Theoretical Foundations for an Art Education of Global Culture and Principles for Classroom Practice

Paul Duncum
University of Tasmania
Launceston, Australia

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Dr. Ozcan
Marty Sprague
Globalization

• “Globalization is …increasing long-distance interconnectedness… the world is now self-consciously one single field of persistent interaction and exchange” (Hannerz, 1996)
Globalization

- Worldwide system of economic, cultural and political interdependencies
- 3 M’s
- Worldwide consumer culture
Theory of Cultural Imperialism

- Fears about global culture
- Trojan Horse model (Pret, 1995)
- Americanization (Featherstone, 1995)
- McWorld (Barber, 1996)
- McDisneyization (Ritzer, 1998)
- Heritage movement (Lowenthal, 1997)
- High culture vs. national cultures
Theories of Heterogeneity

- Reading reception
- Indigenization
- Cultural translation
Reading Reception Theory
<table>
<thead>
<tr>
<th>Attributed meanings within particular cultures</th>
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<tbody>
<tr>
<td>- Coca-Cola as homogenization</td>
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<td>- Coca-Cola in Russia</td>
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<td>- Coca-Cola in Barbados</td>
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<td>- Coca-Cola in Haiti</td>
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“Freedom of different national populations to interpret identical products and images in widely different ways” (p.5).
Indigenization and Cultural Translation

- Global culture + new society = indigenized

- Culture influenced by another = translation not takeover

- Meaning is lost in translation, but meaning is also made.
2 McDonalds Examples
In Russia --
(slow fast food)

“For Muscovites, a McDonald’s Big Mac is now a luxury item. It has become a souvenir to take back in its wrapper to show off to admiring friends in distant Siberian villages. “We had to come,” says…a postal worker…from the remote north, “Just to see if it’s real.”
(Smart in Perry, 1998, p. 154)
In Australia - resistance

- Maccas
- Chuckas
6 Principles for Classroom Practice

- Engage with global culture
- Engage in own cultural heritage
- Embrace complexity of global culture
- Celebrate power/recognize limits of agency
- Classrooms as discussion sites
- Critique global culture
1. Engage with global culture

- Artists use global culture as source for their commentary

- Explore global imagery that impacts students’ minds ... project
  - Consumer culture
  - Universal teenager
2. Engage with own cultural heritage

- Cultural identity as fluid, work in progress

- Project on designed souvenirs: tourism and Tasmania, Australia
  - Authenticity, identity, presentation
3. Embrace complexity of global culture

- Many meanings of global products
- Creativity of interpretations across cultural contexts
- Seeing global images through reception or perceptions of viewer
- Theme Park Project
  - Own experience compared with...
  - Promotional material and original story/concept
  - What social pressures influenced differences?
4. Celebrate power/recognize limits of agency

- Global culture determined by values of market place – corporate capitalism
- Limits to making of meaning – global corporations designing global culture
- Students aware/active in choice, consumption, and interpretation of global culture
5. Classrooms as discussion sites

- Discuss issues raised by global culture
- Sense of critical distance
- Dialogical environments
  - Shopping Mall Project
6. Critique Global Culture

- Power to critique global culture
  - Usually unconscious
  - Make conscious
Critique of Article

- Organization
- Scholarly content
- Viewpoint
- Applicable to any discipline
- Examples and projects
Reference