Honors 392: You'd Be Murdered for This: Art, Political Regimes and Morality

Instructor: Sarah Zwick-Tapley

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Sarah's cell phone: 515-451-2340

Beyoncé's phone: 970-491-5679

Office: Academic Village 108B. I really prefer face-to-face interactions and think that everyone learns faster and better that way. To that end, I will meet with each student 3 times individually. If you’d like additional time just let me know. I have a sad pathetic life and actually get a kick out of talking about this stuff.

Course Description:

Imagine a painting so scandalous you’d be imprisoned. Imagine a play so threatening you’d be tortured. Imagine a book so controversial you’d be exiled for life. Imagine a film so revolutionary you’d be killed. Throughout history art has challenged dictators, religion and sexual norms and has been blamed for the destruction of morality and civilization. What are these works of art and what made them so threatening? And did these works of art succeed in bringing about the change so feared? This class will explore controversial art from around the world and look at the political, sociological, and psychological frameworks specific to each culture. Art forms covered will include theatre, dance, the visual arts, film and literature. (Warning: The material in this class may be offensive to some students).

Texts

Fear and the Muse Kept Watch: The Russian Masters -- from Akhmatova and Pasternak to Shostakovich and Eisenstein -- Under Stalin by Andy McSmith

The Cultural Revolution: A Very Short Introduction by Richard Curt Kraus

A Nation of Enemies: Chile Under Pinochet by Pamela Constable and Arturo Valenzuela

Justine by Marquis de Sade

Assignments

Students will be required to write four 4-page papers/creative projects about the regimes covered in class. In addition, students will create a 5-minute oral presentation on an artist and regime not covered in the class. This will take the place of a final exam.
I will meet with each student individually to grade their assignments and give them one-on-one feedback. If any of these meetings are missed then the student will be docked 20 pts. per meeting.

**Extra Credit**

I will offer 10 pts. extra credit for students filling out the PICC form online

I will offer 10 pts. extra credit for attending an arts event (visual, music, or performing arts). Please just show me your ticket stub or program.

I will offer 10 pts. extra credit for showing me your voter ID. You must cover your party affiliation with your thumb/gum/dead bug in order to receive the credit. People around the world have died to have the right to vote. My grandmother, for a period of her adult life, was not allowed to vote because she was a female. We need educated citizens who are able to think critically about the world around them.

**Attendance**

Please note that while there is no grade for attendance it is critical that students are present for class. The bulk of the growth and learning will take place during class exercises and interactions. As a result, if a student misses more than three classes then they are required to either attend the other class section to make up for the class and/or meet me outside of class to make up what was missed. *Students will fail the class if they miss five or more classes and have not made arrangements with me. I reserve the right to set limits on how many classes are missed.* Talk to me. I want things to work. I will be looking for a way to say "yes" and not a way to say "no". However, if a student has a bad attitude and is not involved in class discussions and activities then I am not inclined to look for ways of helping that student.

**WEEK 1**

1/23 INTRODUCTIONS

Discuss syllabus, public speaking requirement and the use of the discussion board for class participation credit

- Core beliefs: Conservative vs. liberal
- Finding offensive art
- Creating discussion questions
- Discussion
Assignment: Fill out PICC form online

Read *Fear and the Muse Kept Watch*, chapters Introduction-1

Create a discussion question and post on the Discussion Board

Post a comment on something you found interesting about the reading on the Discussion Board

**WEEK 2**

1/28 STALINIST RUSSIA

History of Russia

Discussion

    Assignment: Read *Fear and the Muse Kept Watch*, chapters 2-3

Create a discussion question and post on the Discussion Board

Post a comment on something you found interesting about the reading on the Discussion Board

1/30 STALINIST RUSSIA

History of Russia

Joseph Stalin

Discussion

Assignment: Read *Fear and the Muse Kept Watch*, chapters 4-5

Create a discussion question and post on the Discussion Board

Post a comment on something you found interesting about the reading on the Discussion Board

