DANC 451 *Social Impact through Motion/Media Arts + Technology*

Draft Version: Nov. 4, 2019 SUBJECT TO CHANGE

Credits: 3
Meeting Times: MW 5-6:20 pm
Location: First meeting at Dance Department, 907 ½ W. Nevada Street. Thereafter we will meet at various locations across campus.
Instructor: Professor John Toenjes
Contact: jtoenjes@illinois.edu
Office hours: by appointment
an **alt.Honors project** class

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In *Social Impact through Motion/Media Arts + Technology* students work together to explore how computer technology and the performing and media arts can be combined and used to affect social change. Experienced mentors will serve as guides in exploring ways of creating with new tools and contemporary ways of thinking to affect social issues that local communities are grappling with.

This course is designed to be of particular interest to students in the performing arts, visual and media arts, and computer engineering; and writers, designers and social scientists are also encouraged to join. But students in all majors and interests are invited to register.

Classes will be held at various centers of innovation across campus, and students will make field trips to destinations in the local community.

Course Overview

Two main areas of investigation will be combined in this course:
    A. Global social issues that are reflected in the local community,
    B. The intersection of arts and technology,
  To fulfill the class mission to discover ways to use:
    C. Arts Technology for Social Change.
After research and experiments in the first two topic areas, students will be challenged to make connections among all three. Inspired by these thoughts, students will form teams to carry out arts technology projects with the potential to benefit the local community.

A. Global/Social issues in the local community
    What general/global social issues are students aware of/concerned about? What form do these take in the local community, and where are these issues dealt with? Who is each student's community, and how are these issues manifest there?
    These questions will be examined via:

1. Discussion with the students about each of their interests.
2. Research into community groups that address their interests
3. Contact with these groups to assess possibilities of working together

Homework for these classes will be readings and reports on site visits to community groups or interviews with their directors to further understand their issues and how students might contribute to their mission. Based on these experiences, students will imagine how they might get involved and, at the end of the semester, write an essay or other piece about how global is made local, and how solutions to local issues can affect global issues.

B. Arts and Technology
   1. What interests do students have in this topic? What skills do they bring to contribute?
   2. What is Art? Arts Technology?
      a. Discussion within the student group about their interests
      b. What kinds of connections can we make among them?
      c. Brainstorming activities to encourage creative thinking.

C. Arts Technology for Social Change
   1. In what ways can arts technology affect society?
   2. Project planning and completion
      a. Introduction to Design Thinking
         i. What is Design Thinking?
         ii. How can it be applied to projects affecting the community?
      b. Entrepreneurial Thinking and Business Planning
         i. Importance of action plans to successful outcomes of community projects
         ii. How to plan and execute a successful community project

Learning Outcomes

By the end of this course, students will be able to
1. identify the connections between global and local social issues and personal interests,
2. work with a community agent or group to plan a project for helping that group,
3. design and enact an arts technology project to address them a specific issue,
4. use campus resources to create arts technology projects,
5. work in teams to enact a project that addresses social issues,
6. reflect upon this project to determine its effectiveness, and the general effectiveness of arts technology to affect social change.

Assignments

Arts Technology Projects:
Students will be introduced to several arts technology methods and mediums, and will be given opportunities to work with and in various campus entities that provide resources and expertise for explorations in these methods and mediums. After an introduction to the technologies and

discussion of the artistic applications thereof, students will form teams to conceive of and produce short studies using these arts technologies.

Writing component:
During the semester students will write reflection papers on how assigned readings and their experiences with arts technology projects are influencing their thinking about the general topic of the course, and their specific project planning. After an introduction to Design Thinking and Business Planning, they will be required to submit a draft and final plan of an arts and technology project. Working in teams, they will then create a final project,. This final project will have a demonstration, and a summation paper evaluating the project.

Specific assignments and number of pages required:
Readings in Arts and Technology
Reports in Arts and Technology: 5 pages each X 3 projects = 15 pages total

Readings in Arts and Social Change
Essay in Arts and Social Change: 5 pages

Final Project Summation and Reflection: 5-10 pages
Total number of pages required: 25-35 pages

Course Materials

Readings are listed within the course schedule. They will be available online through the University Library E-reserves.

Specialized software and computer hardware are required for this course, but will be provided by various campus entities. A personal laptop computer is highly recommended.

Academic Integrity

According to the Student Code, "It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions." Please know that it is my responsibility as an instructor to uphold the academic integrity policy of the University, which can be found here: https://studentcode.illinois.edu/article1/part4/1-401/

Disability Accommodations

To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class are asked to see me as soon as possible.

