GENERAL INFORMATION

Professor Information

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

Course Description And Purpose

In a Nut Shell:

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 2016 semester will look at 1935-1960 and the Spring 2017 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 indiff erent 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 gain an understanding of the various filters through which they understand themselves, others, and the interconnected histories of visual and performance art.
- Students will gain insight into the authority of visuals and artifacts — or the lack of — in their understanding or misunderstanding of history, politics and culture.
- Students will gain appreciation of the breadth of the performing / visual arts as cultural mediums (including the limitations) for accessing target populations.
- Students will learn to recognize the influence of Western values on how they perceive themselves and others.
- Students will examine the relationship between art, political power, and identity.
- Students will explore and analyze the different media and techniques of message dissemination through visual/non-verbal means in Western politics.
- Students will improve their analytical writing skills by learning to read, understand, and criticize scholarship.
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

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. Learning Glass
3. PowerPoint

Please visit our Technical Requirements webpage for additional information.

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.

Accessibility And Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

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.

Course Prerequisites

There are no prerequisites for this course.
Textbook

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
- Request assistance before the assignment is due

The instructor will:

- Log in to the course 4 days per week
- Respond to discussion boards, blogs and journal postings within 3 days after closing
- Respond to emails/messages within 48 hours
- Grade assignments within 7-10 days of the assignment deadline
- The instructor will assist in assignments if the student requests help in advance notice (at least 72 hours before the assignment is due)

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. (1 post + at least 2 responses to classmates)

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 ca. 9 of these; I will drop the one with the lowest grade from your average. Do not underestimate the importance of these.

Assignments

Analytical Paper: (ca. 5-6 pages + bibliography) analyzing a given work of art, intended to get you thinking about how to look at art, images, and performance footage. Will have a due date in the first half of the semester. The work may be of any medium; however, it must coincide with areas of interest discussed in the course and must have been made AFTER 1960. Preference is given toward contemporary works created 1980-present day. See rubric for further details.

Final Reflection Paper: (ca. 3-4 pages, bibliography not required) A looser written assignment than the prior analytical papers. 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. See rubric for further details.

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 upload a video. 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.

*Note: Video Everywhere is not available. Please see instructions for uploading a video from YouTube to Blackboard here.

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.

- (INTRO) VIDEO BLOG 1: (3 minutes) Reintroduce yourself to the professor and class. Tell us what you did for the Winter Break between fall semester and now.
- VIDEO BLOG 2: (5-7 minutes) Responding to a prompt regarding art, activism, and artist Ai Weiwei
- VIDEO BLOG 3: (3-5 minutes) Analysis and summary of issues raised and decisions made during the development (and fabrication) of the Multimedia Project.

Quizzes

Quizzes will be multiple choice, matching, and fill-in. Students will have 5-7 days to complete the quiz before the quiz closes. Once a quiz has been locked, there will be no re-assessment. If there is a technical issue, this concern needs to be raised AT LEAST 72 hours before the quiz is due in order to allow enough time for Blackboard Support to respond.

Multimedia Project (paired With #3 Video Blog)
Guidelines and recommendations to be made available online. Based upon readings, film, and discussion, you will either (1) create your own art-based propaganda in a chosen medium or (2) analyze in a way that is not written a work of art within the time period 1960-present that we have not previously discussed.

**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).

**Grading**

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<th>Course Requirements</th>
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<th>Weight</th>
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<tr>
<td>Discussion Board Assignments</td>
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<td>Quizzes</td>
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<td>Analytical Paper (approx 5-7 pages + bibliography)</td>
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<td>Multimedia Project</td>
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<tr>
<td>Final Reflection Paper (approx 2 pages, no bibliography required)</td>
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**COURSE CALENDAR**

**Module Weekly Schedule Tentative (rev. 1/13/2017)**

**Module 1: Introduction to Course Material + Review of Philosophies**

<table>
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<th>January 8th - January 21st</th>
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<tbody>
<tr>
<td>Week 1: January 8 – January 14</td>
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<tr>
<td>- View: Introduction to the Course 1960-present (lecture)</td>
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<tr>
<td>- Tasic Introduce Yourself Video Blog (Video Blog #1)</td>
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<tr>
<td>Week 2: January 15 – January 21</td>
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*(Jan 15 is Martin Luther King Day, but the week's course material will still be available 11:59 PM EST)*
### Module 2: Rebellious Dialogues, Debate + Censorship

**January 23rd - February 12th**

**Week 3:** January 22 – January 28  
- View: Voices of Awareness and Subversion (lecture)  
- Task: Discussion Board #2

**Week 4:** January 29 – February 4  
- View: Censorship, Theatre, and Ideology (PPT) + Case Studies  
- Task: Discussion Board #3

**Week 5:** February 5 – February 11  
- View: Television, Presidential Debates, and Freedom of Information (lecture)  
  Tasks: Discussion Board #4, Quiz #1

### Module 3: Art and War

**February 12th - March 11th**

**Week 6:** February 12 – February 18  
- View: Flashback – Revisiting Cold War, Communist Propaganda (lecture)  
- Task: Discussion Board #5

**Week 7:** February 19 – February 25  
- View: Flashback – Revisiting Cold War, American Propaganda (lecture)  
- Task: Discussion Board #6

**Week 8:** February 26 – March 4  
- View: The Vietnam War (AKA “The American War”) (lecture)  
- Task: Discussion Board #7

**Week 9:** March 5 – March 11  
- View: Revolutions in Asia, watch Ai Weiwei "Never Sorry" (video link)  
- Task: Video Blog #2 assignment on prompt based upon video link provided

**Week 10:** March 12 – 18  
- *SPRING BREAK - NO ASSIGNMENT DUE*  

### Module 4: Trauma as Turning Point

**March 19th - April 15th**
### March 19th - April 15th

**Week 11: March 19 – March 25**
- View: Art of Immigration (lecture), watch Doris Salcedo (video link)
- Task: Discussion Board #8

**Week 12: March 26 – April 1**
- View: Feminism and Sexual Tensions
- Task: Analytical Paper (no Video Blog paired – only the paper)
- Task: Quiz #2

**Week 13: April 2 – April 8**
- View: Art, Propaganda, and Public Health Crisis (lecture)

**Week 14: April 9 – April 15**
- View: Choreographing AIDS (lecture) + Empowerment vs. Exploitation (lecture), watch videos “Still/Here” + “Disabled Theater” (video links)
- Task: Discussion #9

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### April 16th - April 28th

**Week 15: April 16 – April 22**
- View: Presidential Communication Strategy After the Invasion of Iraq + Terrorism and Political Violence (lecture)
- Task: Quiz 3 + Reflection Paper + extra credit (if applicable)

**Week 16: April 23 – April 28 (University Finals Week)**
- View: The 2008 Election, The Internet and The Future of Persuasion (lecture)
- Supplemental: Censorship, Art and Activism in Syria (case study)
- Task: Multimedia Project paired with Video Blog (Video Blog #3)