

## Political and Social Protest in Art and Literature Fall 2018

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**Course Description:** This course was linked originally to the Fall 2009 “The Disappeared” exhibition at UTEP. We will start the course by studying examples from “The Disappeared” exhibition and examining how art is used as a form of political protest. We’ll follow our study of “The Disappeared” by looking at historical examples of art, poetry, and music that aimed to explicitly or implicitly criticize governments or cultural norms. For example, we will study Greek drama as a potential protest against women’s dependent status (Sophocles’ *Antigone*), as well as Virgil’s *Aeneid* as a text that seems to question the founding of Rome. In the second half of the course, we will examine contemporary examples of art and music and film as social protest.

**Course Objectives and Outcomes:** Students who are successful in this course will have an increased ability to articulate complex ideas clearly and effectively (by forming a thesis for the presentation and written exams), identify and examine applicable evidence (via examples in exams and research for presentation), support ideas with relevant reasons and examples (by maintaining a clear argument in papers, exams and quizzes and class discussion), sustain a well-focused, coherent discussion and progress to a conclusion (via presentation and exams), and control the elements of standard written English (via peer review).

### Required Texts:

Sophocles, *Antigone*

<http://classics.mit.edu/Sophocles/antigone.html>

Aristophanes, *Lysistrata*

<http://www.gutenberg.org/files/7700/7700-h/7700-h.htm>

### COURSE REQUIREMENTS AND GRADING:

**Two essay (2) exams worth 100 points each.** Exams are found in the left-hand column under the “midterm and final exams” tab.

**5 Response papers worth 20 points each.** Response papers should be typed, double-spaced, and 250 words.

**9 reading quizzes worth 10 points each.** Reading quizzes are on course material, readings, and Sophocles’ *Antigone*, and Aristophanes’s *Lysistrata*. Due dates are found on Blackboard. Quizzes are found in the left-hand column under the “Quizzes” tab.

**Group Presentation on the arts and political protest worth 100 points.** Sign up for a group under the “Sign up for Group Presentation” tab. Your group for presentation is also your group for weekly discussion. In consultation with professor, your group will examine a specific example of protest art, analyze its effectiveness, and present their observations to the class. Presentations can be power points, Prezi, or short videos.

**Online Group Discussions worth 100 points.** Your weekly discussion group is the SAME GROUP as your group presentation group. You must start the discussion early in the week by posting a comment to the group question. Your post should be at least 100 words, and you should post at least three times each week in order to receive full credit. You are welcome to discuss asynchronously, which means at your convenience. Group discussion topics for each week are created by the professor and found under the “Weekly Discussions” tab in the left-hand column of the course.

**In order to receive full credit for your weekly discussion, your group should submit TWO (2) group reports by 11:30 PM Saturday night.** There are two group reports: 1) attendance report and 2) discussion summary.

Attendance Report: Each week, a member of your group will post a report listing the names of group members who participated in group discussion and how often each group member posted.

Discussion Summary: Each week, a member of your group will post a summary of your discussion.

**Duties of Group Members:** Group duties will be rotated each week; group members will determine the rotation. There are 3 positions: a group leader, a group recorder, and a group messenger. If there is a fourth or fifth member to any group, those members get the week off.

**Group leaders** shall act as group organizers, directing group activities, keeping the group on task, and checking that all group work is properly recorded and reported and returned. **Group recorder** takes notes for the group and submits the Discussion Summary on the group discussion board. The **group messenger** takes "virtual" attendance each week and posts that information on the group discussion board as well.

Rubric: Discussion Postings

#### **FULL CREDIT**

- Responds fully to question
- Gives a realistic response
- Expresses ideas clearly and persuasively
- Exercises good judgment in selection of relevant ideas
- Presents ideas clearly, logically, coherently,
- Expresses facts correctly
- ideas are well organized and in own wording
- Responses are at least 100 words or more
- Responses to others are thoughtful and supported with research and practical application
- Uses and cites course text/module to support response

#### **PARTIAL CREDIT**

- Responds adequately to question asked
- Selects ideas which are supportive
- Presents ideas clearly
- Expresses facts correctly
- Ideas are organized and in own wording
- contains noticeable errors in grammar, punctuation, word choice, spelling
- Expresses ideas with some confusion
- Expresses ideas clearly and persuasively
- 50-75 words
- Uses course text/module to support response minimally

