

Ce n'est pas un Programme

New Media



**New Media
in the
Creative Arts**

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This is a syllabus, curriculum, course of study, program of study, educational program, course outline, timetable and schedule. It is whatever you need it to be. And there might be a test on it. If there is, the first answer will be “The Moops”

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The information here (and more) can be found in the class Blackboard and at atimidmule.org. All dates are tentative and any changes can be found on the class calendar.

Prologue

This class is an introduction to the use of digital media in fine art. During the semester, we will examine contemporary art practices ranging from still digital images to site-specific digital content.

This course consists of a sequence of projects. Each project will introduce a new tool for making digital art and a new idea in contemporary art theory. This will allow students to gain a broad understanding of current ideas and methods in new media.

Learning Outcomes:

Students will-

-make observations about visual images and information and articulate responses verbally and visually.

-develop a knowledge of historical models and movements in the electronic arts. Develop a context for understanding some of the basic cultural and theoretical concerns surrounding the ever-accelerating growth of Electronic (or “New”) Media, while analyzing and assessing ways in which electronic media have helped to create and shape contemporary discourse.

-learn new technical skills and creatively expand upon your current abilities. Become adept at the use of several hardware devices (such as scanners, computers, printers, etc) and software applications (including, but not limited to, Photoshop and Premiere Pro).

-become confident in creating a clear, coherent and thoughtful body of work with the use of digital tool sets.

-develop conceptually rigorous and socially aware media art and design practices.

“I force myself to contradict myself in order to avoid conforming to my own taste.”

— Marcel Duchamp

1 Introduction

Too full of adventure to be briefly described

How to do well in this class. In order to make it through the semester, and have a good time while doing it, you will need to do a few things.

Thing number one: read this document. This document is your contract for the semester. I've attempted to anticipate any questions and needs you might have throughout the semester. All those things I've attempted to anticipate are in this document.

Thing number two: get your supplies! Can't make art without art making stuff. The supplies are essential for you to complete the projects and you need to get them at the beginning of the semester.

Thing number three: make space to work, both physical and mental. Since we are doing this online this semester, we don't have the luxury of a dedicated studio space in the art building. Instead we need to make our own studio space. I realize that many of you will be working with limited space, but it is essential that you dedicate what space you can for just this activity. If you have to pull out your tools and work on your bed every time you need to

work on a project, it will be that much harder to get started. Making space includes mental space, this means setting aside some distraction free time to focus on your project.

Thing number four: collaboration! You are going to be divided up into small groups for the semester. You can use these small groups for brainstorming, critiquing and emotional support, if you need that. The more you interact with your peers, the better you do in the class. Art is not made in a vacuum, contrary to romantic stereotypes. Art is almost always a collaborative effort in some way. So meet with, and get to know your group mates!

Thing number five: questions! Don't be afraid to ask questions. Ask the teacher, your group mates, or others in the art department. You can ask questions at any time: during class, office hours, or via email. As this class is online, we don't have the luxury of overhearing conversations in a group setting. Normally this goes a long way to help clear up projects and requirements. In order to counteract the lack of surreptitious audio, you must ask questions!

2 Collaboration and research

In which our hero has to wait the issue of an argument

This semester, we are going to try new platform to facilitate both collaboration and research. This platform is called Miro. Miro allows us to collaborate and edit on an infinite whiteboard. You can drag-and-drop images, embedded videos, leave notes, and draw links and diagrams around pertinent information.

Each group will have one Miro board for any group notes or resources that group wishes to make use of. When you are meeting with your group during breakout sessions, you can have this open to share images and ideas.

Each student will also have their own board for research. You use this board like a digital sketchbook. You can post pictures, articles, inspirational bits and bobs, or anything you need to collect that will help your ideation process during the semester. Remember research and sketching are a significant portion of each project grade. You should use

this space to show me that work. We will discuss how to set this up in class.



3 Supplies

You need stuff to make other stuff

You are required to have access to the Adobe suite for this class.

For students, It is about \$20 a month, and we are meeting for about 3 months. If you cannot afford an Adobe license, you may submit a request for funding to the Student Emergency Assistance Fund. Please visit:

<https://ulife.gmu.edu/student-emergency-assistance-funding-2-2/>

to apply. You can view the computer system requirements for the adobe software here:

<https://helpx.adobe.com/photoshop/system-requirements.html>

You must also have access to a camera for both stills and video, Any modern smartphone will suffice.

“Dreams and reality are opposites. Action synthesizes them.”

— Assata Shakur, *Assata: An Autobiography*

4 Grades

**In Which the Plot, Behaving
in Much the Manner Of a
Soup to which Corn Starch
Has been Added, Begins, at
Last, to Thicken**

Grades function thusly:
There will be several projects, writings, group meetings and projects, and various activities throughout the semester. Each assignment is worth a certain number of points. At the end of the semester, your points are added up and your grade is averaged. Some projects are worth more points than others. Grades always include preliminary work such as sketches. Each assignment will be evaluated on the basis of the following criteria.

