

B - Course Revision Form V. 7.2022 : Entry # 3644**DEAN Decision**

Approved

Today's Date

03/12/2026

DEAN Comments

Proposal is a revise and resubmit entry as requested by the GEC and APIRC. The original proposal was approved by Dean Turpin on 01/02/2026. This current proposal is approved by interim acting dean, Mark Brown, during Dean Turpin's absence.

EPC Decision

Approved

Today's Date

03/17/2026

GEC Decision

Approved

Today's Date

04/10/2026

APIRC Decision

Approved

Today's Date

04/17/2026

Begin Form**Today's Date**

03/11/2026

Your Name

Benita VanWinkle

Your Email:bvanwink@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

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Mark Brown

Email address of your Department Chairmabrown@highpoint.edu**By checking below, I certify that my department chair has seen and approved the course revisions that are in this proposal**

Yes

Please select the appropriate school overseeing this proposal:

Arts & Design

When should this proposal take effect?

Spring 2027

Are you submitting multiple courses for revision from the same department?

No, just one

Please list all of the courses that you are submitting revisions for:

Course Prefix	Course Number	Course Title
DIS	1000	Propaganda and Paparazzi

What would you like to revise?

- Learning Outcomes
- Change Course Number (no change to level)

Gen Ed & Academic Program Information**Is this a revision to meet new Gen Ed requirements?**

Yes

Which area(s) of Gen Ed does your proposal seek for approval?

- Intellectual Discovery [DIS]

Is this course part of an academic program?

- This course does not currently fulfill academic program requirements

Does this course, as revised, include any community engagement?

No

Is this course part of GoGlobal?

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No

Does this course count towards a major or a minor?

No, it does not count toward any particular major or minor

Is this course cross listed?

No

Choose the department designator for your course from the list below.

Revisions to course number, title, credits, prerequisites**What are the changes to the course number?**

1000

Curriculum Review Information**Please list all revised student learning outcomes, including Gen Ed outcomes, for this course in the box below.**

- At the conclusion of the class, students will demonstrate: A familiarity of key visual works of photojournalism, documentary, and social activism within photography that influenced American culture of the 20th century.
- Demonstrate the ability to operate in a constructive team environment, analyzing, comparing, and researching imagery made to persuade viewers about historic as well as current events.
- A developed photographic vocabulary using elements, principles, and compositional skills to create images that convey an intended visual message.
- The ability to synthesize ethical concerns inherent in the photographic medium. This knowledge will be used to create photographic imagery that demonstrates a socially aware sensibility of a conceptual concept.

Please list any revisions to units or content areas that will be required for all sections of this course in the box below.

New assignments:

TEAM PROJECT #1 Same Event- Opposing Views value: 30 points

What you need to learn: There is always more than one way to look at an image, no matter what the image is of. It depends on who is viewing it, their background, and their interests.

How to get there: Working in a team, you will split the team in two parts – both CAN use the same image – or – one an image made near the same time but from a different viewpoint of the same subject/event. Images must be real – no AI, no manipulation. The event must be something that is either American or is an American influenced event.

Preparation: Looking at the '100 most influential photographs of all time' should help you to understand what could be viewed from different perspectives. You must get your subject approved by the professor before continuing, so that two teams don't choose the same subject or idea. This can be historical or current, but either way, you must fill in your audience on why your story matters and is important to hear.

Materials needed: computer, research sites, paper for notes; may want to make a presentation with a PowerPoint, or another way chosen by the team on how you want to persuade your audience.

Directions: Once your subject is approved, it is up to you to choose your images that will persuade the class that your side of the story is the right one. In this type of instance, photography tends to look like propaganda, although it can tell one side of the story,

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and a different image of the same event could tell a different story.

GUIDELINES FOR A NEWSWORTHY STORY/ PHOTO: I chose 3 current issues, but you do not have to.

NOT THIS: general celebrity news (as in who is getting a divorce or was caught cheating on something...) trivia, regarding the latest gadget, an event that is purely a social type or about a famous person in film, tv, or music concert; general entertainment media. General sports stories of game scores or events; Fashion or society events.

YES to THIS: local or national, positive or negative, historically relevant. Stories/photos that depict events with world impact, or local impact. A human-interest story of inspiration, accomplishment, and perseverance. Stories of scientific interest, National or world ecological issues, political issues, or educational interests. Art shows that reflect issues of relevance for the time period. Relevant stories about famous individuals that relate to the issue in one of these news forms. (Think Lindbergh making a transatlantic flight...)