**WEEK 3**

2/4 PUTIN

Crimea

Nerve agent attack in England

Syria

Trump
Artists in Russia

Discussion

Assignment: Read *Fear and the Muse Kept Watch*, chapters 6-7

Create a discussion question and post on the Discussion Board

Post a comment on something you found interesting about the reading on the Discussion Board

2/6 STALINIST RUSSIA

Watch "A Portrait of Stalin"

Discussion

Assignment: Read *Fear and the Muse Kept Watch*, chapters 8-10

Create a discussion question and post on the Discussion Board

Post a comment on something you found interesting about the reading on the Discussion Board

**WEEK 4**

2/11 STALINIST RUSSIA

Watch "A Portrait of Stalin"

Assignment: Read *Fear and the Muse Kept Watch*, chapters 11-13

Create a discussion question and post on the Discussion Board

Post a comment on something you found interesting about the reading on the Discussion Board

2/13 Presentation as a Theatrical Art

Assignment: Read *Fear and the Muse Kept Watch*, chapters 14-15

Research an area connected to this section that peaked your curiosity

Create a discussion question and post on the Discussion Board

Post a comment on something you found interesting about the reading on the Discussion Board
WEEK 5

2/18 STALINIST RUSSIA
"We're Curious About..." Presentations

Assignment: Write 4-page paper (or creative project) on an artist murdered by Stalin

2/20 Due: Stalin Paper

JIANG QING’S CULTURAL REVOLUTION
Chinese History
Jiang Qing
The art form of Peking Opera and the seven allowed New Operas
Tian Han
Lin Zhensheng

Assignment: Read The Cultural Revolution: A Very Short Introduction, chapters Preface-1
Create a discussion question and post on the Discussion Board
Post a comment on something you found interesting about the reading on the Discussion Board

WEEK 6

2/25 Peking Opera class project
Discussion

Assignment: Read The Cultural Revolution: A Very Short Introduction, chapter 2
Create a discussion question and post on the Discussion Board
Post a comment on something you found interesting about the reading on the Discussion Board

2/27 JIANG QING’S CULTURAL REVOLUTION
Watch "Farewell My Concubine"

Assignment: Read The Cultural Revolution: A Very Short Introduction, chapter 3
Create a discussion question and post on the Discussion Board
Post a comment on something you found interesting about the reading on the Discussion Board

WEEK 7
3/4 JIANG QING'S CULTURAL REVOLUTION
Watch "Farewell My Concubine"
Discussion
Assignment: Read The Cultural Revolution: A Very Short Introduction, chapter 4
Create a discussion question and post on the Discussion Board
Post a comment on something you found interesting about the reading on the Discussion Board

3/6 JIANG QING'S CULTURAL REVOLUTION
Watch "Farewell My Concubine"
Discussion
Assignment: Read The Cultural Revolution: A Very Short Introduction, chapter 5
Create a discussion question and post on the Discussion Board
Post a comment on something you found interesting about the reading on the Discussion Board

WEEK 8
3/11 JIANG QING'S CULTURAL REVOLUTION
Watch "Farewell My Concubine"
Discussion
Assignment: Read The Cultural Revolution: A Very Short Introduction, chapter 6
Create a discussion question and post on the Discussion Board
Post a comment on something you found interesting about the reading on the Discussion Board

3/13 JIANG QING'S CULTURAL REVOLUTION
"We're Curious About..." Presentations
Assignment: Write 4-page paper (or creative project) about an artist or intellectual who was murdered by Jiang Qing's due to her Cultural Revolution

SPRING BREAK

WEEK 9

3/25  Due: Jiang Qing Paper

PINOCHET'S CHILE

History of Chile

Assignment: Read *A Nation of Enemies: Chile Under Pinochet*, chapters Preface-2

Create a discussion question and post on the Discussion Board

Post a comment on something you found interesting about the reading on the Discussion Board

