COMM 323 Remixing Culture Fall 2021

Tuesdays & Thursdays 11:30-12:45pm
SOC Room 003
In-Person
Syllabus v.1.0

Loyola University Chicago
School of Communication
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Office Hours by Appointment
please email me to set up an appointment

Course Description

Remix is a cross between critical thinking and creativity. In this class you'll learn about the role of remix in contemporary society made up of legal constraints, moral challenges, political and economic interests, and the rise of participatory culture embedded in social media. You'll explore these issues through hands-on play with the language of remix, and through critical engagement with theory about remix.

Remix is about finding inspiration in what has already been created and then deconstructing, transforming, contrasting, re-using, reconstituting and combining to produce novel creative media that add cultural value. It happens both in physical and virtual environments. The practice is endemic in contemporary culture. We see it now in many forms of art from assemblages to video art, in data construction, in film and video, animation, games, genetic engineering, food, and many other aspects of our culture. Remix is not a new behaviour, it has a long history— for many its ever-presence in music production began in the 1980s, and we have long seen its presence in architecture, art, film, literature, etc. It has become a cornerstone of our participatory culture and a core information practice.

New Media Modes have made the processes of production and distribution more accessible to a broader audience. At the same time content which appears to many as source material to inspire collective creativity is subject to vigorous efforts to lock it down as intellectual property. Remix raises questions about intellectual property rights, authorship, the collective, what creativity is and where its boundaries lie, what is novel, innovative and original, and the very nature of the producer-consumer. We will view remix through multiple lenses: practical, historical, social, legal, political, and economic.

Required/Suggested Texts and Materials

All readings will be provided on Sakai.

Access to Adobe software, especially Adobe Photoshop and Adobe Premiere Pro. Our class lab and the Owl Lab have this software on the lab computers.

Other loanable equipment (cameras, audio recorders, etc.) can be checked out from the Owl Lab and Digital Media Services (Lakeshore and Water Tower Campuses)

Pen and paper notebook or digital notetaking system (suggested)

Keywords in Remix Studies, by Eduardo Navas, Owen Gallagher, and xtine burrough (suggested)

Online Tools and Resources

Photoshop Audiovisual Tutorials/Aids

Collage
Compositing
Double Exposure Effects

Premiere Pro Audiovisual Tutorials/Aids

Beginner Tutorial/Refresher
Green Screen/Chroma Key Technique
DIY Home Green Screen
Premiere Pro and Audio
Glitch Effect
Retro VHS Effect

Schedule

Remixing Culture Schedule

Schedule subject to change in response to needs specific to this classroom community

Class Meeting Day	Topic	Bundle
Tuesday, August 31	Course Introduction	Reflection
Thursday, September 2	Reflection Asynchronous Workday	"
Tuesday, September 7	Still Image Inspiration Deconstruction	Image Editing/Manipulation
Thursday, September 9	Photoshop Technical Day	"
Tuesday, September 14	Remix Collage Sketch Workday	"
Thursday, September 16	Remix Collage Sketch Critique	"
Tuesday, September 21	Culture Jam Workday	"

Thursday, September 23	Culture Jam Critique	"
Tuesday, September 28	Video Inspiration Deconstruction	Video Editing/Remixing
Thursday, September 30	Premiere Pro Technical Day	"
Tuesday, October 5	Trailer Spoof Sketch Workday	"
Thursday, October 7	Trailer Spoof Sketch Critique	"
Tuesday, October 12	NO CLASS	Mid-Semester Break
Thursday, October 14	Supercut/Music Video Workday	Video Editing/Remixing
Tuesday, October 19	Supercut/Music Video Critique; Midterm Progress Assessments	"
Thursday, October 21	Bricolage Reading Lecture	Remix Theory + History
Tuesday, October 26	Bricolage Reading Discussion	"
Thursday, October 28	Glitch Art Lecture	"
Tuesday, November 2	Glitch Art Reading Discussion	"
Thursday, November 4	Appropriation Lecture	"
Tuesday, November 9	Appropriation Reading Discussion	"
Thursday, November 11	Glitch Art Technical Day	Glitch Art
Tuesday, November 16	Soft Glitch Workday	"
Thursday, November 18	Soft Glitch Critique	"
Tuesday, November 23	Hard Glitch Workday	"
Thursday, November 25	NO CLASS	Fall Break / Thanksgiving
Tuesday, November 30	Hard Glitch Critique	Glitch Art
Thursday, December 2	Final Project Workday / Individual Meetings	Final Project
Tuesday, December 7	"	Final Project
Thursday, December 9	"	Final Project
Tuesday, December 14	Final Period 9-11am	Finals Week
Thursday, December 16	NO CLASS	Finals Week