EXAMPLE: "Banksy Funds Refugee Rescue Boat Operating in Mediterranean" Source:

[https://www.theguardian.com/world/2020/aug/27/banksy-funds-refugee-rescue-boat-operating-in-mediterranean?](https://www.theguardian.com/world/2020/aug/27/banksy-funds-refugee-rescue-boat-operating-in-mediterranean?CMP=share_btn_url)

CMP=share_btn_url ; 8/2020 (While this is not an American 'story,' it is about a famous graffiti artist that intervened during a newsworthy event, not a celebrity dinner.)

Positive: Banksy funded help for people who would have drowned.

Negative: Was he potentially intervening where a government agency might have been more equipped?

EXAMPLE: Birth Control Pills are now available over the counter in Oregon Source:

<https://www.oregonlive.com/health/2025/12/oregon-makes-it-easier-for-medicaid-members-to-get-birth-control-at-pharmacies.html#:~:text=Oregon%20Medicaid%20members%20can%20now,Perrigo%20Company%20via%20AP> ; 12/2025

Positive: women's health advocates see this as a move in the right direction to help unwanted births and help women make choices about their bodies.

Negative: Birth control is a deeply controversial issue for some religious groups and many individuals. Then there is the issue of the age of purchase and who can purchase these types of drugs.

Event – 82,000 Tons of Coal Ash Spill From Plant into North Carolina River Source: <https://www.nbcnews.com/news/us-news/82-000-tons-coal-ash-spill-plant-north-carolina-river-n23401>; 2/6/2014

Positive: the pollution spill was stopped with a (comparatively) minimum amount of health issues.

Negative: controversies regarding energy, pollution issues, waste, clean up, environmental concerns, and safety regulations.

In all of these examples, neither is absolutely wrong – just different points of view surrounding the same event. Get it?

Both sides of the team will have 5-7 minutes each to tell a story with your image. You can do this by using a news story, or a commentary from a writer of the time, or act as if you were a witness to the event. Up to your side of the team! How can you persuade your audience of the importance of the event and your viewpoint on it? After both sides of the team are done, you will ask your audience what they thought of the event and which side they are swayed to think is more important, or more truthful, or more convincing. There is no right or wrong necessarily. Just different ways to view the events. As humans, though, we want there to be a compelling reason to believe one side over the other. We will have a good discussion! Engage your audience in any way you can!

Submit:

1. Your subject image(s) and notes for your ½ of the team- with source information identified for everything you use
2. Your individual written statement about what you learned about the photographs made about your subject or event
3. How easy or how hard was it to do this by working in a team
4. Tell how hard or easy it was to find a way to make your story compelling
5. What did you personally learn from having this type of experience in a class
6. Make sure everything you submit has your name on the file

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TEAM PROJECT #2 What CURRENT Visual Voice are YOU hearing?
value 30 points

What you need to learn: Where you get your information about current events matters; know your sources.

How to get there: Now that you have been posting news photographs and stories for a number of weeks, which one has earned your trust as a viewer, if any? Work in a team to see if, as a group, you can come to an agreement about where you trust getting news, and if the images of contemporary events have swayed or heightened your opinions, or not at all! If there is no conscience, that is ok too! Tell how and why you all have this view of news photography, and if your opinion has changed at all after being in the class. Has it made you aware of events you might not have known about? Is that important?

Preparation: Ask your parents and grandparents where they got their visual news and how important hearing current news is to them. Is this different or similar to your view? Is it video only? Photographs? Which one is more convincing? Does it matter who did them- as in a citizen photographer or a news photographer?

Materials needed: computer, maybe a presentation of some sort – canva, pptx, whatever.

Directions: Compile your information and discuss how your group sees current photographic images of news and why (or why not) it is important to each of you. Present this information to the class. Give compelling reasons for your opinions and state what type of news is most important to individuals in the group. In other words, present your discussion about what is visually important to you to see /and or hear about when it comes to news.

As a group, you MUST pick and AGREE on ONE image that was the most compelling image in the news since the class began. Where did you each see it and why? Why was it impactful? (And maybe you saw it because someone in the group told you to look!)

Submit:

1. Source information identified for everything you used in the presentation
2. Your individual written statement that summarizes what you contributed to the group conversation
3. How easy or how hard it was to do this by working in a team, and what did you personally learn from this type of experience in a class
4. Make sure everything you submit has your name on the file

If you have Gen Ed learning outcomes, please address the kinds of assessments you may use for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity, etc.)

Assessments:

Taking photographs and analyzing imagery

Quizzes

Team projects requiring research and persuasion

Capstone project of created imagery, essay, assessment

Sample Syllabus

- [VanW-DIS1000-Propaganda-and-Paparazzi.VanWinkleB.docx](#)

Additional Files

- [VanW-DIS-PROPAGANDA-and-PAPARAZZI-ASSIGNMENTS-2026VanWinkleB-.docx](#)