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**DSN 149/PLS 149 (US):**



# **ART, DESIGN AND AMERICAN POLITICS**

## **COURSE LOGISTICS (3-CREDIT HOURS)**

### **Schedule:**

Tuesday, Thursday, 1100AM – 1215PM, Thaw 216, Spring 2023

### **Instructors:**

Dr. Mark O’Gorman, Professor of Political Science and Coordinator of Environmental Studies Program Thaw Hall, Room 203D; 865.981.8048;

mark.ogorman@maryvillecollege.edu;

Prof. Adrienne Schwarte, Professor of Design and Coordinator of Sustainability Studies Minor, Clayton Center for the Arts, Room A305; 865.981.8154;

adrienne.schwarte@maryvillecollege.edu;

### **Office Hours:**

Dr. Mark O’Gorman: Monday & Tuesday from 2PM-3:30PM, Friday: 11AM-12PM, 2PM-3PM;

Prof. Adrienne Schwarte: Wednesdays & Fridays from 11AM-12PM (Virtual Office Hours on GOOGLE CHAT: [adrienne.schwarte@maryvillecollege.edu](mailto:adrienne.schwarte@maryvillecollege.edu)), and by appointment

Emailing Professors Schwarte and O’Gorman is the best way to contact them.

## **COURSE DETAILS**

### **US Pluralism Goals:**

- Demonstrate understanding of the development and creation of socio-cultural identities in America.
- Explore relationships and power dynamics between various socio-cultural identities and the nation-state.

- Demonstrate understanding of and respect for the experiences of diverse and socially marginalized groups.

### **Course Description:**

This course explores the history, social and political impacts of American political design forms since the American Revolutionary War, with specific focus on contemporary political design. Analysis of formal elements of art/design within political advertising and campaigns will be considered, including subliminal marketing, iconography, color perception/psychology, and typography. Discussion of both positive and negative visual political communication will be addressed, including visual encouragement of citizen action (e.g. War Bonds, Victory Gardens). Intentional and unintentional disinformation campaigns within political design will be scrutinized and students will participate in creating their own visual campaigns to educate the public on how to differentiate effective and accurate visual political communication.

### **Prerequisites or Corequisites**

None

### **Texts and Course Materials:**

- Textbook: Scott Myers-Lipton, *CHANGE! A Student Guide to Social Action*, 2018, Routledge, <https://www.routledge.com/CHANGE-A-Student-Guide-to-Social-Action/Myers-Lipton/p/book/9781138297296>
- Additional Readings: Readings found on DSN149/PLS149 Tartan Site

### **Online sites to scan before each class:**

1. Online web logs (blogs): [Politico](#), [Real Clear Politics](#) or [Talking Points Memo](#), [www.politics1.com](http://www.politics1.com) along with current political print or broadband media sites.
2. Headline Scanning: Check the headlines of these national newspapers: [www.nytimes.com](http://www.nytimes.com), [www.washingtontimes.com](http://www.washingtontimes.com), [www.washingtonpost.com](http://www.washingtonpost.com), [www.wsj.com](http://www.wsj.com)
3. Design Resources: <https://www.aiga.org/> <https://eyeondesign.aiga.org/>  
<https://direct.mit.edu/desi> <https://designaction.org/> <https://www.artforactioncorp.org/>

## **COURSE REQUIREMENTS**

The course will consist of the following assignments/activities:

1. Quizzes (10%)
2. Campaign Journal & Log (25%)
3. Participation (15%)
4. Final Portfolio – Campaign Deliverables (25%)
5. Two Presentations (1 pair presentation, 1 final group presentation) (25%)

### **Quizzes (10%)**

There will be occasional reading quizzes during the semester. The plan is to have five to nine short quizzes during the semester. If you keep up with the reading, they will be relatively easy to successfully complete. We will count all but one of the quizzes (we'll throw out your lowest quiz score). The quizzes will occur at the start of that day's class.

