

University of Florida / UnCommon Art / Spring 2024
IDH2952 Protest!: A History of Social and Political Protest Graphics
M | Period 3 | (9:35 AM - 10:25 AM)

Part 1: Course Information

Instructor Information

- **Instructor:** Patty Takacs
- **Office:** 541 Library West
- **Office Hours:** Thursdays 1:30-3pm

I am happy to meet with you anytime. I would recommend sending an email before coming to my office in Library West as I do have lots of meetings throughout the day.

I am remote on Tuesdays and Fridays (accessible via zoom)

- **Telephone:** 207-749-6900
- **E-mail:** patriciatakacs@ufl.edu (*preferred contact*)

Course Description

This course will take a look at political art throughout history. The class works from the text *Protest!: A History of Social and Political Protest Graphics* as well as other texts and readings on canvas. Political art has always been an exploration of freedom vs. propaganda and political art has continually challenged society. Each week we will examine a particular place or time in history and the political art representing it. We will explore symbolism, satire, and propaganda. Essential questions include: Does the art still have the same impact they did when it was created? Are there new forms of political art and what are the modernized methods? What are the different types of protest/unrest? Why are these examples important and what makes them iconic? Why was there a need for this art? In what ways are we desensitized? In what ways have we lost our abilities to criticize? What is the difference between storytelling and inspiring action? How has art changed over time from ink press through the modern day meme age?

Textbook & Course Materials

- **Required Text(s):**
 - McQuiston, Liz. (2019) *Protest!: A History of Social and Political Protest Graphics*. Princeton University Press. 978-0711241299
 - Other readings, cartoons, and videos will be made available through Canvas
 - Art supplies and/or access to Adobe creative suite

- **Recommended Texts & Other Readings**

- Welch, David. (2013) Propaganda Power and Persuasion. British Library 978-0712357005
- T.V. Reed. (2005) The Art of Protest: Culture and Activism from the Civil Rights Movement to the Streets of Seattle University of Minnesota 978-0816637713
- Other readings, cartoons, videos will be made available through Canvas

Course Requirements

- Access to Canvas
- This class is very flexible with material requirements
- At minimum, a writing utensil and blank paper (8.5x11" printer paper works)
- Students may also consider using fine ink pens, markers, paints, and bristol paper
- Students can work digitally, but all art must be printed for critiques

Important Note:

This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check our course Canvas site for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements and on the living syllabus.

Part 2: Objectives

Course Objectives

- Students will be able to critique primary source material including such considerations as authenticity, reliability, and bias.
- Students will use visual analysis of a work to demonstrate historical thinking. Students must be able to look closely at a work of art to discern how particular meanings, contexts, and functions are conveyed through political cartoons.
- Students will study the benefits of political art to formulate their own analysis that explores connections between works of art and cultural ideas/perceptions/events throughout history.

Part 3: Topic Outline/Schedule

Important Note:

The readings are all very short articles, they are largely not academic, they are more news articles or art reviews.

Refer to the canvas for any updates or changes to meetings and or the syllabus. Activity and assignment details will be explained in detail within each week's corresponding

learning module. If you have any questions, please contact me Takacs, Patricia .

- **Week 01 (January 8th): Overview & Essential Questions**

- Syllabus Discussion
- Read the Introduction to Protest!: A History of Social and Political Protest
- “A Brief History of Protest Art” by Rachel Macfarlane reading in Canvas

- **Week 02 (January 22nd): Symbolism**

- James Stout “The History of the Raised Fist, a Global Symbol of Fighting Oppression” reading in Canvas
- Read Chapter 1 in Protest!: A History of Social and Political Protest
- Watch Ted Talk “The Art of Protest” De Nichols

- **Week 03 (January 29th): Satire**

- Read Chapter 2 in Protest!: A History of Social and Political Protest
- “Is There any Point to Protesting” by Nathan Heller reading in Canvas
- Adopt a Political Cartoon from the library archives and bring it to the next class for discussion more details in Canvas

- **Week 04 (February 5th): Propaganda**

- Read Chapter 3 in Protest!: A History of Social and Political Protest
- “Why propaganda is more dangerous in the digital age” Albinko Hasic Reading in Canvas
- “The History of Art as Propaganda” Caroline Plocki reading in Canvas

- **Week 05 (February 12th): Presentations**

- **Week 06 (February 19th): Revolutions**

- Ragini Srikrishna Aug 17, 2020 “The Power of Protest Art”
- Read Chapter 4 in Protest!: A History of Social and Political Protest
- Coca-Cola and the Explosive Art of Cildo Meireles reading in Canvas
- In Class Video & Discussion

- **Week 07 (February 26th): Environmental Protest**

- Karrie Jacobs “The Woman Who Harvested a Wheat Field Off Wall Street” reading in Canvas
- Ian Wallace “Ian Wallace: Clayoquot Protest” reading in Canvas
- “Ai Weiwei: The artwork that made me the most dangerous person in China” Reading in Canvas

- Interview with Ai Weiwei in Canvas
- Greenpeace Whale Art in the Philippines article in Canvas

- **Week 08 (March 4th): America /Canada**

- Read Chapter 5 in Protest!: A History of Social and Political Protest
- Analysis Due
- “Art, Protest, and Public Space” Ashley Dunn, Constance McPhee and Allison Rudnick reading in Canvas
- “United States of Attica, 1972” Faith Ringgold Reading in Canvas