3/27  PINOCHET'S CHILE

Pablo Neruda

The art form of poetry

Victor Jara

The art form of songwriting

The women's movement and arpilleras

Assignment: Read *A Nation of Enemies: Chile Under Pinochet*, chapters 3-4

Create a discussion question and post on the Discussion Board

Post a comment on something you found interesting about the reading on the Discussion Board

WEEK 10

4/1  In-Class Art Project

Discussion

Assignment: Read *A Nation of Enemies: Crime Under Pinochet*, chapters 5-6

Create a discussion question and post on the Discussion Board
Post a comment on something you found interesting about the reading on the Discussion Board

4/3 PINOCHET'S CHILE
Watch Victor Jara documentary
Discussion
Assignment: Read *A Nation of Enemies: Chile Under Pinochet*, chapters 7-8
Create a discussion question and post on the Discussion Board
Post a comment on something you found interesting about the reading on the Discussion Board

**WEEK 11**
4/8 PINOCHET'S CHILE
Watch Victor Jara documentary
Discussion
Assignment: Read *A Nation of Enemies: Chile Under Pinochet*, chapters 9-10
Create a discussion question and post on the Discussion Board
Post a comment on something you found interesting about the reading on the Discussion Board

4/10 Sharing Unit Projects with the Rest of the Class, Class Discussion
Assignment: Read *A Nation of Enemies: Chile Under Pinochet*, chapters 11-12
Create a discussion question and post on the Discussion Board
Post a comment on something you found interesting about the reading on the Discussion Board

**WEEK 12**
4/15 PINOCHET'S RULE
"We're Curious About..." Presentations
Assignment: Write 4-page paper (or creative project) about Victor Jara and his murder by Pinochet's police.
4/17  Due: Pinochet Paper

18TH CENTURY FRANCE

History

Assignment: Read *Justine*, pages vii-50

Create a discussion question and post on the Discussion Board

Post a comment on something you found interesting about the reading on the Discussion Board

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WEEK 13

4/22  18TH CENTURY FRANCE

Libertines

The art form of sado-masochism fiction

Assignment: Read *Justine*, pages 51-100

Create a discussion question and post on the Discussion Board

Post a comment on something you found interesting about the reading on the Discussion Board

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4/24  Discussion Day

Assignment: Read *Justine*, pages 101-150

Create a discussion question and post on the Discussion Board

Post a comment on something you found interesting about the reading on the Discussion Board

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WEEK 14

4/29  18TH CENTURY FRANCE

Watch "Quills"

Assignment: Read *Justine*, pages 151-200

Create a discussion question and post on the Discussion Board

Post a comment on something you found interesting about the reading on the Discussion Board
5/1 18TH CENTURY FRANCE
Watch "Quills"
Assignment: Read Justine, pages 200-264
Create a discussion question and post on the Discussion Board
Post a comment on something you found interesting about the reading on the Discussion Board

WEEK 15
5/6 "We're Curious About..." Presentations

5/8 Due: Paper on the Marquis de Sade
Ethiopia, the Caribbean and Rastafarian Murder Music

WEEK 16 FINALS WEEK
Presentations on an artist and regime not covered in class
Section 5: Wednesday, May 15 at 4:10 p.m.
Section 6: Thursday, May 16 at 11:50 a.m.

EVALUATION SYSTEM
The requirements that will be used to evaluate student learning are:
140 pts. Stalin's Reign of Terror paper/creative project
140 pts. Chinese Cultural Revolution paper/creative project
140 pts. Pinochet's Rule in Chile
140 pts. Marquis de Sade paper/creative project
140 pts. Presentation on artist and regime not covered in class
144 pts. Discussion Board postings
**Incomplete**

The grade of "I" is a temporary grade awarded to indicate that for reasons beyond the student's control or that the student could not have reasonably have anticipated, s/he could not complete the requirements for the course. When an instructor assigns an "I" s/he shall specify in writing the requirements the student shall fulfill to complete the course. After one year, or at the end of the semester in which the student graduates (whichever comes first), an "incomplete" grade will automatically changed to an "F" grade unless the course has been completed and the grade change submitted. *Student must be in good academic standing in the class in order to receive an incomplete.* (CSU Faculty Council policy)

**Cheating/Plagiarism**

Do not even think of cheating. You will not only fail the assignment, but you will fail the class and I will report you to the university and have you kicked out of the Honors Program. If you have any questions about how to cite something then circle the section in question and write "citation question" next to it. It is o.k. to not know how to cite something, but it is not o.k. to cheat.

