All media were once "new media." But in the past decade or so, the term "new media" has come to represent computer-based technologies, from the internet to database-driven digital art installations. What is so new about "new media"? This course offers some answers. The official description of the course is as follows:

*This course explores the social, political, and cultural contexts and consequences of contemporary technologies of representation such as print and visual media, photography and film, audio recordings, computer-mediated communications, and interactive digital media.*

This is a project-based course that investigates various media technologies from the 1960s to the present. Readings range from the technical manuals of computer scientists to the theoretical musings of cultural critics. Topics include artificial intelligence, human-computer interaction, hypertext, video games, and the cyborg, among others. Students will engage in a group presentation, write a review of a "classic" new media artefact, develop a web site, and design a critical video game.

A background in computer science, web design or critical theory is not necessary to succeed in this course. However, students must be willing to work independently and in groups to take on problems with both a critical/theoretical and technical focus.

**Important Details**
- Plagiarism will not be tolerated in this course and will be dealt with according to official university procedures.
- Students are expected to be prompt and attend all classes. They should arrive shortly before class begins to boot up their computers.
- Late assignments will result in a 1 point/day deduction.
- All students must subscribe to the course e-mail list: engl320@lists.uwaterloo.ca.

**SCHEDULE :: ASSIGNMENTS :: LINKS :: HOME**
<table>
<thead>
<tr>
<th>DATE</th>
<th>THEORY</th>
<th>PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, January 4</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to HTML</td>
</tr>
<tr>
<td>Tuesday, January 9</td>
<td>&gt; Lev Manovich, &quot;New Media from Borges to HTML&quot;</td>
<td>creating, saving, displaying pages</td>
</tr>
<tr>
<td></td>
<td>Introduction to Project 1: Hypertext Review Article</td>
<td></td>
</tr>
<tr>
<td>Thursday, January 11</td>
<td>&gt; Tim Berners-Lee et al., &quot;The World Wide Web&quot;</td>
<td>HTML: text styles, linking, images</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, January 16</td>
<td>&gt; Jorge Luis Borges, &quot;The Garden of Forking Paths&quot;</td>
<td>HTML: uploading files (mywaterloo.ca)</td>
</tr>
<tr>
<td></td>
<td>&gt; Vannevar Bush, &quot;As We May Think&quot; GROUP 1 PRESENTATION</td>
<td></td>
</tr>
<tr>
<td>Thursday, January 18</td>
<td>&gt; Sketchpad, Grail and the Dynabook (CD)</td>
<td>Introduction to Dreamweaver</td>
</tr>
<tr>
<td></td>
<td>&gt; Spacewar! (CD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt; The NLS Demo (CD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt; Alan Turing, &quot;Computing Machinery and Intelligence&quot;</td>
<td></td>
</tr>
<tr>
<td>Tuesday, January 23</td>
<td>&gt; Norbert Weiner, &quot;Men, Machines, and the World About&quot; GROUP 2 PRESENTATION</td>
<td>Dreamweaver: design and layout basics</td>
</tr>
<tr>
<td>Thursday, January 25</td>
<td>&gt; ELIZA demo (<a href="http://www-ai.ijs.si/eliza-cgi-bin/eliza_script">http://www-ai.ijs.si/eliza-cgi-bin/eliza_script</a>)</td>
<td>Dreamweaver: tables and image mapping</td>
</tr>
<tr>
<td>Tuesday, January 30</td>
<td>&gt; J.C.R. Licklider, &quot;Man-Computer Symbiosis&quot;</td>
<td>Introduction to Fireworks</td>
</tr>
<tr>
<td></td>
<td>&gt; Allan Kaprow, &quot;Happenings&quot; in the New York Scene GROUP 3 PRESENTATION</td>
<td></td>
</tr>
<tr>
<td>Thursday, February 1</td>
<td>&gt; William S. Burroughs, &quot;The Cut-Up Method of Brion Gysin&quot;</td>
<td>Fireworks: Creating a collage</td>
</tr>
<tr>
<td></td>
<td>&gt; Roy Ascott, &quot;The Construction of Change&quot;</td>
<td></td>
</tr>
<tr>
<td>Tuesday, February 6</td>
<td>PROJECT 1 DUE Introduction to Project 2: Critical Video Game</td>
<td></td>
</tr>
</tbody>
</table>
Thursday, February 8
> Six Selections by the Oulipo

OULIPO WORKSHOP

> Marshall McLuhan, "The Medium is the Message" and "The Galaxy Reconfigured or the Plight of Mass Man in an Individualist Society"
> Nam June Paik, "Cybernated Art"

GROUP 4 PRESENTATION

Tuesday, February 13

The Architecture Machine Group: Selected Projects (CD)

Thursday, February 15

Jean Baudrillard, "Requiem for the Media"

Raymond Williams, "The Technology and the Society"

Tuesday, February 20

Thursday, February 22

> Sherry Turkle, "Video Games and Computer Holding Power"

Tuesday, February 27

> Bill Nichols, "The Work of Culture in the Age of Cybernetic Systems"
> "I Lose, Therefore, I think. A Search for Contemplation Amid Wars of Push-Button Glare."
http://gamestudies.org/0302/lee/

GROUP 5 PRESENTATION

Thursday, March 1

Critical Video Games / Serious Games (Materials Provided in Class)

Tuesday, March 6

> Salen and Zimmerman, "Games as Cultural Resistance" (handout in class)

Game Design Workshop.

Thursday, March 8

PROJECT #2 ITERATION 1 DUE
> Critical Art Ensemble, "Nomadic Power and Cultural Resistance"

GROUP 5 PRESENTATION

Tuesday, March 13

GROUP #2 FINAL ITERATION DUE
Introduction to Project #3

Presentation of Group Projects

Thursday, March 15

> Theodor H. Nelson, from Computer Lib / Dream Machines

GROUP 6 Presentation

Thursday, March 22

> Stuart Moulthrop, "You Say You Want a Revolution? Hypertext and the Laws of Media"

Stuart Moulthrop, "Forking Paths" (CD)

Tuesday, March 20

> Robert Coover, "The End of Books"

Studio time for final project
March 27  Scott Mcleod, "Time Frames"
Thursday, March 29  Readings in Hypertext Theory: TBA (CD)
Tuesday, April 3  Studio time for final project
Thursday, April 5  FINAL PROJECT DUE

DESCRIPTION :: SCHEDULE :: ASSIGNMENTS :: LINKS :: HOME

http://artsweb.uwaterloo.ca/~marcel/courses/320/320b_schedule.html
22/01/2007
Participation: E-mail, Class Discussions, Workshops - 10%

This is an interactive course that will be run much like a studio. It won't work unless students actively participate in discussions both in the classroom and on the e-mail list. You will also be graded on your effort to complete workshop exercises.

Group Presentation - 15%

Each assigned group will prepare a presentation based on the reading for that week covering key points, terms and points of contention or discussion. Your presentation should be as attentive to stimulating discussion as it is to the theatrics of power point. This is not simply a summary of the reading, although the group must give a comprehensive overview of the text; instead, the goal of the presentation is to "translate" the weekly reading so that it is relevant within the context of previous and future course discussions. The group should supplement their presentation with web pages. Be sure to provide direct quotes from the book with page numbers, but don't just present the text -- be creative and engage your colleagues. Do what it takes to make the reading relevant to the other class readings and to the everyday lives of your classmates.

Grade Breakdown:
Comprehensiveness (did you cover the most important parts of the article?): 5%
Relevance (did you relate the reading to other course readings or current events?): 5%
A/V (did you make effective use of hypertext and other materials/methods to enhance the learning experience?): 5%

ASSIGNMENT 1 - Hypertext Review Article - 15%
Due Tuesday, February 6

Write a review of one of the digital artefacts included in the CD (games, hypertexts, video, art installations, etc.). What makes this artefact important in the study of the history and theory of media? Draw a comparison between the artefact you have chosen and a contemporary digital artefact. What are the key differences between the old new media and the new media?

ASSIGNMENT 2 - Group Project: Critical Video Game Web Site - 30%
Iteration 1: Thursday, March 8
Final Iteration: Tuesday, March 13

Drawing on your knowledge of critical game design as outlined in the readings and class workshops, create a web site that will allow you to "pitch" a critical video game. The topic of your game should draw on one of the theoretical/critical readings completed in class. As an option, you may choose to modify an existing video game rather than creating a new game from scratch.

Grade Breakdown:
Conceptualization (does the game adequately embody the ideas of a specific theorist or critic?) 10%
Game Design (consider the following components: narrative, avatar(s), obstacle(s), point system) 10%
Web Site Design (does your site adequately represent the game? Could this game be pitched to a video game company?) 10%

ASSIGNMENT 3 - 30% Choose from one of the following:
Due date: Thursday, April 5

New Media Theorist Web Site
Create a web site as if it was created by one of the theorists covered in the course.
What might a theorist like McLuhan, Turkle or Baudrillard include on his or her site?
How can you embody their theory in your design? A main link on this site must lead to a 1,000 word justification of your design choices.

Video Game Mastery
For this project, you will attempt to master an Atari video game of your choice, and document the process in an essay or web site. Document your progress with photographs, screen captures, and/or video, and dissect the game using your knowledge of the design elements discussed in class. Your challenge will be to turn video game playing into a critical activity. How can you write about this experience in a critical fashion?

New New Media Essay
Write an 8-10 page essay about a new media artefact, drawing on the history and theory of new media discussed in class. The topic must be discussed with the instructor at least two weeks before the due date.