- **Week 09 (March 18th): Latin America**

- “Protesters Demand Resignation Of Haitian President Over Corruption Allegations” Merrit Kennedy Reading in Canvas
- Street Art #143 - A mural dedicated to the mothers who are missing their sons (Argentina)
- Art in Protest: Rodrigo Figueredo
- “The Masks in Venezuela and the Pathos of Protest Art” Vinson Cunningham reading in Canvas

- **Week 10 (March 25th): Ireland / Germany**

- “Street art, politics and violence intersect in Northern Ireland” by Malcolm Brabant reading in Canvas
- Bobby Sands information in Canvas
- “Berlin Wall given a facelift as freedom painters return” Jason Burke reading in Canvas
- Berlin Wall Art information in Canvas

- **Week 11 (April 1st): Africa**

- “Poster Power: Protest Art from South Africa” Robben Island Museum reading in Canvas
- “Art as a Catalyst: How Art Played a Pivotal Role in the End of Apartheid” in Canvas
- “Towards a people’s culture - Art and Resistance under Apartheid” in Canvas

- **Week 12 (April 8th): Asian (Cambodia/Vietnam/Sri Lanka)**

- Read Chapter 6 in Protest!: A History of Social and Political Protest
- Watch: ““Artists Respond: American Art and the Vietnam War, 1965-1975” at Smithsonian American Art Museum Youtube

- “How American Artists Engaged with Morality and Conflict During the Vietnam War” Roger Catlin reading in Canvas
- “How the Vietnam War changed art forever” Sebastian Smee reading in Canvas
- “Vietnam, Through the Eyes of Artists” Holland Cotter reading in Canvas
- **Week 13 (April 15th): Middle East**
 - “As Tensions Rise With Iran, So Does Interest in Art It Inspired” Farah Nayeri reading in Canvas
 - “The Many Shades of Iran’s Protest Art” by Pamela Karimi
 - “It’s Not Over Yet: Artists Work to Keep Iran’s Protests in View” Majd Al-Waheidi reading in Canvas

● **Week 14 (April 22nd): Presentations**

Part 4: Grading Policy

Rubrics to be posted in Canvas

Points	Description	Due
10	Adopt a Political Cartoon and share with the class	1/29/24
20	Find an example of current political art that fits into propaganda, satire, and symbolism	2/12/24
20	An analysis of a series of political art surrounding a historical event or representing a cultural movement.	3/4/24
30	Creating your own political art that demonstrates a historical event or represents a cultural movement.	4/22/24
20	Participation/Attendance	Ongoing

100	Total Points Possible	
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Class Expectations

This is a safe space, this is a space where we can all give freely of our ideas and opinions and expect that they will be welcomed with open minds. It is ok to discuss differing opinions, but everyone needs to be respectful and kind. Different opinions is what makes class and the world interesting, and kindness is what allows for democracy and freedoms to live on. I want this class to be fun, for you to meet new people, for this to be a time of enjoyment and exploration and that can not happen if anyone ever feels they are being judged.

Other Expectations:

There will often be class or group discussions. The expectation is that you will participate and be kind. There is so much to be gained from communicating with your peers (the old phrase two heads are better than one). I hope that this class will draw current events into readings and art from the past. In addition it is expected that you will come to class having watched or read anything within the canvas site. It will not be much, and it is meant to be a springboard for ideas. Finally, please communicate with me (patriciatakacs@ufl.edu) if you will be missing class or if you have any concerns.

Graded Course Activities:

Visit the **Assignments** link in Canvas for details about each assignment listed below. Click on **Quizzes** to access quizzes and exams. This class is meant to be fun and easy. Please know that even though it is a graded class, the class is designed with great success in mind and not any failure.

Late Work Policy

Be sure to pay close attention to deadlines—there will be points deducted for late assignments. Late work will be accepted without deduction if there is a serious reason and you notified me.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to the Canvas to the grade book. I will update the online grades each time a grading session has been completed—typically 7-14 days following the completion of an activity. **Letter Grade Assignment** Information on current UF grading policies for assigning grade points. <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	94-100%
A-	90-93.9%
B+	87-89.9%
B	84-86.9%
B-	80-83.9%
C+	77-79.9%
C	74-76.9%
C-	70-73.9%
D+	67-69.9%
D	64-66.9%
D-	60-63.9%

Part 5: Course Policies

Participation

Students are expected to participate in all class activities and discussions.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Complete Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. In this class, some assignments might be turned in in a physical form, or a photograph may be taken of them after they are shown in class. Assignments must be submitted by the given deadline or special permission must be requested from the instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances. All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will lower your grade.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has completed a major portion of the course with a passing grade, been unable to complete course requirements before the end of the term because of extenuating circumstances, and obtained agreement from the instructor and arranged for resolution of the incomplete grade. When the course is completed, the instructor will initiate the change of grade. These procedures cannot be used to repeat a course for a different grade. An I grade should not be assigned to a student who never attended class; instead, instructors should assign a failing grade. <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Inform Your Instructor of Any Accommodations Needed

If you have a disability and would like to request accommodations, please contact the instructor during the first week of the semester so that your accommodations may be provided in a timely manner. If you are disabled, I welcome a conversation to discuss your learning needs. I want to make sure you succeed in our course. I welcome everyone and I am more than happy to work with you. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [UF disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

University of Florida College's Academic Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing

this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click [here](#) to read the Conduct Code. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Campus Resources: Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources:

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information. On-Line Students Complaints: View the Distance Learning Student Complaint Process.

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available

at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.