the course is divided into FOUR distinct sections.**

- ALL sections are available for TWO weeks each. Please check the dates below.
- The FINAL (and much shorter) SECTION will open in the middle of the third section to allow for two weeks and is due by the last day of classes.
- Numerous assignments are due within each section.

**INSPIRATION (AVAILABLE MAY 17-30, 2021)**

Presentation	Read/Watch/Listen	Assignment
Welcome		<ul style="list-style-type: none"> <li>• Welcome Survey (5 pts)</li> </ul>
Fearless Creating	<b>READ:</b> "Fearless Creating" by Eric Maisel	<ul style="list-style-type: none"> <li>• Model for Creating (20 pts)</li> <li>• Art Interview (20 pts)</li> </ul>
Self-Art & the Art of Collage	<b>READ:</b> "7 things to consider when creating a collage" by Sorcha O'Higgins	<ul style="list-style-type: none"> <li>• Collage Yourself (20 pts)</li> </ul>
The Art of Observing	<b>READ:</b> "Observing" from <u>Sparks of Genius</u> by Robert and Michèle Root-Bernstein	<ul style="list-style-type: none"> <li>• Photo Essay (15 pts)</li> <li>• Playlist Yourself (20 pts)</li> </ul>
The Art of Abstracting	<b>READ:</b> "Abstracting" from <u>Sparks of Genius</u> by Robert and Michèle Root-Bernstein <b>READ:</b> "The Story Behind Seurat's Pointillist Masterpiece, 'A Sunday Afternoon on the Island of La Grande Jatte'" by Kelly Richman-Abdou.	<ul style="list-style-type: none"> <li>• Unique Creation (15 pts)</li> <li>• PostSecret (10 pts)</li> <li>• A Sunday Afternoon (20 pts)</li> </ul>

## INCUBATION (AVAILABLE MAY 31-JUNE 13, 2021)

Presentation	Read/Watch/Listen	Assignment
Art & Fear I & II	<b>READ:</b> <u>Art &amp; Fear</u> (I & II) by David Bayles & Ted Orland <b>LISTEN:</b> Spark File Podcast	<ul style="list-style-type: none"> <li>Art, Fear &amp; Spark Posting (15 pts)</li> </ul>
Art & Fear III & IV	<b>READ:</b> <u>Art &amp; Fear</u> (III & IV) by Bayles & Orland <b>WATCH:</b> Why Twyla Tharp wants us to 'shut up' and do what we love <b>READ:</b> "7 lessons on creativity from dance legend Twyla Tharp" by Liz Fields <b>WATCH:</b> Opening Sequence of <i>Hair</i>	<ul style="list-style-type: none"> <li>Art, Fear &amp; Tharp Posting (15 pts)</li> <li>Artists Who Found Their Work: Paper or Podcast Interview (60 pts)</li> </ul>
Art & Fear V	<b>READ:</b> <u>Art &amp; Fear</u> (V) by Bayles & Orland <b>READ:</b> "Shonda Rhimes Is Ready to 'Own Her S***'" <b>WATCH:</b> My year of saying yes to everything	<ul style="list-style-type: none"> <li>You're the Author (35 pts)</li> <li>"The Hum" Posting (15 pts)</li> </ul>

## ILLUMINATION (AVAILABLE JUNE 14-JUNE 27, 2021)

Presentation	Read/Watch/Listen	Assignment
Debate in the Arts	<b>READ:</b> <i>Arts or Crafts</i> by Rob Roznowski <b>READ:</b> "Graffiti Art: Why Graffiti is Art and not Vandalism" by ArtLife	<ul style="list-style-type: none"> <li>Arts or Crafts Scene (20 pts)</li> <li>Graffiti Art Critique: Paper or Podcast Interview (60 pts)</li> <li>Found Art Gallery (25 pts)</li> </ul>
Ability & Identity in the Arts	<b>READ:</b> "Making Music Visible: Singing in Sign" by Corinna da Fonseca-Wollheim <b>WATCH:</b> SOUL(SIGNS): An ASL Playlist <b>READ:</b> "'Breaking Bad' Star, RJ Mitte, is Breaking Disability Barriers" by Nancy DeVault <b>WATCH:</b> RJ Mitte on the paralympics, Breaking Bad and disability <b>READ:</b> "Why It Was Difficult to Watch 'Everything's Gonna Be Okay' as an Autistic Woman" by Nera Birch <b>WATCH:</b> Everything's Gonna Be Okay   Official Trailer <b>READ:</b> "Hollywood's casting dilemma: Should straight, cisgender actors play LGBTQ characters?" by David Oliver <b>WATCH:</b> Rocky Horror Picture Show: Laverne Cox and Costars on the Cult Classic's 2016 Transformation	<ul style="list-style-type: none"> <li>Ability &amp; Identity Posting (15 pts)</li> </ul>
Parody & Advocacy in the Arts	<b>READ:</b> "10 of the most parodied artworks of all time" by Annabel Sheen <b>READ:</b> "Artist expression" by Tori DeAngelis	<ul style="list-style-type: none"> <li>Weird AI Wannabe Project (20 pts)</li> </ul>

