Welcome to Art as Persuasion!
IDH3034 RVNA 1235 - Summer A 2023

Professor Bio

Pioneer Winter (he/they, b. 1987) is a Miami-based choreographer and artistic director of Pioneer Winter Collective, an intergenerational and physically integrated dance-theater company, rooted in social practice and community, queer visibility and beauty beyond the mainstream. Recognized in Dance Magazine’s 25 to Watch, Pioneer Winter's work democratizes performance in public spaces, museums and galleries, stage, and film. A major objective continues to be expanding the definition of all that dance is and can be so that all bodies survive, thrive, and are witnessed in spite of constant erasure based upon race, body type, age, and ability - this goes for both the artists as well as the audience. Pioneer has been commissioned by Miami Theater Center, Karen Peterson and Dancers, Tigertail Productions, Jacksonville Dance Theatre, FundArte, and the Adrienne Arsht Center for the Performing Arts, where Pioneer is the Center's first Artist-in-Resident collaboration in a decade. Pioneer has been a guest artist at universities, including Miami Dade College, Nova Southeastern University, Broward College, and Florida State College. Most recently, Pioneer's work has received support from NEFA's National Dance Project Award, MAP Fund, the Knight Foundation, the Andrew Mellon Foundation, and Creative Capital. An extension of his creative practice, Pioneer has curated and directed ScreenDance Miami Festival since 2017, presented by Miami Light Project; Pioneer's own films screen internationally. Pioneer serves as Assistant Teaching Professor in the Honors College and College of Communication, Architecture + The Arts at Florida International University. Pioneer is affiliated faculty at the Center for Humanities in an Urban Environment (CHUE) and an inaugural Fellow in the Miami Studies Program.

Course Description and Purpose

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

The Art as 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. By the end of this course, you will be able to:

- CO1. Reflect on the various filters through which you understand yourselves, others, and the interconnected histories of visual and performance art.
- CO2. Examine and question the authority of visuals and artifacts in relation to history, politics, culture and identity
CO3. Compose your own analyses and improve your analytical writing skills by learning to read, understand, and criticize scholarship.

CO4. Assess and appraise the breadth (and limitations) of the performing and visual arts as cultural mediums for accessing target populations.

CO5. Explore and analyze the different media and techniques of message dissemination through visual and non-verbal means in Western politics.

CO = Course Objective  
MO = Module Objective

Please review the following:

- Visit the Getting Started page
- Read your Course Syllabus.

## Important Information

### Honors College Requirements and Policies

**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. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide an in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements.

### Academic Misconduct Procedures and Policies

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. 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. 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 Honors College website.

### Honors Citizenship Requirements

Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly.

### Community Service

As always, Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 citizenship points discussed above.
General Policies

Please review the [FIU’s Policies and Netiquette](#) 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.

As a member of the FIU community, you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#).

Technical Requirements and 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.

Privacy Policy Statements for Partners and Vendors

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [Google](#)
- [Turnitin](#)
- [YouTube](#)

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

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.

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

Web Accessibility Statements for Partners and Vendors

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [Google](#)
- [YouTube](#)

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

Course Prerequisites

Prerequisite is admission to the Honors College.

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 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 are 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 Materials and Textbook**

There is no required textbook for this course. Course materials will include video lectures created by your professor using technology via FIU Online, supplemental articles via Adobe Acrobat Reader, online journals and current events, archived video clips, and full-length films.

**Mental Health and Wellbeing**

- The global pandemic has changed our daily lives in unprecedented ways. It's understandable for us to experience fear and concern when facing immense change and adversity. To look for ways to cultivate calm and a clear perspective amidst the chaos, check out the [Guide to Well-Being During Coronavirus](#) from the University of California Berkeley's Greater Good Science Center.
  - Check out applications that include meditation, sleep, and movement exercises, such as [Headspace](#).
  - If you are interested in seeking support from a mental health professional, please call FIU's [Counseling & Psychological Services](#) at 305-348-2277 (MMC) or 305-919-5305 (BBC).
- Don’t forget to take breaks while working on assignments and studying. Taking a break while going over the course material is important because it gives your brain time to rest and recover, which leads to boosts in everything from your productivity to your wellbeing.
- Nobody signed up for this! Know that we are all in this together, so let’s prioritize supporting each other as humans, finding simple solutions that make sense, and sharing resources and communicating clearly.

**Panthers Care and Counseling & Psychological Services (CAPS)**

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website, [Caps](#).

