MADIE GRAHAM
FALL 2019

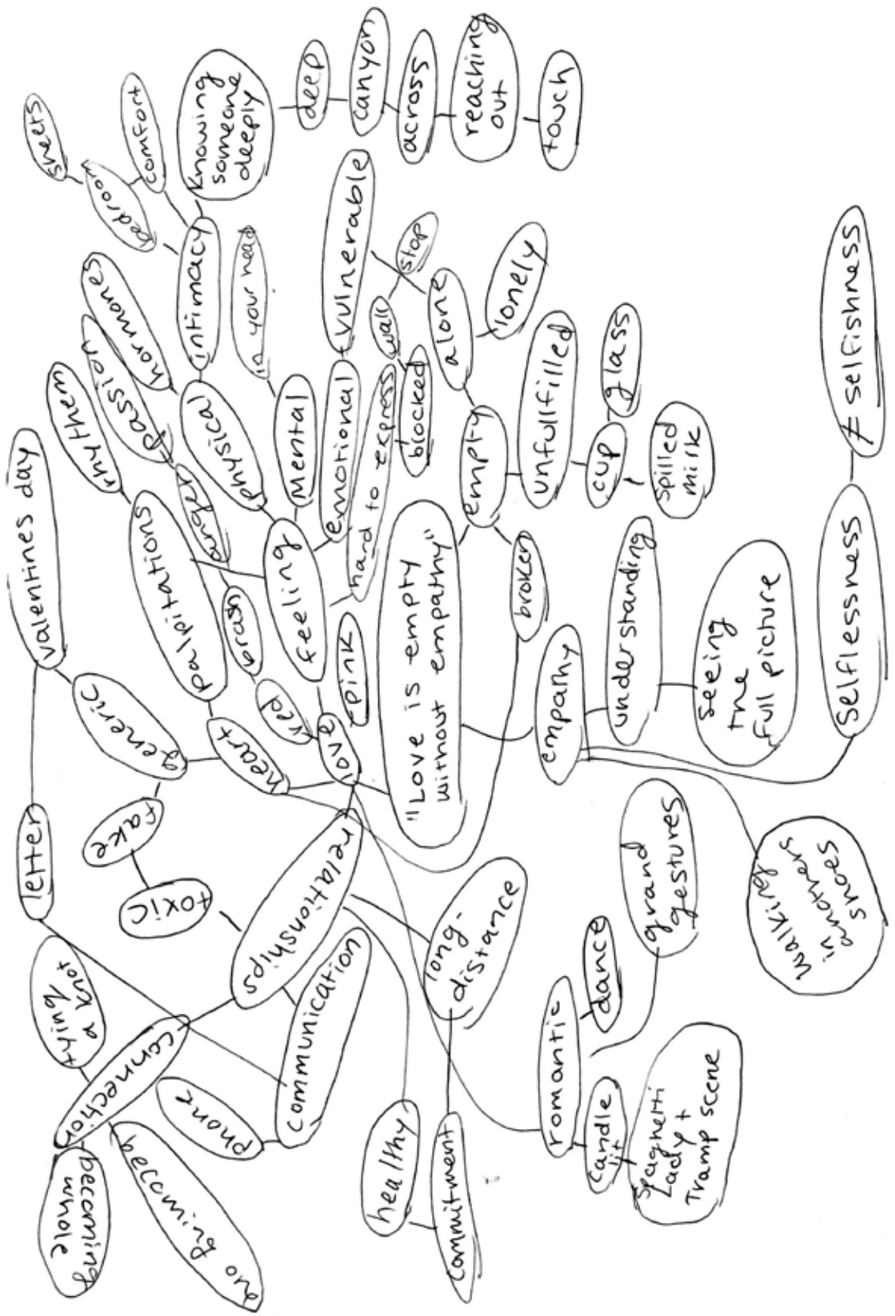
PRO
INTERACTION 1
-CESS

<!PROJECTTYPE1 STEPS>

<BRIEF> Create a 5 page website reflecting one thing you've learned in your life so far. The goal of the first project is to become familiar with the introductory concepts of web design. Through this process you will begin to understand the importance of organization, separate markup and styles, and how styles can vastly change the look and feel of a website while maintaining the same underlying structure. Additionally, you are challenged with creating 5 visually unique designs that use text + image to activate the browser.

<1> written statements
< "what I've learned in life so far" />
<2> brainstorms
< hand-drawn sketches/>
<3> collect visuals
< all from library of congress />
<4> digital sketches
< within adobe illustrator & photoshop />
<5> code execution
< screenshots of coding process />
<6> final site
< screenshots />

P1
EMPATHIZE
HUMANIZE



Interaction 1 - brainstorm for project 1 9/9/2019 Madie Graham

<!THINGS I'VE LEARNED IN LIFE SO FAR>

<1> Success/a career mean nothing if you have no one to go home to.

<2> Politics are personal.

<3> You can be successful, by being yourself.

<4> Yoga alleviates anxiety.

