

EDPX 3700.01 / ENGL 3731.01 / PHIL 3701.01 Topics: Making Media Matter

Profs. Trace Reddell, W. Scott Howard, Thomas Nail

Shwayder Art Building 222 (The Cloud)

Mon / Wed 2-3:50pm (Final Mon, Nov. 18, 2-3:50pm)

Course Description:

Inspired by a mission to make critical thinkers who make, this co-taught topics course moves EDP, English & Literary Arts, and Philosophy students toward the incorporation of new and emerging technologies & practices across disciplinary fields as well as along paths for making their work public, engaged, and accessible to a broad audience. With a sensitivity to the materiality of collaborative methods, media, and praxis, interactive components for students' works in this Keystone experience could include dialogues, workshops, rapid design prototypes, games, collaborative performances, and more.

Required Texts:

Joanna Demers, *Drone and Apocalypse: An Exhibit Catalog for the End of the World* (Zero Books, 2015).

Susan Howe, *Debths* (New York: New Directions, 2017).

---. *Spontaneous Particulars: The Telepathy of Archives* (New York: New Directions, 2014).

---. *Sorting Facts* (New York: New Directions, 2013).

Grafton Tanner, *Babbling Corpse: Vaporwave and the Commodification of Ghosts* (Zero Books, 2016).

Other Materials (TBA). This course will also engage with a range of cross-disciplinary and multimodal materials, which will be freely provided.

Additional Resources:

Black Cube, <https://blackcube.art/>

Canvas, <https://canvas.du.edu/login/canvas>

DU Museum of Anthropology, <https://www.du.edu/ahss/anthropology/museum/>

Electronic Literature Organization, <http://eliterature.org/>

Gaian Systems: Planetary Cognition Lab, <https://www.gaian.systems/>

Letterpress Depot, <http://www.letterpressdepot.com/>

Madden Museum, <http://moaonline.org/madden-museum/>

Myhren Gallery, <http://vicki-myhren-gallery.du.edu/>

SenseLab, <http://senselab.ca/wp2/>

Special Collections, University of Denver, <https://library.du.edu/collections-archives/specialcollections/>

Faculty Office Hours:

W. Scott Howard: SH 387-E, showard@du.edu, by appointment

Thomas Nail: Sturm 261, Thomas.nail@du.edu, by appointment

Trace Reddell: Sturm 216-B, reddell@du.edu, by appointment

Events:

The Unbearable Impermanence of Things @ DU, September 12

Icons of the Diné @ DU, September 13

Kate Cassanova @ The Black Cube, September 13

In Motion @ The Madden Museum, September 17

Thomas Nail, Josh Hanan, Chris Gamble @ Iliff Hall, September 20

Erin Manning @ DU, October 14 and 15

Special Collections @ DU, October 21

Johanna Drucker @ DU, October 28 and 29

Madden Center for Innovation in the Liberal & Creative Arts @ DU, November 18

STUDENT RESPONSIBILITIES**Participation**

Your participation in this course is essential to its success. Being prepared for and present during class sessions, ready to interact and engage in a focused way with the material, the instructors, and each other, is your primary, ongoing responsibility. We will regularly participate in each other's activities, have regular discussions of each other's work and practice, and we expect you to be attentive, creative and constructive in your work with each other as listener, viewer, commenter, editor, collaborator, and maker. Students who miss presentation and critique sessions, for whatever reason other than a documented illness, will not be allowed to present during another class session; additional class time for presentations will only occur if we run out of time for all students in attendance to present during the first session.

Group Activity

Much of your work in this course will include dynamic forms of group activity for which your individual participation will be especially important. Should complications emerge for these blended activities, the faculty may require or suggest additional individual works.

Outside Events

Because one of the goals of the Keystone Experience is to expand the nature of the course experience, students will be required to attend some events outside of class. These may occur outside of our usual class time, and may also take place off campus. You are encouraged to attend all of them, but you will be required to attend at least TWO events. Failure to attend the required TWO events will be treated as absences. Attending more than two events will give you extra-credit points for the class.

Materials & Methods

In sync with all of the above, you will be generating individual work within context of group activities, collaborative projects, and public-facing events. Day-by-day and week-by-week, your participation and progress will be guided by prompts and guidelines. In order to document your part in our collaborative and collective praxis, you should keep a Notebook. This Notebook may be in the medium or media of your choice and should offer reflections upon your materials and methods in this course; demonstrate your

engagement with readings, assignments and activities; and illustrate your own path through these experiences. You should be prepared to share passages from this Notebook with your colleagues.