[Counseling and Psychological Services (CAPS)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Do not hesitate to call (305) 348-2277 to set up a time to talk or visit the online self-help portal.

**Course Expectations**
This is an online course, which means all of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technological skills that 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
- **Interact** online with professor and peers
- **Review** and follow the Course Schedule
- **Log in** to the course at least twice per week
- **Respond** to discussion boards, blogs, and/or journal postings within 2 days or as deadline require
- **Respond** to email/messages within 24-48 hours
- **Submit** assignments by the corresponding deadline to Canvas - no exceptions

**Professor will:**

- **Log in** to the course at least **twice** per week
- **Respond** to discussion boards, blogs, and journal postings within **2 days** of their due date
- **Respond** to emails within 48 hours of receipt during the week (except during weekend)
- **Grade** assignments within 7 days of the assignment deadline

**Course Details**

**Course Communication**

Communication in this course will take place via *Email* or *Canvas Inbox*. The “Email” feature is an external communication tool that allows users to send emails to other users enrolled within the course and the professor. Emails are sent to the FIU email on record. The Email tool is located on the Course Menu, on the left side of the course web page. Check out the *Canvas Conversations Tutorial* or *Canvas Guide* to learn how to communicate with your professor and peers using Announcements, Discussions, and the Inbox. Your professor will respond to all email and inbox inquiries within 48 hours. Visit *Writing Resources* for more information on professional writing and technical communication skills. Feedback will be given within 7 days of completion.

**Individual Assignment: Video Blogs (2)**

Each Video Blog has a list of questions that are meant to prompt a thoughtful 3-5 minute response from the student. Students will be graded in accordance with the rubric by content, adherence to required questions, any additions or points made beyond the baseline questions, and the recording itself (sound quality/image quality).

**Deadline:** Video Blogs open on the day the module opens and are due by the closing date of the module by 11:59 pm.

**Discussion Board: Breaking Stories (6)**

Each Breaking Stories assignment requires the student to consider the course content from that particular module, synthesize that information into a research theme, and then find one current event that responds to that theme and link the content of the current event to it in a brief paragraph (150-200 words). Your current event may come from any professional news source - online magazines, newspapers, and TV news segments are all potential sources to find a great current event. Try to keep it “current” so do not use anything older than 2019 and make sure it’s available online so that the link can be shared. After, students must respond to at least two other peers’ threads for the Breaking Stories assignment.
When applicable, your professor will provide feedback to you in our comments when grading. Professor Winter will use the associated Rubric to grade your Breaking Stories posts and will endeavor to grade all discussion posts within 72 hours of the due date.

**Deadline:** Breaking Stories open on the day the module opens and is due by the closing date of the module by 11:59 pm.

**Individual Assignment: Reflective Essays (6)**

Each Reflective Essay has one or more questions that need to be considered in essay format. I changed the name of this assignment from Reaction Paper to Reflective Essay because I want you to bring your own perspective (lived experience), your own research interests, and your own voice to the essay. Each Reflective Essay should a thoughtful, substantial response of 1.5-2 pages plus a cited references page. Grading will be based on content and formal writing (spelling/grammar/formatting). Please see Rubric for details. Because the feedback is important, every effort to respond to and grade your work within 1 week of the due date.

There are two ways to submit your work:

- **Option 1:** Type or paste your submission into the text box. Scroll down to the bottom of the page and click Submit.
- **Option 2:** Look for the section Attach File, and then click on Browse My Computer. Select the file you want to submit and click Open. After you have attached your file, scroll down to the bottom of the page, and click Submit. If doing Option 2, you may only submit .pdf, .doc., or .docx files.

Please note, clicking Save as Draft will NOT submit the Reaction Essay. It allows you to save your submission and come back to it later. Your instructor will not be able to access any submissions saved this way and you will not receive credit for the assignment.

**Deadline:** Reaction Essays open on the day the module opens and are due by the closing date of the module by 11:59 pm.

**Individual Assessment: Quizzes (non-cumulative, 5)**

There are 5 non-cumulative quizzes during the semester. The quiz questions will come from the video lectures, readings, films, and vocabulary within the associated modules. The quizzes are multiple-choice, true/false, matching, fill-in-the-blank, and short essay. Once you begin, you will have 75 minutes to complete the quiz and you must finish the entire quiz. There are no make-up exams. Students will be able to see the results immediately after submitting them. Please note, the quiz will have short response questions that require the professor to review each submission, so the quiz will be completely graded within 2 weeks of the due date.