#### **LITTLE TO NO CREDIT**

- Partially responds to what the question asks
- Responds to question with some errors
- Ideas are lacking in support and unclear.
- Facts are inaccurate
- Copies, wording from sources
- Contains substantial errors in grammar punctuation, word choice or spelling throughout
- Presents ideas unclearly with little organization
- <50 words
- Responses reflect general ideas without supporting references to readings and supporting research.
- Responses to others are minimal or none. (i.e., "I agree!" or "I like the ideas!")

#### **PLAGIARISM AND CHEATING**

Naturally, you will write all of your own papers. You should also know how to cite sources and quote people appropriately (using MLA style for this course). If you are not familiar with MLA style, the Tutoring and Learning Center located in the UTEP library can help you. Plan ahead for your written assignments. Also, here is a helpful online resource: [http://owl.english.purdue.edu/handouts/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html)

**IMPORTANT:** Any indication that you are submitting someone else's work, or that you are adopting statements or ideas of another person without appropriate acknowledgment (plagiarism), will have serious repercussions. Any plagiarism, cheating, or collusion to cheat observed in this class will be reported to the Dean of Students who will initiate disciplinary proceedings. Do not risk your good name and your future based on anxiety about grades, peer

pressure, lack of time management, or feeling overwhelmed. Instead schedule an appointment with me about any problems or concerns you have about the course, course assignments, course material, etc.

### **STUDENTS WITH DISABILITIES**

Please be aware that the Disabled Student Services (Union East, room 106, Tel: 747 5148) provides a program of support and advocacy services to students with disabilities. They can help you obtain the necessary documentation for any disability (long or short term that you may need to deal with). Come and talk with me if you need additional support because of a disability. I am happy to work with you and the office of Disabled Student Services.

### **Course Schedule**

#### **Week 1: August 27**

Introduction to course

Module 1: *The Disappeared* exhibition

**Quiz 1 on syllabus due on Wednesday at 11:30 p.m.**

**Quiz 2 on *The Disappeared* due on Saturday at 11:30 p.m.**

**Group discussion reports due on Saturday at 11:30 p.m.**

#### **Week 2: September 3**

Module 1: *The Disappeared* (continued)

**Quiz 3 on *The Disappeared* due on Wednesday at 11:30 p.m.**

**Response paper 1 due on Saturday at 11:30**

**Group discussion reports due on Saturday at 11:30 p.m.**

#### **Week 3: September 10**

Module 2: *Antigone*

**Quiz 4 due on Wednesday at 11:30 p.m.**

Module 3: *Lysistrata*

**Quiz 5 due on Friday at 11:30 p.m.**

**Response paper 2 due on Saturday at 11:30**

**Group discussion reports due on Saturday at 11:30 p.m.**

#### **Week 4: September 17**

**Midterm Exam due on Monday at 11:30 p.m.**

Module 4: Political Protest and 20<sup>th</sup> century poetry

**Quiz 6 on Harlem Renaissance poetry due on Wednesday at 11:30 p.m.**

**Quiz 7 on Chicano poetry due on Wednesday at 11:30 p.m.**

**Response paper 3 due on Saturday at 11:30**

**Group presentation outline due on Saturday at 11:30 p.m.**

**Group discussion reports due on Saturday at 11:30 p.m.**

#### **Week 5: September 24**

Module 5: Political Protest and contemporary poster art

**Quiz 8 on poster art due on Wednesday at 11:30 p.m.**

**Response paper 4 due on Saturday at 11:30**

**Group discussion reports due on Saturday at 11:30 p.m.**

#### **Week 6: October 1**

Module 6: Political Protest and rap/hip-hop

**Quiz 9 on music due on Wednesday at 11:30 p.m.**

**Response paper 5 due on Saturday at 11:30**

**Group discussion reports due on Saturday at 11:30 p.m.**

**Week 7: October 8**

**Group presentation due on Monday October 8 at 11:30 p.m.**

**Final Exam due on Saturday at 11:30 p.m.**

**Group discussion reports due on Saturday at 11:30 p.m.**