Grading Policy

This course uses specifications grading, which is different from traditional grading schemes that you may have experienced in your K-12 education or other college courses. The philosophy behind the specifications grading method is to put agency in the hands of the student and make the grading process more transparent and more reflective of professional experiences. Like the

professional situations we face outside of the traditional classroom, where we either succeed at our tasks and receive merit raises or other accolades, or we don't succeed and face the possibility of being fired, assignments will be graded as either satisfactory or non-satisfactory. But *unlike* professional situations, it is important to be able to learn from mistakes and grow from challenges in a higher education environment where risk-taking is encouraged. Each student will have a number of tokens that they may "trade in'' to resubmit assignments after the due date. The letter grade you earn in this course will reflect your level of engagement with the course topics, the learning outcomes you have achieved, and your participation and attendance. Similar to the indie video game *Stardew Valley,* all assignments belong to bundles, which represent specific topic areas. Instead of collecting crabs and seashells to upgrade the Community Center like in the screenshot above, however, completing these course assignment bundles will "unlock" the grade you want to earn. If you satisfactorily complete all assignments in one bundle, that bundle will be marked as completed.

- To earn an F grade, complete 0 to 2 bundle(s).
- To earn a D grade, complete the Final Project, Reflection Bundle, and 1 other bundle of your choice.
- To earn a C grade, complete the Final Project, Reflection Bundle, and 2 other bundles of your choice.
- To earn a B grade, complete the Final Project, Reflection Bundle, and 3 other bundles of your choice.
- To earn an A grade, complete the Final Project, Reflection Bundle, and all 4 other bundles.

The bundles for this class are:

1. Reflection
   a. Research/Inspiration Journal
   b. 3 Self-Assessments (Intro, Midterm, and Final)
2. Image Editing and Manipulation
   a. Inspiration Deconstruction
   b. Collage Remix (3 images)
   c. Culture Jam (3 images)
3. Video Editing and Remixing
   a. Inspiration Deconstruction
   b. Trailer Spoof (~3 minutes)
   c. Supercut **or** Fan Music Video (3-5 minutes)
4. Glitch Art
   a. Soft Glitch Sketches (5 images/1 min. video)
   b. Hard Glitch Sketches (5 images/1 min. video)
5. Remix Theory + History
   a. *Bricolage* Reading Response
   b. *Thoughts on Glitch art v2.0* Response
   c. *Art, Authenticity, and Appropriation* Response
6. Final Project
   a. Midterm Progress Assessment
   b. Professional-quality video, 10 minutes max., including a 100-word artist/creative statement on video,
      or

10-20 image portfolio of still art, including a 100-word artist/creative statement on portfolio,

or

Research paper, 5-7 pages with 5-7 sources, on Remix topic or applying theory
(MLA citations, 12-pt font, Times New Roman, no title page)

Plus/Minus Grades and Attendance/Participation

Attendance and participation will further modify your course grade. If you are consistently late, inattentive, miss more than 4 classes, are distracting to your peers, are uncharitable and/or stingy with feedback in critiques, your grade will be a minus grade. If you have near-perfect attendance, are consistently on time, present, mindful, charitable and generous in critiques, your grade will be a plus grade. Otherwise, e.g. if you are occasionally late, occasionally generous in critiques, etc., your grade will be a standard letter grade.

For example, if you satisfactorily complete the Final Project, Reflection, complete 3 other bundles, and are charitable in critiques, are never late, and have near-perfect attendance, your grade will be a B+ grade. Likewise, if you satisfactorily complete the Final Project, Reflection, and remaining 4 bundles, but are rude and distracting or otherwise have poor attendance/participation, you will earn an A- grade. If you complete the Final Project, Reflection, and 2 other bundles of your choice, and are neither distracting in critiques nor generous, you will earn a C grade without any +/-.

Tokens

Sometimes there are events in our lives that are beyond our control that disrupt our plans. More often than not, we learn more from our mistakes than from our successes. To acknowledge that, and create a learning environment where we are comfortable to take risks and grow from them, this course has a "token" policy. Each student has 5 tokens that may be used on any assignment, except the Final Project, to submit the assignment up to 7 days after the original due date - no questions asked, no doctor's notes or explanations needed. There may be opportunities to earn more tokens, through either exceptional assistance to your peers during studio work time or generosity with feedback in critiques.

COVID-19 Policy

Students will be expected to adhere to the seating chart and follow the university guidelines regarding the COVID-19 Pandemic. Students who do not have masks will be asked to leave class to obtain a mask to wear. Students will be expected to work together to keep a clean and safe classroom environment.

No food or drinking allowed. Water bottles are OK; mask up as soon as you are able after taking a drink.