### **Campaign Journal and Log (25%)**

*Tell me and I forget. Show me and I remember. Involve me and I understand.*

– Xun Kuang 312-230 BC E Confucian Philosopher (modern interpretation)

This will not be a traditional lecture-in-the-classroom course. You will individually, and will as part of a group, take on a real-world, in-the-field social action campaign. Therefore, you will need to document what you are learning in class that will make your student campaign success; and document your work (what you are actually doing) to make your campaign successful.

Every week, each student will submit a reflection document and campaign activity log that completes the following tasks:

- 1) Journal entries that answers questions about what you are learning about specific aspects of a social action campaign, based upon class discussion and readings. Review questions at the end of each chapter of the CHANGE! Textbook; some might become questions for that week's journal/log.
- 2) Journal entries asking you to reflect on specific questions Professors Schwarte or O'Gorman provide you. One week's questions will be in the form of you completing a short essay (700 words) in which you reflect upon a historical example of a social action in the US; discussing how it reveals issues of power, access and (in)equality in American political society. That week's portfolio will ONLY be completing this short essay. The due date will be **Thursday, March 30<sup>th</sup>**.
- 3) An activity Log that requires you to specifically document your campaign work, and what you are doing to help your campaign (doing e.g.: tabling, poster designing, poster, meeting with stakeholder allies and opponents, marching, holding rallies). Each student is required to complete 25 hours of campaign work this semester, with 11 hours of doing something, to receive a grade above a C for their portfolio.

### **Participation (15%)**

Since this is a social action course, it is expected that students will attend all classes, do the readings, and interact in class. Students will also be expected to attend all campaign activities assigned to them by their group, to be leaders in campaign activities, and (ideally) go beyond the minimum and attend all their group's activities.

Professors Schwarte and O'Gorman will evaluate your classroom participation. Your Campaign Journal and Log entries will be your way to document your beyond-the-classroom participation

in your group’s social action activity. Journal/Logs of your campaign teammates will also document and evaluate your campaign participation beyond the classroom.

Remember Dr. O’Gorman’s rule: Bring your phone to class, but mute it...because if a phone rings in our class, Dr. O’G answers it.

Be sure to attend classes, and attend meetings with your campaign team.

**Final Portfolio – Campaign Deliverables (25%)**

This is a group activity, where you and team members working on your social action campaign, will compile a notebook and/or digital folder at the end of the semester, which can be used for future students in DSN/PLS149. It will contain items related to the following topics:

1. Issue Development
2. Research
3. Building Power
4. Group Dynamics and Leadership
5. Strategies and Tactics
6. Media Outreach
7. Timeline
8. Campaign

It is due on the final day of classes, on/around the day each group gives their group presentation

**Two Presentations (1 pair presentation, 1 final group presentation) (25%)**

Students will give two presentations in class this semester.

The first presentation is one ten-minute presentation that pairs of students will give, describing a current social action activity, other than those done in class. The presentation will provide background information about the topic; what campaign tactics were used and the result of the action campaign; and how the activity reveals course themes discussed in DSN/PLS149. This presentation is worth five percent (5%) of the course grade.

The second presentation is a group presentation of approximately 15 minutes/group, in which the group members describe their social action, campaign actions they undertook, lessons learned and (ideally) items from your final portfolio. The presentations will occur on the last day of our class, Tuesday 25 April

**Grading Scale**

<b>A+ 97-100</b>	<b>B+ 87-89</b>	<b>C+ 77-79</b>	<b>D+ 67-69</b>	<b>F 0-59</b>
<b>A 94-96</b>	<b>B 84-86</b>	<b>C 74-76</b>	<b>D 64-66</b>	
<b>A- 90-93</b>	<b>B- 80-83</b>	<b>C- 70-73</b>	<b>D- 60-63</b>	

## **COURSE RULES**

### **Incompletes:**

There are no incompletes given in this class except for situations of medical emergencies. An official letter from a physician must be submitted for an incomplete grade to be considered. Incompletes must be made up within the following semester, otherwise, a failing grade will result.