GENERAL COURSE POLICIES

Attendance

Attendance of all class sessions is mandatory and expected. Attending class on time is also the responsibility of the student. Presentations and discussions will begin promptly at the start of class. Students are allowed two (2) absences without penalty. Any absence in excess of two (2) will result in a 10% grade reduction of the final grade for the course per absence. All absences will be counted. A student who misses 15 minutes or more of a class (arrives late or leaves early) is considered absent. A student who sleeps will be considered absent. Failure to have work ready to turn in and present by its due date constitutes an absence, will count against you as such, and may result in failure of the assignment. Missing 5 classes will result in a failed grade for the course.

A student may experience absences beyond the permitted two (2) due to documented illness, school-related travel, or religious accommodation. If absenteeism becomes a problem for any reason, we will need to discuss your continued enrollment in the class. In such cases, documentation of illness or other extenuating circumstances may allow accommodation if you request a late withdrawal or incomplete rather than fail the class.

Laptops and Peripheral Devices

Laptops in the classroom are permitted as long as you are staying on task. Please do not use your cell phones or instant messaging device or service in the class. **Recording class sessions is NOT permitted unless you are told otherwise on a case-by-case basis and typically requires a letter of DSP accommodations stating that the student will not circulate the recordings beyond personal use.**

The Writing Center

"The Writing Center supports and promotes effective student writing across the University of Denver campus. In a non-evaluative collaborative setting, we help DU students with all kinds of writing projects: class assignments, personal writing, professional writing, and multimedia projects. We serve any student affiliated with the University and invite students in all classes, at all levels of writing ability, and at any stage of the writing process to visit us." <http://www.du.edu/writing/writingcenter/>

Disabilities / Medical Accommodation

If you qualify for academic accommodations because of a disability or medical issue please submit a Faculty Letter to me from **Disability Services Program (DSP)** in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities/medical issues. DSP is located on the 4th floor of Ruffatto Hall, 1999 E. Evans Ave.; 303.871.2372 / 2278 / 7432. More information is also available online at <http://www.du.edu/disability/dsp>; see the *Handbook for Students with Disabilities*.

Religious Accommodation

DU students are granted excused absences from class if needed for observance of religious holy days but should contact instructors to make alternate arrangements during the first week of class. [Visit DU's religious accommodation policy](#) for information and a list of religious holidays.

Student Athletes

DU sponsors National Collegiate Athletic Association (NCAA) student-athletes at the undergraduate level in seventeen different sports. [Student-Athlete Support Services are in place](#) to assist these students in their academic work. According to their policies: Student-athletes are responsible for informing their instructors of any class days to be missed due to DU sponsored varsity athletic events in which s/he are participating. Student-athletes are provided with a schedule of travel dates that coincide with class dates and an absence policy to present to instructors. This must be signed by the instructor and is the student-athlete's responsibility to return the signed forms to an assigned athletics adviser. In the event that a team reaches post-season play (i.e. Conference or NCAA Tournament), letters will be sent to instructors informing them of additional missed class dates. It is the responsibility of the student-athlete to make arrangements with instructors regarding any missed lectures, assignments, and/or exams.

Student Rights, Responsibilities & Conduct

All students are expected to abide by the University of Denver Honor Code. These expectations include the application of academic integrity and honesty in your class participation and assignments. Information on student conduct and the honor code at the University of Denver: <https://www.du.edu/studentlife/studentconduct/index.html>

Freedom of Expression

We adhere to the University of Denver's statement of "Freedom of Expression" policy and principles, which announces: "Freedom of expression is crucial to the mission of the University of Denver. Absent a commitment to freedom of expression, the University could neither pursue its three core goals of promoting community, learning, and scholarship, nor promote its key values: excellence, innovation, engagement, integrity, and inclusiveness." More can be found at the links below:

<https://www.du.edu/facsen/media/documents/foestatement20170519.pdf>

<https://www.du.edu/facsen/media/documents/foeexecutivesummary.pdf>

Respect of Other Student Work

Students may not share, circulate, or publicly post other students' work without their consent. In the case of collaborative or group projects, students must have the understanding and consent of all collaborators regarding where and how the work is shared, circulated, or publicly posted. This also includes work provided to students for the purposes of critique, commenting, or editing. Permission to share, circulate, or publicly post work must be in writing and provided to the professor. Students are also

asked to review and understand the varying licenses of the Creative Commons, and to tag all individual and collective work accordingly: <https://creativecommons.org/licenses/>

