GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

Syllabus

Technology, Art & Public Space, Spring 2014

Course #: ARTS-UG 1440
Meeting Day & Time: Thursday, 6:20-9:00 p.m.
Location: 1 Washington Place, Room #601
Instructor: Terry Culver
tjc202@nyu.edu/(917) 587-1511
Office Hours: Thursday, 5-6pm & by appointment
(Please email or call in advance)

Course Objectives/Learning Goals
This course will examine the relationship between technology, art, and public space. We will consider the role that art and technology play in the public sphere in two ways: (1) the study of historical and contemporary case studies of artists and artistic movements with a focus on New York City; and (2) designing and creating works of public art.

This course approaches public art as an important part of an ongoing dialogue about cultural values, commerce, politics, and public life. We will become familiar with the role that contemporary artists and technology have played in shaping this dialogue by supporting or resisting political change. Special emphasis will be placed on understanding the role of technology and art in society and in defining public interaction. Also, the course will cover the impact, both direct and indirect, of certain technological developments on art and other media.
This is not a lecture course. This course requires inquiry, intellectual curiosity, and participation from each student. On certain occasions, the instructor will present case studies. There will also be three site visits and one guest speaker during the semester. Readings will be assigned each week. Seven times during the semester, a student or a group of students will lead the class discussion about the readings for that week.

The course work will consist of:

1) Readings. To be assigned each week. It is important that students do the readings and come to class with two questions or observations to raise during class. These are to be emailed to me prior to class.

2) Critiques. A student or group of students will lead a class discussion about the reading for a particular week. Each student must participate in leading a class discussion, and make a quality presentation. This means:
   - Present the reading and its main ideas
   - Provide contextual material as needed
   - Facilitate an insightful discussion about specific concepts that you think are important and interesting
   - Be creative in your presentation. You can use slides, video, and other media
   - Demonstrate fluency in the ideas presented in the readings

I will be available to provide advice and guidance on the presentations.

3) Final Project. I am planning a collaborative project for the end of the semester. However, if this falls through, each student will propose, create, and report on their own public art project. The proposals will be due right before Spring Break. The final projects will be completed before the end of the semester. Students will present the results of the projects during the last class and hand in a 3-4 page review of the project with documentation. I will discuss the proposals with each student to offer suggestions and help. Please note: illegal projects are not allowed. This means no graffiti without permission, sticker campaigns, etc.
The proposal should be a 2—3 page proposal for a public art project, and include the following:

- **Description**: who, what, when, where
- **Rationale**: why are you doing the project and who are you making it for
- **How the project relates to the readings or artwork we have covered in class.**
- **Timeline**

The final project will be evaluated on:

- Creativity and refinement of the concept
- Research into related artwork and artists
- Consideration of context and audience
- Quality of execution
- Reflection on the project’s significance

**Grades**
Grades for the course will depend upon the following factors:

1. Attendance and full participation in class;
2. Quality of presentations and attention to assigned readings:
3. Submission of final project and evaluation;

**Academic Integrity**
As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction, which may include dismissal from the University. Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating. Please consult the Gallatin Bulletin or Gallatin website (http://gallatin.nyu.edu/academics/policies/integrity.html)
# CALENDAR

<table>
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<th>Event</th>
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<tbody>
<tr>
<td>January 30</td>
<td>Introduction</td>
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<tr>
<td>February 6</td>
<td>Emergence of Technology in Contemporary Art</td>
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<td>Case Study: <em>The Sordid Tale of Civic Virtue</em></td>
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<td>February 13</td>
<td>Public Art and Activism: Elmgreen &amp; Dragset</td>
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<td>Public Art Fund Talk, 6:30-8:00 p.m.</td>
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<td>66 West 12th Street Auditorium, Alvin Johnson/J.M. Kaplan Hall</td>
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<tr>
<td>February 20</td>
<td>Technology Narratives</td>
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<td>Case Study: OLPC</td>
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<td>Student-Led Discussion</td>
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<td>February 27</td>
<td>The Citizen Artist and Engineer</td>
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<td>Case Study: E.A.T., The Twists and Turns of a New Idea</td>
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<td>Student-Led Discussion</td>
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<td>March 6</td>
<td>Guest Speaker: Mary Jordan, Creative Director, The Water Tank Project</td>
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<td>Site Visit: Ivan Navarro/Madison Square Park</td>
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<td>March 13</td>
<td>Convergence: The Theory of Visual Culture</td>
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<td>Student-Led Discussion</td>
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<td>Final Project Proposals Due</td>
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<td>March 20</td>
<td>Spring Break/No Class</td>
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<td>March 27</td>
<td>Technology, Utopia, and the of Role Metaphor</td>
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<td>Visit to New Museum: Report on the Construction of a Spaceship Module</td>
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April 3 Spatial Politics.
   Case Study: Union Square: Political Power and Aesthetics
   Student-Led Discussion

10 Commerce and the Public Interest
   Case Study: Times Square
   Student-Led Discussion

17 Projection Mapping and Redefining Architecture
   Guest Speaker: Chi Ka

24 Going Viral
   Case Study: Creative Time Reports
   Student-Led Discussion

May 1 Taking Chances: Unforeseen Consequences of Public Art
   Student-Led Discussion

8 Final Class: Project Presentations