

**CULTURE AND EXPRESSION: CENSORSHIP, SUPPRESSION, AND PROPAGANDA**  
**-Syllabus-**  
**IDH 3035 U12 1231**

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### **Course and Objectives**

For as long as humankind has gathered in groups, we have sought to express ourselves through various means: music, visual art, dance, speech, literature, and now digital media. Yet nearly as long, the seats of power in societies around the world have sought to co-opt, subvert, muzzle, or obliterate altogether the free expression of culture.

This course will examine these interdependent issues from diverse vantage points, encompassing everything from the influence of the Catholic church during the Middle Ages through the Civil Rights era, from the agitprop of communist countries to the restrictions, explicit or oblique, right here in contemporary America. We'll discuss how Pussy Riot became a tool of Putin's Russia and how they militarized their message in response to imprisonment; how actors helped to bring down the Berlin Wall; how Reinaldo Arenas employed a critical literary voice and openly gay lifestyle against the Castro regime; and much more.

### **Requirements and Grading**

The basic requirement of this course is the desire to seek an in-depth understanding of the interrelationships between various means of cultural expression and the socio-political and cultural contexts into which they fit. Students will be expected to participate in ongoing class discussions and, on occasion, distinguished guest artists or lecturers, incorporating reading or listening assignments as necessary. Frequent written or other assignments, to include critical reviews of performances or other events; analytical comparisons; site visits, etc. will also form an integral part of the assessment process. As fellows of the Honors College, students will as well complete a large-scale project each semester in which they will select any work or creator of art or time period of their choice and, through the filter of their own academic disciplines, demonstrate creatively their understanding of the underlying contexts of the topic. When possible, students should, as ambassadors for FIU and as artist-citizens, incorporate community service into their projects through presentation of their work for one of the Honors College partners or elsewhere. Approximately one month prior to the due date for these projects, students will submit via email a one-page written proposal of the topic to be undertaken. Grading assessments will be made at the conclusion of each semester based upon a scale of 100 total points for the semester, the details of which are enumerated below. As these are the only way to earn points, regular class attendance is then necessary in order to pass the course. I will *consider* exceptions only with one week's prior notification of your intended absence, in which case there will be a substitute assignment required, at my discretion.

10 assignments @ 6 points each = 60 points  
1 semester projects @ 40 points = 40 points  

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= 100 points

## Class Schedule

January 11  
January 18  
January 25  
February 1  
February 8  
February 15  
February 22  
March 1                    SPRING RECESS  
March 8  
March 15                 Semester project proposals due  
March 22  
March 29  
April 5  
April 12  
April 19                 Semester projects due, presentations begin  
April 26                 Exam week schedule TBD, presentations continue

## University Requirements

### Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor *at the beginning of the semester* of which dates you will be absent or any anticipated problems with completing course work.

### 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 College

Below are sections on student portfolios, Honors College citizenship requirements, academic misconduct and plagiarism.

### Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio

allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. The purpose of the portfolio is to assess how successfully our curriculum fulfills its goals, and is not graded. Because the Honors curriculum is meant to be thought-provoking and reflective, student self- assessment through portfolios will facilitate learning and provide in-depth assessment. Each course will include at least one assignment that could potentially fit portfolio requirements. For more information on the student learning outcomes and constructing a portfolio for your senior year, see [www.honors.fiu.edu/portfolios](http://www.honors.fiu.edu/portfolios).

### **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. Attendance will be taken at events where appropriate and practical. 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).
2. Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement.
3. Perform at least twenty hours of community service per academic year (summer excluded) 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. Please contact an Honors College Academic Advisor if you have any questions.
4. For more information on Honors citizenship requirements, see the Honors College Student Handbook.

### **Academic Honesty and Plagiarism FIU Academic Misconduct Statement**

#### **Procedures**

An Honors faculty member may bring charges of Academic Misconduct against an Honors student. If the faculty member suspects plagiarism or other forms of academic misconduct, within one week of the discovery of the suspected act the faculty member will hold an informal meeting with the student in order to inform him/her of the allegation(s), provide any evidence available, and allow the student to respond. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures, available at <http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm>.

The student will have the right to appeal the outcome of the meeting with the instructor within one week of the faculty member’s decision, when the decision is to pursue informal resolution or file formal resolution charges. The appeal will take the form of a letter to the Dean outlining the circumstances of the case and the reason for the objection to the professor’s recommendation. The Dean or his designee will examine the case and make a final determination about the pursuit of Informal Resolution or the filing of formal resolution charges.

#### **Penalties**

An Honors College student found responsible for plagiarism or other academic misconduct by informal resolution or formal resolution will receive an F in the relevant Honors course, and will be dismissed from the Honors College by the Dean, effective from the end of the semester in which the infraction occurs. Dismissal will be in writing and will entail the loss of all privileges and benefits of being in The Honors College, and the student will not be readmitted to The Honors College. The decision of the Dean will be final. This decision relates solely to the student’s status in The Honors College and does not affect the student’s right to appeal the original faculty decision. The penalty of dismissal from The Honors College may apply to academic misconduct in any course within Florida International University and not only to courses offered by The Honors College. In the case of courses outside The Honors College, the Dean of The Honors College will

rely on the Office of the Provost for notification about the infraction(s). More stringent penalties, such as dismissal from the university, may be pursued through the university's established academic misconduct process.

**In The Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College. Academic misconduct is a violation of the University Code of Standards, the Code of Academic Integrity, the ethical relationship between the student and the academic community, and especially between the student and the instructor. It is the responsibility and prerogative of the instructor to make an initial determination about the extent and severity of an instance of academic misconduct; the instructor may opt to make a referral for further adjudication in appropriate cases.**

### **Global Learning Outcomes (All sections):**

**Global Awareness-** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.

**Global Perspective-** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.

**Global Engagement-** Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values and authority.

### **Global Learning Co-curricular Activity (All sections)**

Students will perform at least twenty hours of Community Service per academic year 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.