Plagiarism

We expect all assignments to represent the outcomes of your own creative engagement, critical thinking and production efforts. A student found to have plagiarized another's work – that is, represented someone else's written word or other media production efforts as your own, and including plagiarism of a publication in print or online, another student's work (from DU or elsewhere), or use of online summary generators, paraphrasers, or other re-writing tools – will receive an F for the course, and we will report the matter to the AHSS Dean's office and the Office of Community and Citizenship Standards.

COURSE CALENDAR

Week 1

Mon Sept. 9 (general intro)

Wed Sept. 11

spontaneous readings/materials (5/5/5)

(soundwalks)

Read both of the following before class:

Westerkamp, "Soundwalking" (1974 / 2001)

http://www.hildegardwesterkamp.ca/writings/writingsby/?post_id=13&title=soundwalking

Westerkamp, "Soundwalking as Ecological Practice" (2006)

http://www.hildegardwesterkamp.ca/writings/writingsby/?post_id=14&title=%E2%80%8Bsoundwalking-as-ecological-practice-

Fri Sept. 13 Black Cube Nomadic Museum Exhibit: The Fulfillment Center (6-10pm) <https://blackcube.art/exhibition/the-fulfillment-center>

Sat Sept. 14 Black Cube Nomadic Museum Panel (12-2:30pm) / Lecture (3-4pm)

<https://blackcube.art/event/artist-panel-discussions-on-the-fulfillment-center>

<https://blackcube.art/event/the-architectures-of-fulfillment-lecture-by-jesse-lecavalier>

Week 2

Mon Sept. 16 (discussion & activity)

-- hour 1 : assigned readings/materials (15/15/15)

Thomas: Anti-Thought

Read: Woolf, "Lily's Painting" (read once normally, then once VERY slowly)

Watch: <https://www.youtube.com/watch?v=d8RdqOxmcWo>

Look: <https://www.morganohara.com>

Listen: Price, "Focus in 12-18hrz"

https://open.spotify.com/track/0DBTEKky53REiLOrjqxg1B?si=0ZG7_1WCSTOSuj7AlmD3vA

Trace: Disruptive Listening

Read/Listen: Westerkamp, "The Disruptive Nature of Listening" (listen to all embedded audio)

http://www.hildegardwesterkamp.ca/writings/writingsby/?post_id=11&title=the-disruptive-nature-of-listening

Scott: Colliding Phenomena

Read: Susan Howe, *Sorting Facts*

Watch: Dziga Vertov, *Man With a Movie Camera*,

<https://www.youtube.com/watch?v=yzxrSX79oz4>

Watch/Listen: Chris Marker, *Sans Soleil*

<https://www.youtube.com/watch?v=QatU4aFYWkl>

-- hour 2 : activity (faculty prompt)

(Thomas Activity 1.1) Do (in class): "Live Transmission"

(Thomas Activity 1.2) Do (in class): "Deep Sensation"

Wed Sept. 18 (students share work)

-- hour 1 : activity (faculty prompt)

(Scott Activity 1.1) Do (before class): find three sources of image/text material that you'll be prepared to use for collages

(Scott Activity 1.2) Do (in class): Image & Text Collages

-- hour 2 : student sharing from faculty prompts

Week 3

Mon Sept. 23 (discussion & activity)

-- hour 1 : assigned readings/materials (15/15/15)

Thomas: *Stream of Being*

Read: Woolf. "Stars in their hearts" (read 1 sentence, start over; read 2, etc.)

