



CCTP-802: Art and Media Interfaced

Dates: Jan. 26- May 4, 2021

Scheduled online meeting times: Tuesday 2:00-4:30 ET

Location: Online

Students will participate in the course by using a suite of Web-based online learning platforms and e-text resources:

- (1) A custom-designed Website created by the professor for the syllabus, links to readings, and weekly assignments: <https://irvine.georgetown.domains/802/>
- (2) An e-text course library and access to shared Google Docs: most readings (and research resources) will be available in pdf format in a shared Google Drive folder prepared by the professor. Students will also create and contribute to shared, annotatable Google Docs for certain assignments and dialogue (both during synchronous online class-time, and working on group projects outside of class-times).
- (3) A course discussion forum in WordPress for weekly writing assignments.
- (4) Zoom video conferencing for synchronous class meetings, group discussion, and virtual office hours.
- (5) Additional learning tools in Canvas, Georgetown's course management system. To learn more about Canvas, please go through the Canvas Guide for Students.

Professor: Martin Irvine

Professor Contact Information: email: irvinem@georgetown.edu

Virtual Office Hours (via Zoom):

Monday 4:30-5:30 PM and Tuesday 11-12:00 AM (ET), and by appointment. I will also be available most days after class meetings. If needed, I will change the virtual office hours schedule based on students' schedules and remote location times.



COURSE DESCRIPTION

We experience art and popular media genres today in many contexts and with multiple kinds of interfaces and mediations (physical, technical, conceptual, cultural, ideological, and institutional). This course will provide a multi- and inter-interdisciplinary approach to understanding visual art, photography, film, and other media in our contemporary context of genres, technologies, and institutions of mediation. We will build an interdisciplinary knowledge base that draws from semiotics, the design principles of computing technologies, art historical and social historical methods, and institutional theory for approaching way to understand how art is mediated and constructed as a cultural category or object. As unifying and discovery principles, we will expand four main conceptual metaphors: interface, medium, networks and nodes, and de-blackboxing.

Using the key concepts of interface and medium, we will recover deeper continuities in our key ideas about representation and transmission of cultural genres and artefacts. When we expand the cluster of concepts for our notions of "interface" and "medium," we find that museums and artworks themselves function as interfaces to the larger systems of meanings, values, and social relations that make them possible and interpretable. Any artwork interpreted as such is first an interface to the system of meaning and genres of representation within which it is developed and into which it is received and understood.

By the end of the course, students will have gained the ability to interpret, explain, and research artworks, artists, and art concepts in the interpretive contexts in which we receive them, and explain the functions of interpretive interfaces in their institutional, cultural, and technically mediated modes.

COURSE LEARNING OBJECTIVES

Students will learn the main interdisciplinary methods for interpreting art and media in the systems of genres, material forms, and technologies in which they are developed and received. With a deeper understanding of what an interface and medium are and can be (both conceptually and technically), students will not only be equipped to analyze current and past technologies of mediation and representation, but will understand how to apply this knowledge to the design of interpretive frameworks for any kind of cultural artefact or medium. This knowledge base and practice in designing an interface will also equip students to participate in ongoing research, critique, and implementation of technical and institutional interfaces for enabling cultural knowledge and the transmission of the cultural heritage.

COURSE READINGS AND ONLINE CODING COURSE SUBSCRIPTION

All of the course readings (in pdf) are provided with links in the week units on the course website: <https://irvine.georgetown.domains/802/>



There are three required books, from which I have relevant sections in pdfs in the e-text library. These books will be at the GU bookstore, but, of course, you can get them from online sellers as well.

- Chilvers, Ian. *Art That Changed the World: Transformative Art Movements and the Paintings That Inspired Them*. London: DK, 2013.
- Holzwarth, Hans Werner, ed. *Modern Art: A History from Impressionism to Today*. Köln: Taschen, 2019.
- Lev Manovich, *Software Takes Command: Extending the Language of New Media* (London; New York: Bloomsbury Academic, 2013).

COURSE ASSIGNMENTS AND GRADING CRITERIA

Graded Assignments

Grading will be based on:

- (1) Class participation: weekly writing assignments, on-line class participation, and group projects (50%).
- (2) An individual final research essay or creative project based on applying the concepts and methods of the course (50%).

COURSE SCHEDULE

This course is divided into 14 weekly modules. For more information on the course structure and assignments, see the course website: <https://irvine.georgetown.domains/802/>

Assignment deadlines, and making efficient use of our synchronous Zoom meetings:

Please note that **all readings and assignments are to be completed during the week before the numbered week units**. Each week unit defines what we will be covering in class discussions for that week.

Writing assignments must be posted or added to docs (as assigned) **at least 6 hours before class**, so that all class members can review each other's work and be prepared for discussion online via Zoom.

Course Outline:

See the [course website](#) for the content of each week unit in this topic outline. [Contents of units are subject to revision. If there is a discrepancy between this list and the course website, use the course website.]