**Deadline:** Quizzes open on the day the module opens and are due by the closing date of the module by 11:59 pm.

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. All assessments will auto-submit when either the timer runs out or the closing date/time is reached - whichever happens first. For example, if a quiz has a closing time of 5:00 pm but the student begins the exam at 4:55 pm, the student will only have 5 minutes to complete the quiz. 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.

Grading
Course Assignments

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<th>Number of Items</th>
<th>Points for Each</th>
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<td>Quizzes</td>
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Grading Scale

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<td>A</td>
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<td>B</td>
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<td>C</td>
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<td>A-</td>
<td>90 - 92</td>
<td>B-</td>
<td>80 - 82</td>
<td>D</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
<td>C+</td>
<td>77 - 79</td>
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Course Calendar

**Module 1: The Power and Philosophy of Images**

**Dates:** Monday, May 8 - Sunday, May 14

This module will cover propaganda, philosophies of postmodernism and performance, and visual rhetoric, as well as textbook excerpts and article links that will help you understand concepts related to Module 1: The Power and Philosophy of Images.

**Activities**
- **Record and Submit:** Video Blog #1 (Reintroduce Yourself)
- **Post and Discuss:** Breaking Stories #1
- **Submit:** Reflective Essay #1
- **Assess:** Quiz - Visual Rhetoric & Propaganda
Module 2: World War 2, Nazism and Ausdruckstanz

Dates: Monday, May 15 - Sunday, May 21

This module will cover lectures on aesthetics, Degenerate Art, and Butoh films, as well as textbook excerpts on performance and articles that will help you understand concepts related to Module 2: World War II, the Third Reich, and Ausdruckstanz.

Activities
- **Post and Discuss:** Breaking Stories #2
- **Submit:** Reflective Essay #2
- **Assess:** Quiz - Degenerate Art

Module 3: Art and War, Real and Imagined

Dates: Monday, May 22 - Sunday, May 28

This module will cover the Cold War, Vietnam War, and concept of allegory, as well as the film *Inherit the Wind*, and other supplemental video clips and article links will help you understand concepts related to Module 3: Art and War, Real and Imagined.

Activities
- **Post and Discuss:** Breaking Stories #3
- **Submit:** Reflective Essay #3
- **Assess:** Quiz - *Inherit the Wind*

Module 4: Racism, Rock, and Television

Dates: Monday, May 29 - Sunday, June 4

This module covers post-colonialism, appropriation, racism, and the growing presence of television in effecting social change, plus other supplemental video clip and article links will help you understand concepts related to Module 4: Racism, Rock, and Television.

Activities
- **Post and Discuss:** Breaking Stories #4
- **Submit:** Reflective Essay #4

Module 5: Rebellious Dialogues, Debate, and Censorship

Dates: Monday, June 5 - Sunday, June 11

This module covers censorship, art controversies, and civic responsibility plus other supplemental article links will help you understand concepts related to Module 5: Rebellious Dialogues, Debate, and Censorship.

Activities
- **Post and Discuss:** Breaking Stories #5
- **Submit:** Reflective Essay #5
- **Assess:** Quiz - Censorship
Module 6: Trauma as Turning Point and Empowerment

Dates: Monday, June 12 - Friday, June 16

This module covers the intersection of art and social justice, plus other supplemental video clip and article links that focus on key artists will help you understand concepts related to Module 6: Trauma as Turning Point and Empowerment.

Activities

- **Post and Discuss:** Breaking Stories #6
- **No Submission Needed:** Reflective Essay #6 (see explanation on assignment page)
- **Record and Submit:** Video Blog #2 (Semester Reflection)
- **Assess:** Quiz - Ai Weiwei & Doris Salcedo
- **Congratulate yourself** because you've done a lot of great work in this very short semester! Enjoy your summer and keep in touch!

Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Sun May 14, 2023</td>
<td><strong>Breaking Stories #1</strong></td>
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<td><strong>Quiz 1: Visual Rhetoric &amp; Propaganda</strong></td>
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<td><strong>Video Blog #1: Introduce Yourself</strong></td>
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<td><strong>Reflective Essay #1</strong></td>
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<td><strong>Quiz 2: Degenerate Art</strong></td>
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<td><strong>Reflective Essay #2</strong></td>
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<td><strong>Reflective Essay #5</strong></td>
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<td>Fri Jun 16, 2023</td>
<td><strong>Breaking Stories #6</strong></td>
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<td><strong>Video Blog #2: Semester Reflection (Do this last!)</strong></td>
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<td></td>
<td><strong>Reflective Essay #6</strong></td>
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