Look/Watch: <http://www.strandbeest.com>

Listen: Eno, *Reflections*

<https://open.spotify.com/track/7MMXFqR5OagEJbZLzkxTL6?si=EPgbOoNiRBeOQRxPxnbvMA>

Trace: #Vaped2Death

Read/Listen to either or both of the following:

- a. Simon Chandler, "Genre as Method: The Vaporwave Family Tree, From Eccojams to Hardvapour": <https://daily.bandcamp.com/2016/11/21/vaporwave-genres-list/>

- b. Adam Harper, "Vaporwave and the pop-art of the virtual plaza":
<https://www.dummymag.com/news/adam-harper-vaporwave/>
<https://soundcloud.com/dummymag/part-i-vaporwave>

Read: Tanner, *Babbling Corpse*, Ch. 2: Erasing the Human: Anthrodecentrism and Co(s)mic Horror

Listen: Toto- Africa (playing in an empty shopping centre)

https://www.youtube.com/watch?v=D_6hwqjZAs

Scott: *Factual Telepathy*

Read: Susan Howe, *Spontaneous Particulars* and *Debths*

Read: Johanna Drucker, *Graphesis* (first half)

Watch/Listen: *Helvetica*,

<https://du.kanopy.com/video/helvetica-2>

-- hour 2 : activity (faculty prompt)

(Trace Activity 1.1) Do (before class): Take a walk and keep notes on what you hear and listen to in a sound journal and/or record your walk with your phone or other recording device.

(Trace Activity 1.2) Do (in class): Audio time-manipulation exercises, cut-ups.

Wed Sept. 25 (students share work)

-- hour 1 : activity (faculty prompt)

(Scott Activity 2.1) Do (before class): record a random moment from your recent interaction with a public space; capture a mix of images and sounds

(Scott Activity 2.2) Do (in class): SonicImageTexts

-- hour 2 : student sharing from faculty prompts

Week 4

Mon Sept. 30 (discussion & activity)

-- hour 1 : assigned readings/materials (15/15/15)

Thomas: *Patterns Beneath the Cotton Wool: Against Randomness*

Read: Woolf, "Moments of Being" [read once an hr for 5 hrs throughout the day]

Listen: Frahm, "Felt"

<https://open.spotify.com/album/3AioJfZ8LfEzPaFPQHoe3e?si=o714RmQERMyJik7D7ZxwDQ>

Look: <https://www.pacegallery.com/artists/tara-donovan/>

Trace: *Fantasies of Failure by Future Artists*

Read: Demers, "Preface" + "Curator's Introduction"

Listen to at least one of the following:

- a. Basinski, "Disintegration Loops"

https://open.spotify.com/album/1xVP4eFcagXNtQMvEXfyeV?si=bF1KhpT5Q_alyD89hB9jfQ

- b. Radigue, "Islas resonantes"

https://www.youtube.com/watch?v=1RrsiGmLp_E

Scott: *Logopoeia / Melopoeia / Phanopoeia*

Read: Susan Howe, *Sorting Facts*, *Spontaneous Particulars*, and *Debths*

Read: Johanna Drucker, *Graphesis* (second half)

Watch/Listen: Susan Howe and David Grubbs,

WOODSLIPPERCOUNTERCLATTER, <https://vimeo.com/138668754>

-- hour 2 : activity (faculty prompt)

(Thomas Activity 2) Do (in class): "Introduction to the Aleatory Arts"

Wed Oct. 02 (students share work)

-- hour 1 : activity (faculty prompt)

(Trace Activity 2.1) Read (before class): Clarke, "We're Forgetting Something"

(2019): <https://www.gaian.systems/research/were-forgetting-something>

(Trace Activity 2.2) Do (in class): Rapid-Design Prototype Challenge (Space Habitats/Museums)

-- hour 2 : student sharing from faculty prompts

Week 5 (student exhibitions)**Mon Oct. 07** (presentations & activities)**Wed Oct. 09** (presentations & activities)**Week 6** (Erin Manning)**Mon Oct. 14** Erin Manning event (MMM in-class roundtable)**Tues Oct 15** Erin Manning (evening public event)**Wed Oct. 16** (shared activities in response to Erin Manning events)**Week 7** (Special Collections)**Mon Oct. 21** Special Collections Visit**Wed Oct. 23** (shared activities in response to Special Collections event)**Week 8** (Johanna Drucker)**Mon Oct. 28** Johanna Drucker event (MMM in-class roundtable)**Tues Oct. 29** Johanna Drucker (late-morning public event)**Wed Oct. 30** (shared activities in response to Johanna Drucker events)**Week 9** (work week)**Mon Nov. 04** (student group work week for final event)**Wed Nov. 06** (student group work week for final event)**Week 10** (student-created event)**Mon Nov. 11** (student event development)**Wed Nov. 13** (public student event)**Week 11****Mon Nov. 18** Madden Center MMM Event