Week 1: Introduction: Art, Media, and/as Interfaces

Week 2: Intro: The Museum Institution as an Interface



- Week 3: The Museum and Art History Functions: Institutions as Interfaces and Nodes
- Week 4: Art, Media, and Technology: Samuel Morse Case Study (Part 1)
- Week 5: Morse Case Study (Part 2): Interfaces, Technology, Code, Art
- Week 6: Visual Semiotics: Principles and Methods for Understanding Dialogic Artefacts
- Week 7: Introduction to Modern Art and Modernism
- Week 8: Modernism and the Modern Artworld: Case Studies and Dialogic Contexts
- Week 9: Technologies of the Optical Image: From Camera Obscura to the Digital Image
- Week 10: Modern Interfaces for Art: Photographic Reproductions & The Museum Idea
- Week 11: Contemporary Art Interfaced: Hirshhorn & Virtual Museum Visits
- Week 12: Synthesis of Interface Concepts: Museums, Art Interfaces, Google Arts & Culture
- Week 13: Designing an Interface: Summing Up Concepts and Planning Final Projects
- Week 14: Conclusions and Final Project Essays

Final Project due date: May 15.

INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

As a Spring 2021 student, your learning experience will be different but just as rigorous as your on-campus student experience. You will be expected to:

- Communicate with your professor and classmates regularly via email, discussion platforms, Zoom, and other technologies as specified.
- Navigate the Internet using a web browser (note that certain tools may require a specific browser).
- Use applications such as Microsoft Office or Google Docs to create documents and work on projects.
- Submit assignments in the course WordPress site and in shared Google docs.
- Upload and download saved files (including text, audio, and video).
- Use a microphone to record audio.
- Use a webcam to record video.

Computer Requirements

- You will need access to a computer (Windows or Mac), with an internal or external microphone and camera, and adequate Internet service to complete this course.
- **You cannot use a smart phone or tablet for our Zoom class meetings.** Although you can use smartphones and tablets for continuing access to course materials, and for communications with fellow students and with the professor during the week, your main productive work in class sessions and for your writing and research should be done with a properly equipped PC (any platform).
- The minimum requirements needed to use Canvas can be found in this [Canvas guide](#).



COURSE POLICIES AND EXPECTATIONS

Expectations of Students

This course will be conducted as a seminar and requires each student's direct participation in the learning objectives in each week's course unit. Each syllabus unit is designed as a building block in the interdisciplinary learning path of the course, and students will write weekly short essays that reflect on and apply the main concepts and approaches in each week's unit. Students will also work in teams and groups on collaborative in-class projects and group presentations prepared before class meetings.

You are expected to complete all readings, assignments, and activities **on time before each class meeting via Zoom**.

Participation is essential to your success in this class. You are expected to actively participate in weekly discussions with fellow students and to contribute to group assignments. In order to get full credit for participation, you will have to complete all of your assignments on time.

Time Expectations

Our online classes are designed to meet the same academic standards as our on-campus (face-to-face) courses. You should think of each syllabus unit as equal to the same level of participation, attention, and commitment to the learning objectives as an on-campus, face-to-face class. Students should plan on spending approximately **8-10 hours per week** on the work for each week unit.

Communication Expectations

Communication with Peers

You will be expected to engage with your fellow classmates via the course WordPress site, and on other platforms as assigned (e.g., Google docs).

Communication with the Professor

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet over Zoom. When sending emails please remember to follow the guidelines outlined below. Note: most general questions can be answered by consulting the information in the course website, and the instructions links in the course WordPress site.

- *Be patient.* If you have a concern and send me a message, you can expect a response within 1-2 days.
- *Specify subject.* Subject line should include the topic of the message and class title.



- *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails.
- *Check your writing.* Proofread (i.e. grammar and spelling) your message before sending.

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

ACCOMMODATIONS

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the [Academic Resource Center](#), the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; <https://academicsupport.georgetown.edu/disability/>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is *cura personalis*, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class,



sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of [Georgetown's Honor System](#) and to take the Honor Code Pledge:

Honor Code Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system; to live out a commitment to integrity in all my words and actions; to be honest in every academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together; to live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; and to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the [Honor Council website](#).



SUPPORT SERVICES

Georgetown recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services for students that can be accessed online and has put together [this newsletter](#) which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

- [Academic Resource Center](#)
202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#)
202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
(202) 687-4798

Title IX/Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to [the University Title IX Coordinator or a Deputy Title IX Coordinator](#). If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.].

Please note that University policy requires faculty to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

- Jen Schweer, MA, LPC, Associate Director of Health Education Services for Sexual Assault Response and Prevention (202) 687-0323 | jls242@georgetown.edu
- Counseling and Psychiatric Services (CAPS), (202) 687-6985 | After Hours: (833) 960-3006
- Sexual Assault Response and Prevention (SARP) confidential email: sarp@georgetown.edu
- [Get Help Resources](#)

More information about reporting options and resources can be found on the [Sexual Misconduct Website](#). If you would like to find out how recent changes to Title IX regulations are impacting Georgetown's policies and procedures, see [this video briefing](#).



Title IX/Pregnancy and Parenting Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical needs and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out on the [Title IX website](#).

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Georgetown Library

If you have a question for a librarian you can go to their [“Ask Us”](#) page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library's Homepage](#) by using your NetID and password.

Learning Resources

Georgetown offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- [The Writing Center](#) offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.



Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).