### **Academic Dishonesty:**

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a failing (F) grade for the entire course and will be pursued to the highest course possible.

### **Writing Center:**

Located both online and in the Academic Support Center COL.LAB during select times this spring semester, the Writing Center is a high-quality resource for all MC students. The consultants there are trained to help with all stages of the writing and speech preparation process, including brainstorming for topics, developing ideas, evaluating organization, revising final drafts, and practicing delivery. While consultants will NOT edit your essays, they can help you to identify problems with grammar and mechanics, organization and development, and delivery. More information and hours can be found here: <https://www.maryvillecollege.edu/campus-life/student-services/academic-services/writing-center/>.

### **Academic & Student Support Resources:**

If you are looking for academic and student support resources, please visit the link to Maryville College Cares: <https://www.maryvillecollege.edu/campus-life/mccares/>

### **Disability Resources & Accessibility:**

Students with a disability receiving academic accommodations or any student who believes they will require academic accommodations should contact the Disability Resources and Accessibility Office within the first two weeks of classes to arrange reasonable accommodations. Maryville College reserves the right for the final determination of “reasonable accommodations.” Contact: Ms. Kelly Fitzgerald, Director Disability Resources and Accessibility at Kelly.hawk@maryvillecollege.edu or (865) 981-8124 or in the offices of Disability Resources and Accessibility in Thaw Hall, Lower Level.

### **Academic Misconduct, Harassment:**

This course follows College policies and procedures regarding academic misconduct and harassment. To review these policies, please see the Maryville College Handbook.

### **Attendance (Including COVID guidance):**

Attendance at class is critical to your success in this course. It does not matter why you miss class; the absences will inhibit your understanding of the material and will most likely result in your earning a lower grade in the course. Thus, you should avoid missing lectures or class-

sponsored activities unless absolutely necessary. That said, If you have symptoms of COVID-19 please use a home test or get tested at a clinic before coming to class. An initial negative COVID-19 test does not necessarily mean that you don't have COVID-19; it only indicates that you are not yet shedding enough virus for it to be detected by the test, so please wear a mask in class until your symptoms subside and re-test in 24 hours if your symptoms continue. If you test positive you should isolate for 5 days and mask for an additional 5 days. Please send us a selfie/email with your positive home test (or a note from the doctor or clinic) if you will be missing class due to a positive COVID test. For other illnesses requiring you to miss an exam or more than one day of class a note from a doctor/clinic will be required.

Our Preparation rule(s): The reading and work listed on the day in the syllabus is due ON THAT DAY. Please come prepared.

## CLASS SCHEDULE (TENTATIVE)

DATE	SCHEDULE	READINGS/ACTIVITIES
Thursday 12 January	Syllabus, Attendance, Discuss Textbook & Resources	Begin reading the <b>CHANGE!</b> Txtbk. Think about social action ideas – things <u>you</u> want to change in your community!
Monday 16 January	No MC Classes – Martin Luther King, Jr Holiday	
Tuesday 17 January	Social Action History	<i>Chapter 1: Issue Development and Tartan (Section A and B from <b>CHANGE!..teaching SA)</b></i>
Thursday 19 January <small>ARS-LB'23</small>	Social Action Topics (Issue Development II); Think and Act Local – groups assigned and group 'divines' their best topics;	<i>Chapter 2: Setting the Tone And pages 143-144</i>
Tuesday 24 January	Introduction to Art and Social Action	<i>Chapter 3: Change Theory</i>
Thursday 26 January	Selecting YOUR topics – for real! Intro Campaign Journal & Log	<i>Chapter 9: Campaign Plan</i>
Tuesday 31 January	Privilege & Power, Understanding and Embrassing our own power; Examples of Power and Privilege in Design;	<i>Chapter 4: Building Power</i>
Thursday 2 February	Case Studies: War Propaganda Design;	<b>1<sup>st</sup> Campaign Journal Entry &amp; Log Due;</b>

