

GENERAL INFORMATION

Professor Information

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Insofar as power is a matter of presentation, its cultural currency in antiquity (and still today) was the creation, manipulation, and display of images. - Jas Elsner

In A Nutshell

The Art of Persuasion fully online course focuses on the cultural and political appropriation of visual and performance art for the purposes of public conformity, propaganda, and dissent (1935-present day). The fall 2017 semester will look at 1935-1960 and the spring 2018 semester will look at 1961-present day.

Course Summary

Art, informed by the human experience, no matter its epoch, focus, or demographic, is wrought with dissension and counterpoint; and while scholars have learned to dig deeper and not allow insufficiency of findings to resolve into indifferent wrongness, they have also learned to not take the contradictions of our history too personally. There is no such thing as perspective-free history since those who write the history are themselves fallible. While one may agree with the words of R.G. Collingwood regarding man's self-knowledge, your 'res gestae,' being the indicator of our incumbent progress, historical accuracy comes only from an honest intention. And honesty is, perhaps, out of reach for us. Keeping this in mind throughout the semester, we will examine how ambitions of power and the development of certain artistic (visual and performance) canons were mutually influenced; what rebel vs. state-sponsored art can tell us about ruling regimes and power relations; how propaganda in art affected society and historical events; and how our own preconceptions and contemporary concerns about propaganda, media, and political manipulation color our own approach to recent history and current culture.

Course Objectives

Students will be able to:

- Students will **recognize** the various filters through which they understand themselves, others, and the interconnected histories of visual and performance art.
- Students will **examine** authority of visuals and artifacts – or the lack of – in their understanding or misunderstanding of history, politics and culture.
- Students will **assess** and **appraise** the breadth (and limitations) of the performing and visual arts as cultural mediums for accessing target populations.
- Students will **recognize** the influence of Western values on how they perceive themselves and others.
- Students will **examine** and **question** the relationship between art, political power, and identity.
- Students will **analyze** the different media and techniques of message dissemination through visual and non-verbal means in Western politics.
- Students will **compose** their own analyses and improve their analytical writing skills by learning to read, understand, and criticize scholarship.

- Students, using materials from course content, will **design** their own creative responses to the art they have studied in order to **evaluate** their understanding through application.

Global Learning Initiative

Global Learning Objectives

This course has been certified as meeting the university's Global Learning requirement. This semester's major component, Reacting to the Past, satisfies all three of the Honors College Global Learning Objectives.

Global Awareness

Through your engagement in writing analytical papers, you will demonstrate knowledge of the interrelated dynamics (social-cultural, political, economic, etc.) that shape the diverse thinking of multiple figures in diverse cultural contexts.

Global Perspective

Through your engagement in the "reacting" game and writing the research paper, you will be able to analyze the multiple causal forces that shape the perspectives of historical individuals — economic, political, sociological, technological, cultural, etc.

Global Engagement

Through your engagement in the Discussion Board and multimedia project, you will demonstrate a willingness to engage in evidence-based negotiation in order to solve a global issue.

IMPORTANT INFORMATION

Policies

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

Physical, Mental and Sensory Challenges

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

Honors Citizenship Requirements

All members of the Honors College are expected to be active citizens of the College, the university, and the community at large. To be a committed Honors College student is to take advantage of enhanced learning opportunities and to assume a leadership role in the world. All College members are expected to participate in the community-building activities listed below:

1. Attend one Honors Excellence Lecture per academic year and one Honors Colloquium per semester (fall and spring). (Attendance will be taken).
2. Participate in the Honors College Convocation each fall. (Attendance will be taken).
3. Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement. (Attendance will be taken).
4. Perform at least ten hours of Community Service per semester either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours.

Academic Misconduct Policy

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

- [FIU Code of Academic Integrity](#)
- [FIU Honors College Student Handbook](#)
- [FIU Honors College Plagiarism Policy](#)

Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio method allows for maximum flexibility in gauging student learning. You will decide (with instructor consultation) what "artifacts" or assignments to include for consideration in your portfolios to demonstrate successful achievement of each of the student learning outcomes.

Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is thought provoking and reflective, student self-assessment through portfolios will facilitate learning and provide

in-depth assessment.

Each Honors College course includes at least one assignment that could potentially fit portfolio requirements.

Attendance

This is a fully online course. As such, no attendance will be taken. The only barometer for assessing student participation will be in the timely submissions of assignments and discussions throughout the semester.

Technical Requirements & Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

This course utilizes the following tools:

1. **YouTube**
2. **Adobe Connect**

Please visit our [Technical Requirements](#) webpage for additional information.

Accessibility And Accommodation

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

Academic Misconduct Statement

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.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

Course Prerequisites

There are no prerequisites for this course.

Required Textbooks Or Readings

All required course text and readings will be made available via external website links or embedded .pdf. There is no required textbook purchase. At the end of every lecture is a bibliography, and the student has the opportunity to read further in any module where s/he may seek further knowledge or understanding.

Expectations Of This Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **Review the how to get started information** located in the course content
- **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 **4 of times** per week
- Respond to discussion boards, blogs and journal postings within **3 days**
- Respond to **emails/messages** within **48 hours**
- **Submit assignments by the corresponding deadline**

The instructor will:

- Log in to the course **6 days** per week
- Respond to discussion boards, blogs and journal postings within **3 days after closing**
- Respond to **emails/messages** within **24 hours**
- Grade assignments within **7 days** of the assignment deadline

Changes will be announced in class or by FIU email: pwinter@fiu.edu No tardy assignments accepted. No emailed or late responses accepted.

COURSE DESCRIPTION AND PURPOSE

The Art of Persuasion fully online course focuses on the cultural and political appropriation of visual and performance art for the purposes of public conformity, propaganda, and dissent (1935-present day). The fall 2017 semester will look at 1935-1960 and the spring 2018 semester will look at 1961-present day.

Art, informed by the human experience, no matter its epoch, focus, or demographic, is wrought with dissension and counterpoint; and while scholars have learned to dig deeper and not allow insufficiency of findings to resolve into indifferent wrongness, they have also learned to not take the contradictions of our history too personally. There is no such thing as perspective-free history since those who write the history are themselves fallible. While one may agree with the words of R.G. Collingwood regarding man's self-knowledge, your 'res gestae,' being the indicator of our incumbent progress, historical accuracy comes only from an honest intention. And honesty is, perhaps, out of reach for us. Keeping this in mind throughout the semester, we will examine how ambitions of power and the development of certain artistic (visual and performance) canons were mutually influenced; what rebel vs. state-sponsored art can tell us about ruling regimes and power relations; how propaganda in art affected society and historical events; and how our own preconceptions and contemporary concerns about propaganda, media, and political manipulation color our own approach to recent history and current culture.

COURSE DETAIL

Course Format

The format of this course will consist of mostly discussion with some limited lecture based in film and PowerPoint. At the end of each week, a guide to the readings as well as the Discussion Board assignment for the following week will be handed out. To facilitate discussion, you are expected to complete the assigned reading ahead of time and study any images/video posted on the course website; the weekly Discussion Board assignment is intended to help you keep up with this material and to prepare you for analytical written assignments and your final multimedia project. Readings will be made available on Blackboard.

A note about the Course Documents and Readings

The assigned study material will fall into roughly three categories:

1. General background reading
2. Image and video sources
3. Scholarly articles and essays

The vast bulk of your readings will fall within these categories; these need to be read carefully. All of them will have been written in order to explicitly argue one or more interpretations, and often will be written from a strong point of view. After reading these essays, it is important that you be able to articulate the author's thesis, the arguments, the evidence, the methodology, and any assumptions or presumptions that underlie the narrative.

Course Communication

Communication in this course will take place via **Email**.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students' FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Brief essays (ca. ½ to 1 page) that respond to a question or set of questions, one of the readings, or an image or images. You must post early enough to allow other classmates to respond to your post. You are required to respond to *two* other posts by classmates. These will be graded for content and style. There will be several of these; I will drop the one with the lowest grade from your average. *Do not* underestimate the importance of these.