## INTERPRETATION (AVAILABLE JUNE 21-JULY 1, 2021)

Presentation	Read/Watch/Listen	Assignment
Why do we Create?	<p><b>LISTEN/WATCH:</b> Aretha Franklin - Respect [1967] (Aretha's Original Version)</p> <p><b>WATCH:</b> Aretha Franklin Sings "RESPECT" LIVE 1967!</p> <p><b>READ:</b> "How Aretha Franklin's 'Respect' became an anthem for civil rights and feminism" by DeNeen L. Brown</p> <p><b>READ:</b> "'Respect' Wasn't A Feminist Anthem Until Aretha Franklin Made It One" NPR All Things Considered</p> <p><b>WATCH:</b> Otis Redding - Respect (10/14)</p> <p><b>WATCH:</b> Bomba Estéreo - Soy Yo (Official Video)</p> <p><b>READ:</b> "In 'Soy Yo' Video, Bomba Estéreo Pays Tribute To 'What's Inside Of You'" NPR Weekend Edition Sunday</p> <p><b>READ:</b> "RVC mom, son find YouTube fame with car-ride show tunes" by Briana Bonfiglio</p> <p><b>WATCH:</b> ACT I O'Leary Car Ride: Showtunes 2018</p> <p><b>WATCH:</b> The Keep Going Song &amp; Goeke/Staton-Marrero perform The Bengsons The Keep Going Song</p> <p><b>WATCH:</b> ALVIN AILEY: 'Revelations' Highlight Video, Short Documentary "Celebrating Revelations at 50 Film, &amp; "Wade in the Water" excerpt from Ailey Spirit Virtual Benefit</p> <p><b>WATCH:</b> A Scratch on the Earth</p> <p><b>READ:</b> "Interview: Jung Lee" by Nara Shin</p> <p><b>WATCH:</b> Amanda Palmer: The art of asking &amp; Drowning in the Sound</p> <p><b>READ:</b> "Drowning in The Sound" by Amanda Palmer</p> <p><b>WATCH:</b> Candy Chang: Before I die I want to...</p>	<ul style="list-style-type: none"> <li>• Write your Anthem (20 pts)</li> <li>• Do It Your Way Project (25 pts)</li> <li>• Artists and Fans Posting (15 pts)</li> <li>• Before I Die Posting (10 pts)</li> <li>• Closing Survey (5 pts)</li> </ul>

UNIVERSITY POLICY AND PROCEDURES

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Students are expected to adhere to the policies of Michigan State University whether noted in this syllabus or not. Instructors have the right to add or adjust policies within limits for the specifics of their courses. While the below may appear at first glance to be common policy boilerplate there may be nuances or course specifics within it that the student must be aware of and adhere to.

**Applicable policies, syllabus statements, and resources for students:**

- [Spartan Code of Honor](#)
- [Mental Health](#)
- [Religious Observance Policy](#)
- [Student Athletes](#)
- [Pronoun preference](#)

**Commit to Integrity: Academic Honesty**

Article 2.III.B.2 of the [Academic Rights and Responsibilities](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the **Center for Integrative Studies - Arts and Humanities** adheres to the policies on academic honesty as specified in [General Student Regulations](#) 1.0, Protection of Scholarship and Grades; the [all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations](#). See [Spartan Life Online](#) ([splife.studentlife.msu.edu](http://splife.studentlife.msu.edu)) and/or the [MSU Web site](#) ([msu.edu](http://msu.edu)) for more.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity webpage](#).)

**Limits to Confidentiality**

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

**Inform Your Instructor of Any Accommodations Needed**

[From the Resource Center for Persons with Disabilities](#) (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.



**Drops and Adds**

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is **5/27/2021**. The last day to drop this course with no refund and no grade reported is **6/9/2021**. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

**Commercialized Lecture Notes**

Commercialization of lecture notes and university-provided course materials is ***not permitted*** in this course.\*

\*Note: The Code of Teaching Responsibility requires instructors who permit students to commercialize their class lecture notes to include a statement in their course syllabi that gives such permission. Absent such permission, students may not do so.

**Internet**

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

**Disruptive Behavior**

Article 2.III.B.4 of [Student Rights and Responsibilities](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . obstruct, disrupt, or interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes, social, cultural, and athletic events, computing services, registration, housing and food services, governance meetings, and hearings)." Students whose conduct adversely affects the learning environment may be subject to disciplinary action through the Student Judicial Affairs office.