General Course Schedule

Weeks 1-2
Investigation of social issues on three levels: global, local, and personal. Preliminary study into affecting these issues through community involvement projects.

Weeks 3-10 (class #1)
>   Introduction to arts technologies, followed by short team-based projects using them. The basic structure of these classes will be:
>   a. Introduction to the technology and hands-on experiments,
>   b. Using the technology in teams to create art.
>   Classes will be held at various campus locations that offer arts and technology resources. The first iteration of this course will investigate:
>   a. 3D video and VR at the CITL TechLab
>   b. Arduino development boards and sensors at the FabLab
>   c. Live Video mixing and motion capture at NCSA Experimental Media Lab and/or Krannert Center Dance Rehearsal room.
>   d. Cellphone interactions with Mosho interactive software.
>
>   N.B: From year to year these locations and technologies will change, by necessity of the endless march of progress in computer-based technology.
>
>   Homework for these classes will be short creative assignments by teams of students, as well as individual reports on students' experiences vis-à-vis instructor-provided learning outcomes.

Week 10 (class #2)
Arts, Technology and Social Change
>   Investigations into the topic of Art and Social Change
>   a. How is art used in Social Issues / Social Change?
>   i. Readings: (See bibliography)
>   ii. Discussion led by faculty members who are researching this area. Possible guest instructors:
>   1. Jennifer Monson (environment)
>   2. Will Patterson (underserved communities)
>   3. Kirstie Simson (social/mental well-being)
>   b. How is technology used to impact change in the students' areas of interest?
>   c. What are the intersections of technology and arts that could be considered/imagined in this context?

Weeks 11-12
Design Thinking and Business Planning: conceiving of and executing an arts technology project within the community.
>   Planning Your Project
>   a. Introduction to Design Thinking (Rachel Swtizky, guest lecturer)
>   b. Developing a Business Plan (Jim Lenz, guest lecturer)
>   c. Putting it all together (Bob McGrath, guest lecturer)

Weeks 12-15
Execution of the project and reflection upon its effectiveness.

Detailed Course Schedule

Class	Topic	Notes
Week 1-1	Introduction	Syllabus, Introduction to the topic
Assignment	Readings: 1. Tom Finkelpearl, *What We Made: Conversations on Art and Social Cooperation* 2. Sholette and Bass, Social Practice Queens, *Art as Social Action: An Introduction to the Principles and Practices of Teaching Social Practice Art*	
Week 1-2	Social Issues	Reading discussion; Social Issues: Identification and Methodologies for community contact
Assignment	Research into local community issues and groups: contacts, visits and interviews Reading: Edmore Mutekwe, "The impact of technology on social change: a sociological perspective," Journal of Research in Peace, Gender and Development (ISSN: 2251-0036) Vol. 2(11) pp. 226-238, November, 2012	
Week 2-1	Social Issues II	Initial community engagement reports; Research methodologies
Assignment	Research into local community issues and groups: continue working, develop research bibliography for personal interest Readings: Selections from Tate Gallery: *Art and Social Change: A Critical Reader*	
Week 2-2	Social Issues III	Discussion/reports; initial ideas for projects
Assignment	Written Report on work to date with local community issues and groups Reading: Steve Benford, Gabriella Giannachi. Chapter 1, "Hybrid Space; Between Real and Virtual, Local and Global, in Performing Mixed Reality, pp. 27-70	
Week 3-1	Introduction to Arts and Technology	Class presentation, discussion
Assignment	Reading: Dixson, Steve. Chapter 15, "Virtual Reality: The Search for Immersion" in Digital Performance: A History of New Media in Theater, Dance, Performance Art, and Installation, pp. 363-94	
Week 3-2	Arts-Tech Experiences Ia	Site visit—CITL: 3D video and VR
Assignment	Reading: Heilig, Morton. "The Cinema of the Future" in Multimedia: from Wagner to Virtual Reality, pp. 239-51	
Week 4-1	Arts-Tech Experiences Ib	3D video/VR project working time
Assignment	Work on project	
Week 4-2	Arts-Tech Experiences Ic	3D video/VR project working time
Assignment	Work on project	
Week 5-1	Arts-Tech Experiences Id	3D video/VR project working time
Assignment	Work on project	
Week 5-2	Arts-Tech Experiences Ie	Projects Showing