**Honors Competencies and Skills for Honors Students (PICC feedback)**

The CSU University Honors Program has prioritized four general competencies skills that should be addressed in each honors course. These skills include (1) *Professionalism, interpersonal skills, and emotional intelligence*; (2) *Interdisciplinary learning integrated with global and/or cultural viewpoints*; (3) *Critical thinking*; and (4) *Creativity and problem solving*. This is a two-stage process. First students complete a self-evaluation of these skills at the beginning of the semester. At the end of the semester instructors will provide feedback for each student, based on assignments and activities. The feedback is part of the University Honors Program; it is for advising purposes only and is confidential. It is not part of a student’s grades or academic record. A standardized rubric is used to provide feedback for growth in these areas and to measure the Honors Programs progress in helping students to develop these skills through their academic career. The feedback categories and activities/assignments used to measure progress in HONR 292 are listed below and noted in the assignment descriptions.

<table>
<thead>
<tr>
<th>Skill Category (PICC)</th>
<th>Relevant Course Activities &amp; Assignments</th>
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<tbody>
<tr>
<td>1. <em>Professionalism, interpersonal skills, &amp; emotional intelligence:</em> Acts ethically &amp; positively to foster a supportive instructional or work environment. Has the</td>
<td>See paragraph beneath this chart.</td>
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emotional intelligence (ability to perceive, evaluate, & manage emotions) & interpersonal skills to work effectively with others.

2. **Interdisciplinary learning integrated with global &/or cultural viewpoints:** Integrates diverse knowledge, perspectives, &/or skills into arguments &/or strategies; is aware of and can clearly incorporate global &/or cultural perspectives to an argument or issue. See paragraph beneath this chart.

3. **Critical thinking:** Student advances a position with specific theses or hypotheses & can conceptualize ideas or lines of thought. Conclusions and related outcomes acknowledge complexities of an issue (implications and consequences) and recognize differing points of view. Formulates & develops claims with sufficient support, including reasoning, evidence, & persuasive appeals, & proper attribution where necessary. Uses written and oral communication effectively in persuasive arguments. See paragraph beneath this chart.

4. **Creativity & problem solving:** Creatively applies discipline-based and/or cross-discipline-based knowledge to discover and design a variety of forms often using a problem-solving strategy. See paragraph beneath this chart.

**Honors Competencies and Skills for Honors Studies (PICC feedback):**

1. **PROFESSIONALISM**

Students will be required to demonstrate professionalism by working on 4 group presentations. These presentations will be based on each group deciding on areas of research they would like to further study.

Other areas in which students will demonstrate professionalism include four 4-page papers, as well as, a 3-page paper on a regime and artist not covered in class. Each section requires a different style of human interactions: collaborating with peers and then demonstrating self-initiative in doing their own research and analysis.
2. **INTERDISCIPLINARY LEARNING**

In order to understand why artists were murdered works of art and artists will be examined through historical, political, geographical and cultural contexts. This will require extensive synthesizing of multiple disciplines. Students will be required to write four 4-page papers/creative projects on a work of art from Stalinist Russia, the Chinese Cultural Revolution, Pinochet's Chile, and 18th century France and a 5-minute presentation on a work of art and regime of their own choosing.

3. **CRITICAL THINKING**

Students will be required to write four 4-page papers/creative projects connecting specific works of art with the cultures and historical and sociological contexts in which they were created. In addition, there will be a 5-minute presentation about a work of art and region of the world not covered in class. This will help students develop and apply investigative strategies to analyze the world around them.