1. Fulfillment of the project objectives
2. Craftsmanship
3. Conceptual and material inventiveness
4. Physical investment: the sweat factor
5. Overall aesthetic and conceptual quality of the work

Grading:

A Work is characterized by outstanding achievement and understanding of critical analysis as reflected in solutions to assignments, technical competence and the critique process. Student must display preparedness and efficient dedication to scheduled studio time. Adherence to attendance policy.

B Work is characterized by excellent competence and understanding of critical analysis as reflected in solutions to assignments, technical competence and the critique process. Student must display preparedness and dedication to scheduled studio time. Adherence to attendance policy.

C Work is characterized by basic competence and understanding of critical analysis as reflected in solutions to assignments, technical competence and the critique process. Student must display adequate preparedness and dedication to scheduled studio time. Adherence to attendance policy.

D Work is characterized by minimal effort and success. Lowest passing grade.

Each Project will have its own rubric associated with that particular project as well.

5 Attendance

From which, remarkably enough, nothing develops

Attendance Policies: Students are expected to attend the synchronous classes of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus

Attendance is mandatory.

2 unexcused absences = final grade reduced by 1 letter
(A becomes a B),

3 unexcused absences = 2 letters

6 unexcused absences = failure no matter your grade

8 absences (excused or unexcused) will result in failure
EVEN IF YOU HAVE A VALID REASON FOR YOUR
ABSENCE.

Tardiness
If a student is more than 10 minutes late to class, this
will count as a ½ absence (unexcused).

If a student is more than 25 minutes late to a class, they will
not be permitted in the classroom, which will result in a full
unexcused absence—unless they have given prior and
timely notice and justification to the Instructor.

If a student leaves class 10 minutes or more early, this will
result in a ½ absence (excused or unexcused).

“The reward for playing jazz is playing jazz.”

-- John Lewis

6 Honorifics

Upright, spirited, and dangerous

Honor Code: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University Community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this Honor Code: Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. <https://oai.gmu.edu/mason-honor-code/>

Commitment to Diversity

This class will be conducted as an intentionally inclusive community that celebrates diversity and welcomes the participation in the life of the university of faculty, staff and students who reflect the diversity of our plural society. All may feel free to speak and to be heard without fear that the content of the opinions they express will bias the evaluation of their academic performance or hinder their opportunities for participation in class activities. In turn, all are expected to be respectful of each other without regard to race, class, linguistic background, religion, political beliefs, gender identity, sex, sexual orientation, ethnicity, age, veteran's status, or physical ability.

Anti-Racism Statement

I explicitly reject white supremacy and racism and am committed to equity, justice, and democracy in society, on campus, and within my classrooms. No matter the name or label, anti-Black and anti-Semitic, and racist thought and action are antithetical to my mission and values as an educator. I condemn the divisive and intimidating tactics of white supremacist views.

I recognize that systemic racism is pervasive within our society and institutions, and pledge to combat it through receiving critical feedback on how I can be more inclusive and being more self-aware of my privileged identities. Including the use of collective teaching, programming, scholarship, and service. I want you, Mason's students, to know that I am committed to fostering a classroom where everyone can learn without the chilling effects of bigoted views.

I am determined to uphold the University's mission, which states that, "We hold ourselves to the highest ethical standards as educators, scholars, and professionals," and thus am committed to creating a culture of excellence, inclusion, and accessibility.

I welcome all members of our extended community regardless of their race, ethnicity, immigration status, religion, sexual identity, gender identity, socioeconomic status, political or institutional affiliation, and ability, and am fully dedicated to promoting a diversity of voices and views as an academic department.

I recognize that there is still much self- and systemic-work to be done to make the spaces of the University safe and hospitable to all and am committed to continuing to do that work. My door is open to any students seeking support or guidance.

Land Acknowledgement

We acknowledge the Monacan Nation, including the Manahoac people, the traditional owners of the land and waters upon which our University stands.

Statement on Ethics in Teaching and Practicing Art and

Design: As professionals responsible for the education of undergraduate and graduate art and design students, the faculty of the School of Art adheres to the ethical standards and practices incorporated in the professional Code of Ethics of our national accreditation organization, The National Association of Schools of Art and Design (NASAD).

7 Resources

Digression in Praise of Digressions

Writing Center and Library Resources: Students who are in need of intensive help with grammar, structure or mechanics in their writing should make use of the services of Writing Center, located in Robinson A116 (703-993-1200). The services of the Writing Center are available by appointment, online and, occasionally, on a walk-in basis.

The Collaborative Learning Hub Located in Johnson Center 311 (703-993-3141), the lab offers in-person one-on-one support for the Adobe Creative Suite, Microsoft Office, Blackboard, and a variety of other software. Dual monitor PCs make the lab ideal for collaborating on group projects, Macs are also available; as well as a digital recording space, collaborative tables, and a SMART Board. Free workshops are also available (Adobe and Microsoft) through Training and Certification; visit ittraining.gmu.edu to see the schedule of workshops and to sign up.

