



## **History of Art, Media and Technology**

Subject Code + Course Number: APVS 2001

CRN: CRN 7451

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Office Hours: by appointment

Fall Semester / 2016

Wednesday / 12:00pm-03:00pm

Room 500

45, rue Saint-Roch, 75001 Paris, France

**This course will present the aesthetics, practice and history of what has been coined New Media Art. Historical investigation will bring us back to Daguerreotype photography and 1920s avant-garde cinema, cybernetic sculpture and artists/engineers collaborations in the 1960s and 1970s, the democratisation of computers in the 1970s and 1980s, and the development of internet-based practices in the 1990s. The aim of this course is to provide students with a contextualised approach to new media art, placing it within the history, culture and politics of modern technology. We'll also explore how photography, typography, illustration and graphic design have been reconfigured by new media over the course of the past century. Key concepts in contemporary art practices and media technology will be introduced, such as relational art, haktivism, networks, interfaces, immersive apparatus, surveillance society, etc. We will also examine important aspects of New Media Art as a cultural field, paying attention to the issues raised by its institutionalisation and its conservation.**

### **Class Description:**

### **Learning Outcomes**

By the successful completion of this course, students will be able, at an introductory level, to:

1. Make connections between history from the Renaissance to World War II and contemporary art.
2. Contextualize artworks relating to current society and social issues.
3. Separate creative usages from artistic practices in order to better understand their overlap.
4. Create a dialogue between artworks like a critic or curator.
5. Summarize information related to art and digital technologies when presenting ideas through texts, images and medias.

## Course Outline

<i>topic</i>	week + date	activity	readings	due
<b>Expanded Cinema</b>	<b>Week 1</b> 08/31	Events, news, and happenings. Course introduction.	Gene Youngblood, <i>Expanded cinema</i> , 1970 [part 1-2]: <a href="http://goo.gl/a13VhW">http://goo.gl/a13VhW</a>	/
<b>Video And Sonic Practices</b>	<b>Week 2</b> 09/07	Events and news. Presenting topic choice, group 1.	Gene Youngblood, <i>Expanded cinema</i> , 1970 [part 3-4]: <a href="http://goo.gl/a13VhW">http://goo.gl/a13VhW</a>	Create a research blog, write a post and topic choice group 1. Reading discussion.
<b>Robotic in Art Today</b>	<b>Week 3</b> 09/14	Events and news. Presenting topic choice, group 2.	Masahiro Mori, <i>The Uncanny Valley</i> , 1970: <a href="http://goo.gl/sgBouG">http://goo.gl/sgBouG</a>	Create a research blog, write a post and topic choice group 2 Reading discussion.
<b>Post-Digital Tendencies</b>	<b>Week 4</b> 09/21	Events, news, and happenings. Topic discussion.	Kim Cascone, <i>The Aesthetics of Failure</i> , 2002 <a href="http://goo.gl/msLsWg">http://goo.gl/msLsWg</a>	Write a blog post. Choose the online presentation tools, g1. Reading discussion.
<b>Art and Science in the Past</b>	<b>Week 5</b> 09/28	Events, news, and happenings. Topic discussion.	R Debatty, C Evan, P Garcia, A Grover, Thumb, <i>New Art/Science Affinities</i> , 2011 [part 1-2]: <a href="http://goo.gl/0o8ec4">http://goo.gl/0o8ec4</a>	Write a blog post. Choose the online presentation tools, g2. Reading discussion.
<b>Art and Science Nowadays</b>	<b>Week 6</b> 10/05	Mid-term evaluation of the topics in class, group 1.	R Debatty, C Evan, P Garcia, A Grover, Thumb, <i>New Art/Science Affinities</i> , 2011 [part 3-4]: <a href="http://goo.gl/0o8ec4">http://goo.gl/0o8ec4</a>	Write a blog post. Test run the online presentation tools, g1. Reading discussion.
<b>Internet Art</b>	<b>Week 7</b> 10/12	Mid-term evaluation of the topics in class, group 2.	Gene McHugh, <i>Post Internet</i> , 2011 [part 1-2]: <a href="http://goo.gl/yyc00B">http://goo.gl/yyc00B</a>	Write a blog post. Test run the online presentation tools, g2. Reading discussion.
<b>Art after the Internet Part 1</b>	<b>Week 8</b> 10/19	Events, news, and happenings. Topic discussion.	Gene McHugh, <i>Post Internet</i> , 2011 [part 3-4]: <a href="http://goo.gl/yyc00B">http://goo.gl/yyc00B</a>	Write a blog post. Final paper outline group 1. Reading discussion.
<b>Art after the Internet</b>	<b>Week 9</b>	Events, news, and happenings.	Domenico Quaranta, <i>In Your Computer</i> , 2011 [part 1-2]:	Write a blog post. Final paper outline