4. **CREATIVITY & PROBLEM SOLVING**

Students will be required to write a **paper** for each of the sections covered. These **papers** will be in the creative format of a news article, short story, comic book or board game. Students are encouraged to speak to me about other creative formats that may interest them. These assignments will force students to integrate information via a creative art form.

**Course Summary:**

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<tr>
<th>Date</th>
<th>Details</th>
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<tbody>
<tr>
<td>Mon Jan 28, 2019</td>
<td>Fear and the Muse Kept Watch -- chapters 1-2</td>
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<td>Wed Jan 30, 2019</td>
<td>Fear and the Muse Kept Watch -- chapters 2-3</td>
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<td>Mon Feb 4, 2019</td>
<td>Fear and the Muse Kept Watch -- chapters 4-5</td>
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<td>Wed Feb 6, 2019</td>
<td>Fear and the Muse Kept Watch -- chapters 6-7</td>
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<td>Mon Feb 11, 2019</td>
<td>Fear and the Muse Kept Watch -- chapters 8-10</td>
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<tr>
<td>Wed Feb 13, 2019</td>
<td>Fear and the Muse Kept Watch -- chapters 11-13</td>
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<td>Mon Feb 18, 2019</td>
<td>Fear and the Muse Kept Watch -- chapters 14-15</td>
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<td>Wed Feb 20, 2019</td>
<td>Stalin's Reign of Terror Paper</td>
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<td>Mon Feb 25, 2019</td>
<td>The Cultural Revolution -- Preface -- chapter 1</td>
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<tr>
<td>Wed Feb 27, 2019</td>
<td>The Cultural Revolution -- chapter 2</td>
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<td>Mon Mar 4, 2019</td>
<td>The Cultural Revolution -- chapters 3</td>
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<td>Wed Mar 6, 2019</td>
<td>The Cultural Revolution -- chapter 4</td>
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<td>Mon Mar 11, 2019</td>
<td>The Cultural Revolution -- chapter 5</td>
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<td>Wed Mar 13, 2019</td>
<td>The Cultural Revolution -- chapter 6</td>
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<td>Mon Mar 25, 2019</td>
<td>Chinese Cultural Revolution Paper</td>
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<tr>
<td>Wed Mar 27, 2019</td>
<td>A Nation of Enemies -- chapters Preface-2</td>
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<td>Mon Apr 1, 2019</td>
<td>A Nation of Enemies -- chapters 3-4</td>
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<td>Wed Apr 3, 2019</td>
<td>A Nation of Enemies -- chapters 5-6</td>
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<td>Mon Apr 8, 2019</td>
<td>A Nation of Enemies -- chapters 7-8</td>
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<td>Wed Apr 10, 2019</td>
<td>A Nation of Enemies -- chapters 9-10</td>
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<td>Mon Apr 15, 2019</td>
<td>A Nation of Enemies -- chapters 11-12</td>
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<td>Wed Apr 17, 2019</td>
<td>Pinochet Paper</td>
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<td>Mon Apr 22, 2019</td>
<td>Justine -- chapters vii-50</td>
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<td>Wed Apr 24, 2019</td>
<td>Justine -- pages 51-100</td>
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<td>Mon Apr 29, 2019</td>
<td>Justine -- pages 101-150</td>
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<tr>
<td>Wed May 1, 2019</td>
<td>Justine -- pages 151-200</td>
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<tr>
<td>Fri May 3, 2019</td>
<td>Extra Credit -- Attending an Art Event</td>
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<td>Extra Credit PICC survey</td>
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<td>Extra Credit Voter ID</td>
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<tr>
<td>Mon May 6, 2019</td>
<td>Justine -- pages 201-250</td>
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<tr>
<td></td>
<td>France Paper</td>
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<tr>
<td>Wed May 15, 2019</td>
<td>Presentation of a Regime and Artist Not Covered in Class</td>
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