Provisions Research Center for Art & Social Change is located in Room L001 of the Art & Design Building. This student resource assists students in exploring and engaging new models for art-making that lead to a more inclusive,

equitable, and connected society. Provisions is also a hub for developing art projects through Mason Exhibitions, the Mural Brigade, and art partners throughout the metropolitan area, and beyond. Feel free to come in and browse the library, study, eat, etc. The University Art Librarian, Stephanie Grimm, will have regular hours in Provisions on Tuesdays at 2pm. Contact Don Russell for more information: drusse10@gmu.edu

Visual Voices Lecture Series: Visual Voices is a year-long series of lectures by artists, art historians and others about contemporary art and art practice. Visual Voices lectures are held on four Thursday evenings from 7:20 - 9:00 p.m.

February 11, 2021 - Wendy Red Star

February 25, 2021 - Rozeal

March 18, 2021 - Mia Eve Rollow

April 8, 2021 - Bruce Willen

For Spring 2021, this lecture series will be held online.

<https://www.masonexhibitions.org/visual-voices-spring-2021>

“Art is the only way to run away without leaving home.”
— Twyla Tharp

8 Dates

I Begin Life On My Own Account, And Don't Like It

Spring 2021 University Schedule

MLK Day: University Closed
Mon. Jan 18

First Day of Spring Classes
Mon. Jan 25

Last Day to Add: All Individual Sections Forms Due
Mon. Feb. 1

Last Day to Drop: With 100% Tuition Refund
Fri. Feb 12

Final Drop Deadline: Last Day for 50% Tuition Refund
Tue. Feb. 16 (Final Drop)

Unrestricted Withdrawal Period: 100% Tuition Liability
Wed. Feb 17 – Mon. Mar 1

Mid-term Evaluation Period: 100-200 level classes
Sun. Feb 21 – Wed. Mar 24

Selective Withdrawal Period (Undergraduate students only)
Tues. Mar 2 – Thurs. Apr 1

Spring Break (classes do not meet)
N/A

Incomplete Work from Fall 2020 Due to Instructor
Fri. Mar 26

Incomplete Grade Changes from Fall 2020 Due to Registrar
Fri. Apr 2

Dissertation/Thesis Deadline
Fri. Apr 30

Last Day of Class
Fri. Apr 30

Reading Day(s) Faculty may schedule optional study sessions
Sat. May 1

9 Schedule

In which we Begin Not to Understand

This is a general schedule for the semester. A more detailed schedule is available at <https://atimidmule.org/new-media/>

Always check there for a more detailed calendar. Each project page will further detail when each component is due.

Office hours are available on Tuesdays between 10 and noon by appointment. Check for the calendar link on blackboard or atimidmule.org

Date	Topic	Project	Due
Week 1 1/8	Intro, Syllabus, and how to do well in this class	Profile image	
Week 2 2/4	Intro to selection tools and masks	Presence	
Week 3 2/11		Absence	
Week 4 2/18	Intro to video	Storyboard	Presence Absence Critique
Week 5 2/25	Keyframes and special effects	Transitional Self Portrait	
Week 6 3/4	Exporting video	Storyboard + this is the log you make as well as video technology.	
Week 7 3/11			Self portrait critique
Week 8 3/18	Intro to AR		
Week 9 3/25		AR image target project	
Week 10 4/1			
Week 11 4/8	Animated Space		AR Image Target critique
Week 12 4/15		Site-specific video	
Week 13 4/22		Self directed video project that can use still images, video, animations etc.	
Week 14 4/29			
Week 15 5/6			Final Critique

10 Of Importance

Digression in Praise of Digressions

This course satisfies a Mason Core Foundation Requirement for Information Technology

Information technology and computing can significantly augment humans' ability to produce, consume, process, and communicate information. Thus, students need to understand ways to use such technology to enhance their lives, careers, and society, while being mindful of challenges such as security, source reliability, automation, and ethical implications. These factors have made it essential for students to understand how to effectively navigate the evolving technological landscape. IT courses offered in the majors may focus on disciplinary applications and concerns of information technology.

IT courses meet the following learning outcomes:

1. Students will understand the principles of information storage, exchange, security, and privacy and be aware of related ethical issues.
2. Students will become critical consumers of digital information; they will be capable of selecting and evaluating appropriate, relevant, and trustworthy sources of information.

3. Students can use appropriate information and computing technologies to organize and analyze information and use it to guide decision-making.
4. Students will be able to choose and apply appropriate algorithmic methods to solve a problem

Students with Disabilities and Learning Differences: If you have a diagnosed disability or learning difference and you need academic accommodations, please inform me at the beginning of the semester and contact the Disabilities Resource Center (SUB I room 234, 703-993-2474). You must provide me with a faculty contact sheet from that office outlining the accommodations needed for your disability or learning difference. All academic accommodations must be arranged in advance through the DRC.

“Everything is raw material. Everything is relevant. Everything is usable. Everything feeds into my creativity. But without proper preparation, I cannot see it, retain it, and use it.”

— Twyla Tharp



About the Author

Brian Davis is a husband, father, sculptor, and multimedia artist who occasionally responds to student email at bdavis26@gmu.edu and can be found on Tuesday mornings holding his virtual office hours (check the calendar for the link.) He keeps some stuff at inadvisabledrain.com and atimidmule.org