Other Course Policies

Accessibility Accommodations

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor

individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Classroom Citizenship

Students are expected to respect each other. When you enter a classroom, you are a member of a cohort - a community of learning. Your success depends on your neighbors' success. Learning is a collaborative effort - in discussion, group work, and even lecture, understanding is co-produced. Your questions and perspectives matter, and so do your classmates'. Treat each other with tolerance and understanding. The people you'll interact with in class are your peers and future colleagues. Strive to do better on your own, but also strive to help your classmates to elevate the level of conversation in the classroom. You are responsible for your own work, but you are also responsible to your teacher and your peers - your positive substantive participation in discussion and group work is a valuable aspect of the class.

Project Use Disclaimer

Projects created in this course may be used by the Department for purposes of promotion for students, the Department, or the University in general. The Department may also use these materials for instructional purposes in future courses. The Instructor may also use your projects as examples of work completed in the class.

Managing Live Crises and Finding Support

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf – just email me or schedule a meeting with me during office hours. To learn more about the Office of the Dean of Students, please find their websites here: LUC.edu/dos or LUC.edu/csaa.

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a guiding principle for all academic activity at Loyola University Chicago, and all members of the University community are expected to act in accordance with this principle.

Standards

Failing to meet the following standards is a serious violation of personal honesty and the academic ideals that bind the University into a learning community. These standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards.

1. Students may not plagiarize.

a. Plagiarism involves taking and using specific words, phrases, or ideas of others without proper acknowledgement of the sources. Students may not:

1. Submit material copied from a published or unpublished source.

2. Submit material that is not cited appropriately.

3. Use another person's unpublished work or examination material.

4. Allow or pay another party to prepare or write an assignment.

5. Purchase, acquire, or use a pre-written assignment for credit.

2. Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).

a. If a student plans to submit work with similar or overlapping content two or more times for any purpose, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

3. Students may not fabricate data.

a. All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way.

4. Students may not collude.

a. Students may not work with others on any exam, assignment or portion of an assignment without permission from the instructor.

b. Students' work with one another on an exam or assignments may not exceed the terms of their instructors' directions for collaboration as part of the assignment.

c. Students may not use work submitted by another student in a previous semester of a course.

5. Students may not cheat.

a. Students may not obtain, distribute, or communicate examination materials prior to the scheduled examination without the consent of the instructor.

b. Students may not take an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.

c. Students may not attempt to change answers after an examination or an assignment has been submitted.

d. Students may not falsify medical or other documents for any reason.

e. Students may not use unauthorized study aids in an exam. Examples include, but are not limited to:

i. Bringing notes into an exam that does not allow outside materials.

ii. Programming equations into a calculator when the instructor has indicated that students are to be tested on the recall of those same equations.

iii. Using any electronic device that allows students to look up, translate, calculate, or communicate information with someone else.

6. Students may not facilitate academic misconduct.

a. For example, a student may not allow another student to copy from their exam or give their own work to another student.

Sanctions

1. An instructor is responsible for determining the sanctions for academic misconduct in the course sections they teach. Minimally, the instructor will assign the grade of a zero for the assignment or examination. The instructor may choose to impose a penalty grade of "F" for the course.

2. Deans may add and/or elevate the initial sanctions based on a student's conduct history, such as a penalty grade of "F" for the course, suspension, expulsion, and/or the inclusion of educational assignments.

3. Only the Provost may impose the sanction of expulsion as recommended by a dean. The Provost's decision is final.

Process

1. Instructors will gather the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The standard of evidence required for an instructor to determine responsibility is known as a "preponderance of the evidence." This means the instructor must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.

2. If instructors conclude an instance of academic misconduct has occurred, then they will determine the sanction as it relates to the course.

3. Instructors will notify the student of their findings and sanction.

4. Instructors will also report the instance of academic misconduct, including supporting documentation, to the Department Chair and the academic Dean's office.

5. The academic Dean's office will notify the student that the instance of academic misconduct has been reported. This instance will also be reported to the University's centralized database.

a. The initial sanction determined by the instructor may be reviewed by the academic Dean's office.

b. The final sanction will be included in the notification.

6. Incident reports and supporting materials regarding the academic misconduct are part of the student's academic record.

a. The student has the right to place a statement in the record commenting on contested information in the record or stating why the student disagrees with the decision of the University.

b. The University must maintain the statement with the contested part of the record for as long as the record is maintained.

c. The University must disclose the statement whenever it discloses the portion of the record to which the student's statement relates.

d. Submitted statements must be sent to the student's academic Dean's Office.

Additional information regarding student appeals of an academic misconduct charge can be found at: https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml