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<tr>
<th>DATE</th>
<th>THEORY</th>
<th>PRACTICE</th>
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<tr>
<td>Thursday, May 3</td>
<td>Course Introduction</td>
<td>Introduction to HTML</td>
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<td><em>Introduction to Project 1: Hypertext</em></td>
<td>Creating, saving, displaying pages</td>
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<td>Review Article</td>
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<td></td>
<td>&gt; Lev Manovich, &quot;New Media from Borges to</td>
<td>HTML: text styles, linking, images</td>
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<td>HTML&quot;</td>
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<td>Thursday, May 10</td>
<td>&gt; Tim Berners-Lee et al., &quot;The World Wide</td>
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<td>Web&quot;</td>
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<td></td>
<td>GROUP 1 PRESENTATION</td>
<td>HTML: uploading files</td>
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<tr>
<td></td>
<td>&gt; Jorge Luis Borges, &quot;The Garden of Forking</td>
<td>(mywaterloo.ca)</td>
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<td>Paths&quot;</td>
<td>Introduction to</td>
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<td>&gt; Vannevar Bush, &quot;As We May Think&quot;</td>
<td>Dreamweaver</td>
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<td>&gt; Sketchpad, Grail and the Dynabook (CD)</td>
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<td>&gt; Spacewar! (CD)</td>
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<td>&gt; The NLS Demo (CD)</td>
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<td>Thursday, May 17</td>
<td>GROUP 2 PRESENTATION</td>
<td>Dreamweaver: design</td>
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<td></td>
<td>&gt; Alan Turing, &quot;Computing Machinery and</td>
<td>&amp; layout basics, tables, image mapping</td>
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<td>Intelligence&quot;</td>
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<td>&gt; Norbert Weiner, &quot;Men, Machines, and the</td>
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<td>World About&quot;</td>
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<td>&gt; ELIZA demo</td>
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<td>(<a href="http://www.ai.iis.si/eliza-cgi-bin/eliza_script">http://www.ai.iis.si/eliza-cgi-bin/eliza_script</a>)</td>
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<td>Thursday, May 24</td>
<td>GROUP 3 PRESENTATION</td>
<td>Introduction to</td>
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<td>&gt; Allan Kaprow, &quot;Happenings&quot; in the New York</td>
<td>Fireworks</td>
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<td>Scene</td>
<td>Creating a collage</td>
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<td>&gt; William S. Burroughs, &quot;The Cut-Up Method</td>
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<td>of Brion Gysin&quot;</td>
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<td>&gt; Roy Ascott, &quot;The Construction of Change&quot;</td>
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<td>Thursday, May 31</td>
<td>PROJECT 1 DUE</td>
<td>Designing Critical</td>
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<td><em>Introduction to Project 2: Critical Video</em></td>
<td>Video Games / Serious</td>
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<td>Game</td>
<td>Games (Materials Provided in Class)</td>
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<td>&gt; Sherry Turkle, &quot;Video Games and Computer</td>
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<td>Holding Power&quot;</td>
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All titles below are taken from *The New Media Reader*, MIT Press, 2003. Note that some materials are on the CD that accompanies the book. Additional readings will be provided in class.
> Shuen-shing Lee, "I Lose, Therefore, I think. A Search for Contemplation Amid Wars of Push-Button Glare." [link]
>
> Salen and Zimmerman, "Games as Cultural Resistance" (handout)

**GROUP 4 PRESENTATION**
> Marshall McLuhan, "The Galaxy Reconfigured or the Plight of Mass Man in an Individualist Society," and "The Medium is the Message"
> Bill Nichols, "The Work of Culture in the Age of Cybernetic Systems"

**Thursday, June 14**
Playing Atari games (Missile Command, Adventure, Yar's Revenge) running in Atari 2600 emulation. See also documentation of Star Raiders. (CD)

**GROUP 5 PRESENTATION**
> Hans Magnus Enzensberger, "Constituents of a Theory of the Media"
> Jean Baudrillard, "Requiem for the Media"

**Thursday, June 21**
Studio time for Group Project

**PROJECT 2 ITERATION 1 DUE**
> Langdon Winner, "Mythinformation"
> Critical Art Ensemble, "Nomadic Power and Cultural Resistance"

**Thursday, June 28**
Presentation of Group Project Iteration
Studio Time for Group Project

**PROJECT 2 FINAL ITERATION DUE**
> *Adventure* by Will Crowther and Don Woods (CD)
> Stuart Moulthrop, "Forking Paths" (CD)

**Thursday, July 5**
Presentation of Final Group Project

**GROUP 6 Presentation**
> Theodor H. Nelson, "Proposal for a Universal Electronic Publishing System and Archive"
> J. David Bolter, "Seeing and Writing"
> Robert Coover, "The End of Books"

**Thursday, July 12**
Designing creative and academic hypertexts

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

**Thursday, July 17**
Studio time for final project

**Thursday, July 24**
FINAL PROJECT DUE
Course Text:
> The New Media Reader,
> additional hand-outs and web pages assigned in class

Instructor: Professor Marcel O’Gorman
Office Hours: Tue. 2:00-4:00 & by appointment
Office Location: Hagey Hall 258
Phone: 519 888 4567 x32946
Email: marcel at e-crit.com

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 manifestoes of avant-garde artists. 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.
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, technical terminology, and points of contention or discussion. Your presentation should be as attentive to stimulating discussion as it is to the theatrics of Powerpoint. 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 Thursday, June 7

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 new media?

Your grade will be based on your writing and research skills (10% -- have you answered the questions above?) as well as your proficiency with basic HTML (5%). Include at least one image on your site to help illustrate your review. Publish your review to your web site AND submit a hard copy version that includes the URL of your project. You should write the equivalent of 5-7 printed pages for this assignment (double-spaced, 12 pt. font, 1" margins).

ASSIGNMENT 2 - Group Project: Critical Video Game Web Site - 30%
VIEW
WRESULTS HERE
Iteration 1: Thursday, June 28
Final Iteration: Thursday, July 5

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 "game concept" (does the game adequately embody the ideas of a specific theorist or critic?) 10%
Game Design (consider how the following components reflect your "game concept": narrative, rules, goals, avatar(s), obstacle(s), rewards, setting, etc.) 10%
Web Site Design (does your site adequately represent the game? Could this game be pitched to a video game company? Design elements to consider: navigation, readability, stylistic consistency, use of effective imagery) 10%

**ASSIGNMENT 3 - 30% Choose from one of the following:**
Due date: Thursday, July 24 (final day of class)

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. Submit a .doc or .txt file of your site justification.

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? If you choose the web site option, submit a .doc or .txt file of your writing.

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.

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