Assignment	Reflection paper: Project learning outcome and how this technology might be used within the scope of student's chosen project.	
Week 6-1	Arts-Tech Experiences IIa	Site visit—FabLab: DIY culture
Assignment	Work on project	
Week 6-2	Arts-Tech Experiences IIb	
Assignment	Work on project	
Week 7-1	Arts-Tech Experiences IIc	FabLab: DIY culture
Assignment	Work on project	
Week 7-2	Arts-Tech Experiences IId	FabLab: DIY culture
Assignment	Work on project	
Week 8-1	Arts-Tech Experiences IIe	Projects Showing
Assignment	Reflection paper: Project learning outcome and how this technology might be used within the scope of student's chosen project.	
Week 8-2	Arts-Tech Experiences IIIa	How to use this technology for social change
Assignment	Readings: Dixson, Chapter 10, "Virtual Bodies" pp 211-40	
Week 8-2	Arts-Tech Experiences IIIb	Dance and Video Technology
Assignment	Work on project	
Week 9-1	Arts-Tech Experiences IIIc	Dance and Video Technology
Assignment	Work on project	
Week 9-2	Arts-Tech Experiences IIId	Dance and Video Technology
Assignment	Work on project	
Week 10-1	Arts-Tech Experiences IIIe	Dance and Video Technology
Assignment	Reflection paper: Project learning outcome and how this technology might be used within the scope of student's chosen project.	
Week 10-2	Projects Assessment	Discussion of Projects: Successes and Failures, supporting technologies and resources; How to use these technology for social change in the context of community projects
Assignment	Readings: Jane McGonigal, Reality is Broken, chapters 12-15	
Week 11-1	Arts-Tech/Design Thinking	Introduction to Design Thinking and its Relation to Artistic Practice
Assignment	Investigate/work through the Stanford d.school website on design thinking	
Week 11-2	Arts-Tech/Design Thinking	Design Thinking and Planning an Arts Technology Project
Assignment	Reading: Steve Benford, Gabriella Giannachi. Chapter 1, "Hybrid Space; Between Real and Virtual, Local and Global, in Performing Mixed Reality, pp. 27-70	
Week 12-1	Business Planning	Planning an arts technology project
Assignment	Project Plan Refined	
Week 12-2	Business Planning II	How to manifest the project in the real world
Assignment	Project Plan Refined	
Week 13-1	Final Project I	Work on Final Project
Assignment	Work on Final Project; Project Plan refinement	
Week 13-2	Final Project II	Work on Final Project
Assignment	Work on Final Project; Project Plan refinement	
Week 14-1	Final Project III	Work on Final Project
Assignment	Work on Final Project; Project Plan refinement	

Week 14-2	Final Project IV	Work on Final Project	
Assignment	Work on Final Project; Project Plan refinement		
Week 15-1	Final Project Performances	Final Project Performance	
Week 15-2	Final Project Performances	Final Project Performance	
Finals week	Final Project Report	Show Final Project Media	Reflection Paper

Grading

Grading will be based upon the depth of thinking in the several assignments and projects, upon successful completion of a contact with a community group, and a of project made for them. Also graded will be attendance and participation in class discussions, and reflection papers. Short projects will be assessed on project execution and reflection papers. The final project and report will be graded as well.

Class Participation and academic assignments: 20%
Short Projects: 50% overall, divided into three separate grades
Final Project: Planning, execution 25%
Final Project Report: 5%

Readings:
1. Arts and Technology
    a. Heilig, Morton. "The Cinema of the Future" in *Multimedia: from Wagner to Virtual Reality,* pp. 239-51
    b. Dixson, Steve. Chapter 15, "Virtual Reality: The Search for Immersion" in *Digital Performance: A History of New Media in Theater, Dance, Performance Art, and Installation,* pp. 363-94
    c. Ibid, Chapter 10, "Virtual Bodies" pp 211-40
    d. Steve Benford, Gabriella Giannachi. Chapter 1, "Hybrid Space; Between Real and Virtual, Local and Global, in *Performing Mixed Reality*, pp. 27-70

2. Arts and social change
    a. https://laundromatproject.org/reading-list-art-for-social-change/
    b. Tate Gallery: *Art and Social Change: A Critical Reader*
    c. Tom Finkelpearl, *What We Made: Conversations on Art and Social Cooperation*
    d. Edmore Mutekwe, "The impact of technology on social change: a sociological perspective," Journal of Research in Peace, Gender and Development (ISSN: 2251-0036) Vol. 2(11) pp. 226-238, November, 2012
    e. Gregory Sholette and Chloë Bass, and Social Practice Queens, *Art as Social Action: An Introduction to the Principles and Practices of Teaching Social Practice Art*
    f. Jane McGonigal, *Reality is Broken*, chapters 12-15