<b>Part 2</b>	10/26	Topic discussion.	<a href="http://goo.gl/PIUV4K">http://goo.gl/PIUV4K</a>	group 2. Reading discussion.
<b>Art after the Internet Part 3</b>	<b>Week 10</b> 11/09	Events, news, and happenings. Topic discussion.	Domenico Quaranta, <i>In Your Computer</i> , 2011 [part 3-4]: <a href="http://goo.gl/PIUV4K">http://goo.gl/PIUV4K</a>	Write a blog post. Final paper rough draft group 1. Reading discussion.
<b>Digital Art and Means of Reproduction Part 1</b>	<b>Week 11</b> 11/16	Events, news, and happenings. Topic discussion.	Alessandro Ludovico, <i>Post Digital Print</i> , 2012 [part 1-2]: <a href="http://goo.gl/NhCicG">http://goo.gl/NhCicG</a>	Write a blog post. Final paper rough draft group 2. Reading discussion.
<b>Digital Art and Means of Reproduction Part 2</b>	<b>Week 12</b> 11/23	Events, news, and happenings. Topic discussion.	Alessandro Ludovico, <i>Post Digital Print</i> , 2012 [part 3-4]: <a href="http://goo.gl/NhCicG">http://goo.gl/NhCicG</a>	Full screen presentation group 1. Reading discussion.
<b>Digital Art Market Part 1</b>	<b>Week 13</b> 11/30	Events, news, and happenings. Topic discussion.	Dominique Moulon, <i>Digital practices of contemporary art</i> , 2013: <a href="http://goo.gl/6nlkcf">http://goo.gl/6nlkcf</a>	Full screen presentation group 2. Reading discussion.
<b>Digital Art Market Part 2</b>	<b>Week 14</b> 12/07	Events, news, and happenings. Topic discussion.	Domenico Quaranta, <i>Beyond New Media Art</i> , 2013 [part 1-2]: <a href="http://goo.gl/L4scy2">http://goo.gl/L4scy2</a>	Final paper group 1. Reading discussion.
<b>Digital Contemporary Art</b>	<b>Week 15</b> 12/14	Events, news, and happenings. Topic discussion.	Domenico Quaranta, <i>Beyond New Media Art</i> , 2013 [part 3-4]: <a href="http://goo.gl/L4scy2">http://goo.gl/L4scy2</a>	Final paper group 2. Reading discussion.

### Assessable Tasks

Assessable Tasks are activities, assignments, projects that satisfy the course's learning outcomes.

- Students will be assessed on their skills in choosing autonomously, designing and setting up their own research blogs and presentation tools.
- Students will be assessed on their ability to participate in the weekly reading discussions.
- Students will be assessed on the topic content and method at the mid-term (weeks six & seven).
- Students will be assessed on the structure and content of their final papers.
- Students will be assessed on the quality of their full screen presentations.

### Core Competencies

- Participation, collaboration and cooperation.

**The Parsons Learning Portfolio** (Only for First Year students until Fall 2015 when sophomores will be included)

### **Required Reading/Additional Resources**

- Dominique Moulon, Contemporary new media art, Nouvelles éditions Scala, 2013, ebook (also available as a book, only in French)

### **Materials and Supplies**

### **Grading and Evaluation**

Students' ability to meet the course's learning outcomes will be evaluated based on the following criteria:

- evidence of the ability to solve problems
- evidence of the understanding of the project assignments and course content
- evidence of research in the development of research
- participation in class discussion
- improvement in technical, creative, and problem solving abilities
- quality of work as evidenced in in-class exercises, final projects
- attendance in class and the timely completion of research

### **Final Grade Calculation**

- 15% Design, method and settings of the research blog
- 15% Content of the research blog
- 20% Mid-term evaluation of the topics
- 20% Participation
- 15% Final paper
- 15% Full screen presentation

**100% TOTAL**

### **Grading Standards**

**[What follows are Parsons' grading standards. You should articulate your own policy for how work taking a range of forms will be graded so that it ultimately can be linked to this percentage scale / letter grade system. Use clear criteria, specifying how both you and your students will know whether they have achieved the learning outcomes. We encourage faculty to use assignment sheets with assessment criteria for each assignment so that both you and students are clear about what is required and how it will be evaluated.]**

### **Undergraduates**

#### **A [4.0; 96–100%]**

**Work of exceptional quality, which often goes beyond the stated goals of the course**

**A- [3.7; 91 –95%]**

**Work of very high quality**

**B+ [3.3; 86–90%]**

**Work of high quality that indicates substantially higher than average abilities**

**B [3.0; 81–85%]**

**Very good work that satisfies the goals of the course**

**B- [2.7; 76–80%]**

**Good work**

**C+ [2.3; 71–75%]**

**Above-average work**

**C [2.0; 66–70%]**

**Average work that indicates an understanding of the course material; passable**

***Satisfactory completion of a course is considered to be a grade of C or higher.***

**C- [1.7; 61–65%]**

**Passing work but below good academic standing**

**D [1.0; 46–60%]**

**Below-average work that indicates a student does not fully understand the assignments;**

**Probation level though passing for credit**

**F [0.0; 0–45%]**

**Failure, no credit**

#### **Grade of W**

**The grade of W may be issued by The New School's Office of the Registrar to a student who officially withdraws from a course within the applicable deadline. There is no academic penalty, but the grade will appear on the student transcript. A grade of W may also be issued by an instructor to a graduate student (except at Parsons and Mannes) who has not completed course requirements nor arranged for an Incomplete.**

#### **Grade of WF**

**The grade of WF is issued by an instructor to a student (all undergraduates and all graduate students) who has not attended or not completed all required work in a course but did not officially withdraw before the withdrawal deadline. It differs from an "F," which would indicate that the student technically completed requirements but that the level of work did not qualify for a passing grade. The WF is equivalent to an F in calculating the grade point average (zero grade points), and no credit is awarded.**

#### **Grades of Incomplete**

**The grade of I, or temporary incomplete, may be granted to a student under unusual and extenuating circumstances, such as when the student's academic life is interrupted by a medical or personal emergency. This mark is not given automatically but only upon the student's request**

and at the discretion of the instructor. A Request for Incomplete form must be completed and signed by student and instructor. The time allowed for completion of the work and removal of the “I” mark will be set by the instructor with the following limitations: [You should include one the following standards, depending on the level of your course].

**Undergraduate students: Work must be completed no later than the seventh week of the following fall semester for spring or summer term incompletes and no later than the seventh week of the following spring semester for fall term incompletes. Grades of “I” not revised in the prescribed time will be recorded as a final grade of “WF” by The New School’s Office of the Registrar.**

**Program and Class Policies** [You should include the following headings with the recommended text. In addition, you should include any other policies you may have.]

- **Responsibility**

**Students are responsible for all assignments, even if they are absent. Late assignments, failure to complete the assignments for class discussion and/or critique, and lack of preparedness for in-class discussions, presentations and/or critiques will jeopardize your successful completion of this course.**

- **Participation**

**Class participation is an essential part of class and includes: keeping up with reading, assignments, projects, contributing meaningfully to class discussions, active participation in group work, and coming to class regularly and on time.**

- **Attendance**

**Parsons Paris Attendance Policy 2015-2016**

**Attendance Requirements**

Parsons Paris attendance guidelines encourage students’ success in all aspects of their academic programs. To ensure the quality of student’s educational experience, Parsons Paris considers that full participation in class is essential to the successful completion of coursework and mastery of learning outcomes included in course assessment.

Students are expected to attend all scheduled classes and arrive promptly in compliance with the standards clearly stated in course syllabi and distributed on the first day of class and then available on each course website.

Absence from a significant portion of class time will prevent the successful attainment of course objectives and will therefore impact a student’s final grade. A significant portion of class time is generally defined as 20%, of class time. Tardiness, especially chronic tardiness, or early departure from class, will constitute absences at the discretion of the faculty.

Whether the course is a lecture, seminar or studio, faculty will assess each student’s performance against all of the assessment criteria in determining the student’s final grade. However, beyond 20% absence/tardiness, students and/or the instructor will be asked to consult with their program director and the Director of Student Life and Advising to discuss withdrawal from the course.

At Parsons Paris, attendance and lateness are assessed as of the first day of classes. Students who register after a class has begun are responsible for any missed assignments and coursework. Students who must miss a class session should notify the instructor and arrange to make up any missed work as soon as possible. A student who anticipates an extended absence should immediately inform the faculty and the Director of Student Life and Advising.

Finally, faculty are asked to notify the Director of Student Life and Advising of any student who misses two consecutive classes. Following two absences, students may be asked to speak with the Director of Student Life and Advising to review any impediments to their successful performance in class and, if so, to provide confirmation to the faculty member that such a conversation took place.

Attendance issues for **all** students will be addressed by Parsons Paris and in particular by the Director of Student Life and Advising. Faculty who have concerns about students' absences should notify both their program directors and the Director of Student Life and Advising. While in residence at Parsons Paris, mobility students must bring attendance issues to the Director of Student Life and Advising. Parsons NY advising staff will not address issues of attendance that occur at Parsons Paris. Similarly, decisions regarding the attainment of learning outcomes in case of excessive absences will be determined by Parsons Paris.

### **Religious Absences and Equivalent Opportunity**

Pursuant to Section 224-a of the New York State Education Laws, any student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements which he or she may have missed because of such absence on any particular day or days. The student must inform the instructor at the beginning of the course of any anticipated absences due to religious observance.

- **Canvas**

**Use of the Canvas online learning management system may be an important resource for this class. Students should check it for announcements before coming to class each week.**

- **Delays**

**In rare instances, I may be delayed arriving to class. If I have not arrived by the time class is scheduled to start, you must wait a minimum of thirty minutes for my arrival. In the event that I will miss class entirely, a sign will be posted at the classroom indicating your assignment for the next class meeting.**

- **Academic Integrity**

**This is The New School's Statement on Academic Integrity: "Plagiarism and cheating of any kind in the course of academic work will not be tolerated. Academic honesty includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of instructors and other students). These standards of academic honesty and citation of sources apply to all forms of academic work (examinations, essays, theses, computer work, art and design work, oral presentations, and other projects)."**

**It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others. Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university.**

**Every student at Parsons signs an Academic Integrity Statement as a part of the registration process. Thus, you are held responsible for being familiar with, understanding, adhering to and upholding the spirit and standards of academic integrity as set forth by the Parsons Student Handbook.**

### **Guidelines for Written Assignments**

Plagiarism is the use of another person's words or ideas in any academic work using books, journals, internet postings, or other student papers without proper acknowledgment. For further information on proper acknowledgment and plagiarism, including expectations for paraphrasing source material and proper forms of citation in research and writing, students should consult the Chicago Manual of Style (cf. Turabian, 6<sup>th</sup> edition). The University Writing Center also provides useful on-line resources to help students understand and avoid plagiarism.

See <http://www.newschool.edu/admin/writingcenter/>.

Students must receive prior permission from instructors to submit the same or substantially overlapping material for two different assignments. Submission of the same work for two assignments without the prior permission of instructors is plagiarism.

### **Guidelines for Studio Assignments**

Work from other visual sources may be imitated or incorporated into studio work if the fact of imitation or incorporation and the identity of the original source are properly acknowledged. There must be no intent to deceive; the work must make clear that it emulates or comments on the source as a source. Referencing a style or concept in otherwise original work does not constitute plagiarism. The originality of studio work that presents itself as “in the manner of” or as playing with “variations on” a particular source should be evaluated by the individual faculty member in the context of a critique.

Incorporating ready-made materials into studio work as in a collage, synthesized photograph or paste-up is not plagiarism in the educational context. In the commercial world, however, such appropriation is prohibited by copyright laws and may result in legal consequences.

### **• Student Disability Services**

Students Disability Services (SDS) assists students with disabilities in need of academic and programmatic accommodations as required by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Federal Rehabilitation Act of 1973.

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations must contact Edward Mills in the Office of Student Life and Advising (located in room 102 in the 45, rue St. Roch, Paris 75001 building), in order to start the process with Student Disability Services (SDS), based in New York. SDS will conduct an intake and, if appropriate, you will be provided an academic accommodation notice for you to bring to me. This letter is necessary in order for classroom accommodations to be provided. Once you provide me with this letter, we will have a private discussion about the accommodations in relation to this course. You may also access more information through the University's web site at <http://www.newschool.edu/studentsservices/disability/>.