Assessments

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

Assignments

Analytical Paper: A paper (ca. 5-6 pages + bibliography/works cited) analyzing a given work of art, intended to get you thinking about how to look at art, images, and performance footage. You'll have various options, including monument/object comparisons, an analysis of a movie adaptation of an event/person, or a response to some scholarship.

- [Analytical Paper](#) will be paired with [Video Blog #2](#) – an oral summary of your research. This helps you speak informally (but succinctly) about your research, as a way of sharing with your fellow classmates.

Final Reflection Paper: A looser written assignment than the prior analytical papers (ca. 2-4 pages). This serves as a reaction to course material presented, so that the professor may have evidence of objectives met. This also serves to express how the student has assimilated the course material into a framework for critically observing and understanding contemporary examples of the coursework presented within the students' own lexicon of daily experience.

Please note that the following information only applies if your course requires the use of Turnitin to submit your assignments.

- Review the detailed [Turnitin Instructions](#) on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.

Video Blog

This course has 3 assignments utilizing the Blackboard Blog tool. Within the week 1 module you will find information on how to upload a video to YouTube and how to embed a video through YouTube's embed feature into a Blackboard video blog. Students will upload all course videos to their personal YouTube channel and then into the assignment's particular blog by the due date noted in the weekly schedule of this syllabus.

Blogs can be found in the Course Blogs portion of the course menu or via links to the course blogs section located within the content area of the course.

Please review the Video Blog Rubric in order to better understand what is expected from your assignment submission.

Multimedia Project

Guidelines and recommendations to be made available online. Choose any artwork from 1930-present day and any country of origin. The artwork can be any medium – performance, musical, theatrical, visual, graphic, editorial, literature, etc. Translate the message of that artwork into a new medium (something that is different than the original artwork). Make sure that both the original artwork and your art translation are 'saying' the same thing, using propaganda and visual rhetoric learned in the course.

- [Multimedia 'Ekphrastic' Project](#) will be paired with [Video Blog #3](#) – an oral summary of the 'hows' and 'whys' of your project, the choices made in adapting the artwork and your decision making process.

Extra Credit

If an exhibit or performance is available that focuses on some aspect of this course, the student may ask permission to attend and write a brief (ca. 2 page) reflection of the work they witnessed. Please note, further proof of attendance at the exhibit must be submitted along with the reflection paper (i.e. image of student with art work, or scanned ticket/admission).

Adobe Connect Pro Meeting

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct office hours.

Meetings will be available through appointment

Requirements for using Adobe Connect:

- Disable any window pop-up blocker.
- [Adobe Flash Player](#) is required to successfully run your Adobe Connect meeting. You can [test your computer](#) to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
- Use of a combination [headset and microphone](#) with USB connection is recommended to ensure quality sound and reduce technical difficulties.

Reference [Adobe Connect \(Tutorials & Help\)](#) to learn about the tool, how to access your meeting rooms and recordings.

Grading

Course Requirements	Number of Items	Weight
Course Requirements Discussions	9	25%
Analytical Paper	1	15%
Multimedia Project	1	25%
Final Reflection Paper	1	10%
Quizzes	3	15%
Video Blogs	3	10%
<i>Extra Credit (Optional)</i>	1	5%
Total		100%

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

COURSE CALENDAR

Module Weekly Schedule

Module 1 - Introduction to the Course

Date	Activities
<p>Week 1 <i>August 21st - August 27th</i></p>	<p>View:</p> <ul style="list-style-type: none"> Introduction to the Course 1935-1960 (lecture) <p>Tasks:</p> <ol style="list-style-type: none"> Introduce Yourself Video Blog
<p>Week 2 <i>August 28th - September 3rd</i></p>	<p>View:</p> <ul style="list-style-type: none"> The Power of Images: Defining 'Propaganda' (Powerpoint) <p>Tasks:</p> <ol style="list-style-type: none"> Discussion Board #1

Module 2 – Philosophies of Art and Politics

Date	Activities
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View:

- Post-Modernism vs. Modernism (Video lecture)

Week 3

September 4th - September 10th

Tasks:

1. Quiz #1

**September 4 is Labor Day. Blackboard will still be available in case you'd like to work on assignments.*

View:

- Historiography (Video lecture)
- Post-Colonialism + Cultural Appropriation (Powerpoint)

Week 4

September 11th - September 17th

Tasks:

1. Discussion Board #2

View:

- Nature, Object, Method, and Value (Powerpoint)

Week 5

September 18th - September 24th

Tasks:

1. Discussion Board #3

View:

- Identity, Performance, and Aesthetics (Video lecture)

Week 6

September 25th - October 1st

Tasks:

1. Discussion Board #4

Module 3 – World War II, Nazism, and Ausdruckstanz

Date

Activities

Week 7

October 2nd - October 8th

View:

- Laban, Jooss, and Wigman (Powerpoint)

Tasks:

1. Discussion Board #5

View:

- Degenerate Art
- Fighting for Modernism (film)

Week 8

October 9th - October 15th

Tasks:

1. Quiz #2

Date	Activities
<p style="text-align: center;">Week 9 <i>October 16th - October 22nd</i></p>	<p>View:</p> <ul style="list-style-type: none"> • Bombings of Hiroshima and Nagasaki • Birth of Butoh (film) <p>Tasks:</p> <ol style="list-style-type: none"> 1. Discussion Board #6

Module 4 – American Dreams, American Realities

Date	Activities
<p style="text-align: center;">Week 10 <i>October 23rd - October 29th</i></p>	<p>View:</p> <ul style="list-style-type: none"> • Rise of Rock and Roll (lecture) <p>Tasks:</p> <ol style="list-style-type: none"> 1. Discussion Board #7 2. Analytical Paper 3. Video Blog #2
<p style="text-align: center;">Week 11 <i>October 30th - November 5th</i></p>	<p>View:</p> <ul style="list-style-type: none"> • Segregation Ruled Unconst'l in US and the Barbie Doll (lecture) <p>Tasks:</p> <ol style="list-style-type: none"> 1. Discussion Board #8
<p style="text-align: center;">Week 12 <i>November 6th - November 12th</i> <i>(Veteran's Day Holiday - University Closed)</i></p>	<p>View:</p> <ul style="list-style-type: none"> • Korean War and Joseph McCarthy(ism): Allegory and <i>Inherit the Wind</i> (film) <p>Tasks:</p> <ol style="list-style-type: none"> 1. Quiz #3 <p><i>*November 11 is Veterans Day. Blackboard will still be available in case you'd like to work on assignments.</i></p>
<p style="text-align: center;">Week 13 <i>November 13th - November 19th</i></p>	<p>View:</p> <ul style="list-style-type: none"> • First Televised Presidential Debates: The Public Image (film) <p>Tasks:</p> <ol style="list-style-type: none"> 1. Discussion Board #9
<p style="text-align: center;">Week 14 <i>November 20th - November 26th</i> <i>(Thanksgiving Holiday - University Closed)</i></p>	<p>Wrap-Up and Looking Forward 1961-present (No Assignments Due)</p> <p><i>*November 23 and 24 is Thanksgiving Holiday. Blackboard will still be available, but there are no assignments due this week.</i></p>

Date	Activities
<p>Week 15 <i>November 27th - December 3rd</i></p>	<p>Tasks:</p> <ol style="list-style-type: none">1. Work on Multimedia Project (Ekphrasis Project + Video Blog #3)
<p>Week 16 <i>December 4th - December 8th</i></p> <p><i>Friday, Dec 8th (On-Campus Exams for Online Courses)</i></p>	<p>Tasks:</p> <ol style="list-style-type: none">1. Final Submissions (Reflection Paper + Extra Credit) <p><i>*Final Week of the semester. Reflection Paper and Extra Credit are due this week, but you can submit earlier if you are able.</i></p>

To be revised as the semester progresses. See separate handouts in Course Documents for assigned readings, guide to these readings, and discussion topics.