Tuesday 7 February	Prepping to Discuss Grace Filled Topics – watching <i>Pantsuit Politics</i> podcast;	<i>Pantsuit Politics</i> – 7PM, CCA-A, Nutt Theatre, Free, but must get printed ticket from CCA Box Office;
Thursday 9 February	Power Mapping Activity, Group Discussion Time;	Chapter 5: Research; <b><i>2<sup>nd</sup> Campaign Journal Entry &amp; Log Due;</i></b>

Tuesday 14 February	Case Studies: Health Communication Campaign Designs (AIDS – Silence = Death, Polio, COVID-19, Malaria, Smoking, Venereal Diseases, Pregnancy Prevention);	Chapter 6: Strategy & Tactics
Thursday 16 February ARS-LB23	Guest Speaker (TBA)	Nick Longo – CEL <b><i>3<sup>rd</sup> Campaign Journal Entry &amp; Log Due;</i></b>
Tuesday 21 February	Tactics & Strategies & Writing Your Organizational Rap	
Thursday 23 February	Work Session – Instructors Available for Assistance	<b><i>4<sup>th</sup> Campaign Journal Entry &amp; Log Due;</i></b>
Tuesday 28 February ARS-NASH	Case Studies: Campaign Messaging, Media Relations;	Chapter 7: Campaign Kickoff
Thursday 2 March	Case Studies: Environmental Campaign Designs (Pro-Environment, Climate Change Awareness);	<b><i>5<sup>th</sup> Campaign Journal Entry &amp; Log Due;</i></b>
Tuesday 7 March	Culture of Accountability, Successful group facilitation and how to manage challenges;	Chapter 8: Group Dynamics
Thursday 9 March	Campaign Check-In, Campaign Plan and Keeping On Track;	<b><i>6<sup>th</sup> Campaign Journal Entry &amp; Log Due;</i></b>
<b>Spring Break 2023: Week of March 13 – March 17</b>		

Tuesday 21 March	Case Studies: Political Issues (Candidate designs, election design, anti-war, nuclear disarmament, immigration)	
Thursday 23 March ARS-LB'23	TBA	<b>7th Campaign Journal Entry &amp; Log Due;</b>
Tuesday 28 March	Timeline & Implementation Plan Check-In, Alternative Planning as Needed;	Chapter 9: Campaign Plan
Thursday 30 March	Case Studies: Social Movements (#LoveWins, Black Lives Matter, The Women's March, Afro-American Solidarity)	<b>700-Word Essay Due (Which is your 8<sup>th</sup> Campaign Journal Entry &amp; Log); Good luck w your campaign in April!</b>
Tuesday 4 April	<b>Visit Knoxville Museum of Art (KMA) Tennessee Triennial: RE-PAIR; (Details to be announced)</b>	
Thursday 6 April	Where Will You Campaign Go From Here? What Do You Pass On? To Whom? What's Next?	<b>8th Campaign Journal Entry &amp; Log Due; Chapter 10: Evaluation: Passing It On</b>
Tuesday 11 April	TBA (Guest Speaker)	<i>Chapter 11: The Hero's &amp; Shero's Journey: You Are the Chosen One;</i>
Thursday 13 April	<b>NO CLASS – Instructors Presenting at Gulf-South Summit, Athens, GA</b>	2 <sup>nd</sup> CEL – Caryn McTighe Musil <b>9th Campaign Journal Entry &amp; Log Due;</b>
Tuesday 18 April	TBA	
Thursday 20 April ARS-LB'23	Work Session – Prepare for Presentations;	<b>10<sup>th</sup> (Last) Campaign Journal Entry &amp; Log Due;</b>
Tuesday 25 April	Final Group Presentations!	<b>Final Portfolios Due;</b> (Last Day of MC Classes – Wednesday, 26 April)

**THERE IS NO FINAL EXAM FOR THIS CLASS, JUST THE FINAL PORTFOLIO –**

**DUE ON THE LAST DAY OF CLASS (TUESDAY 25 APRIL)**