<5> Love is empty without empathy.
< chosen statement/>

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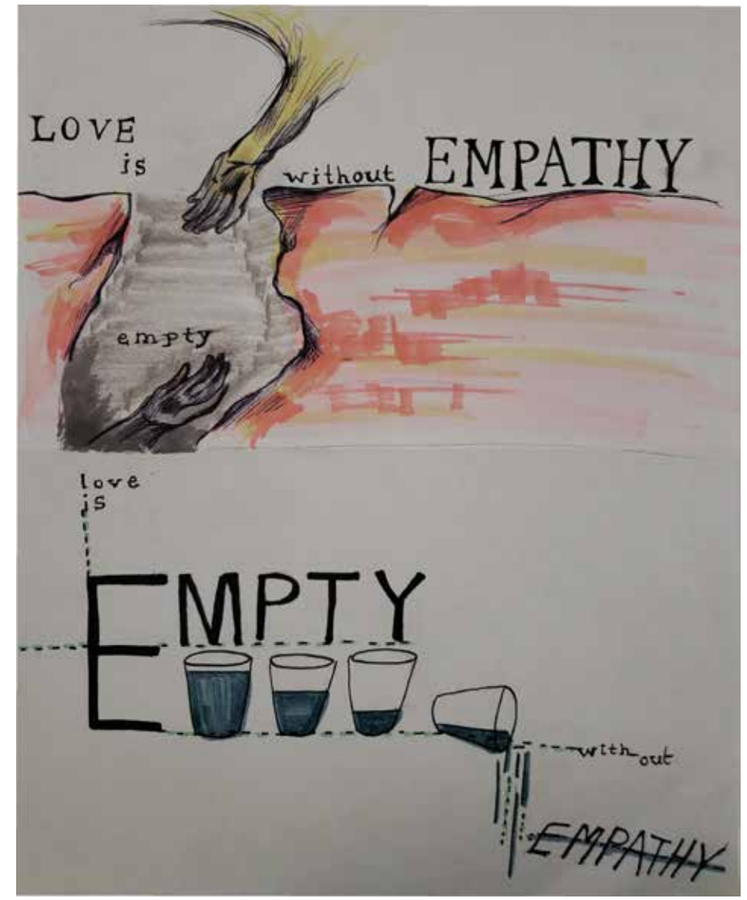
<!SKETCHES>



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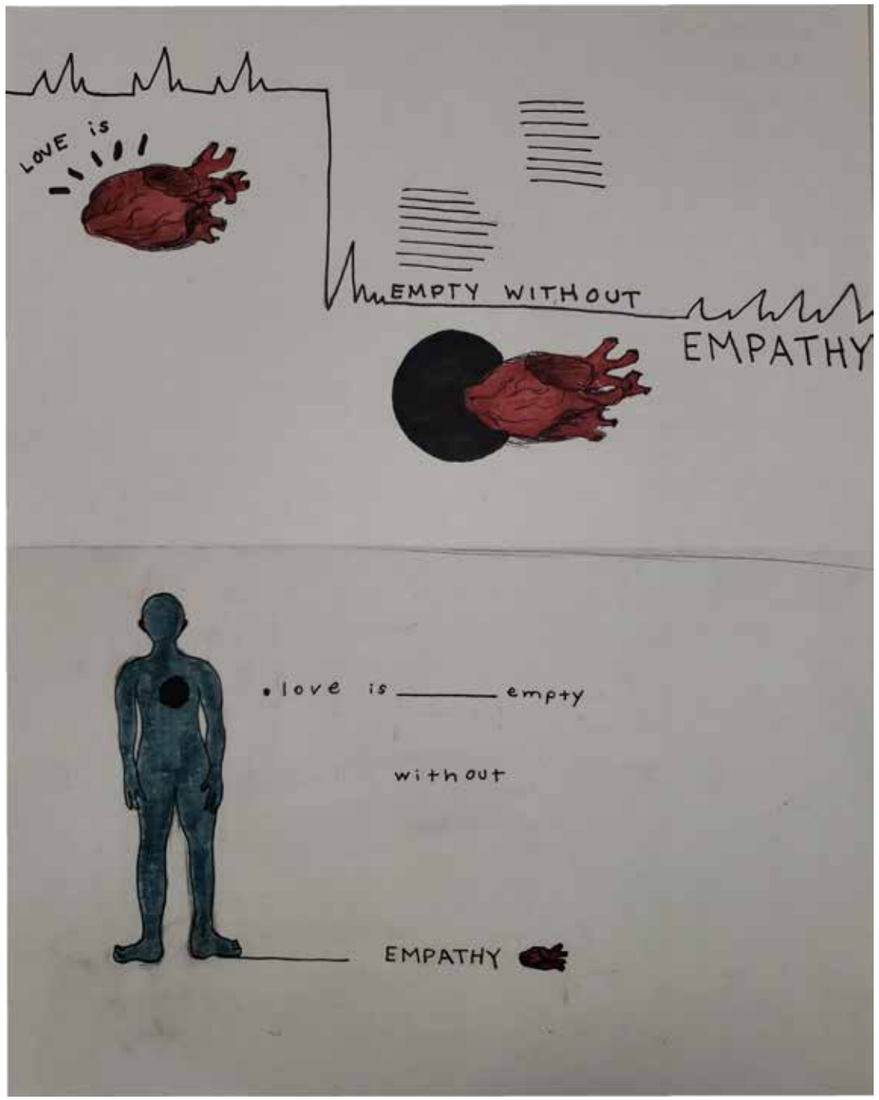

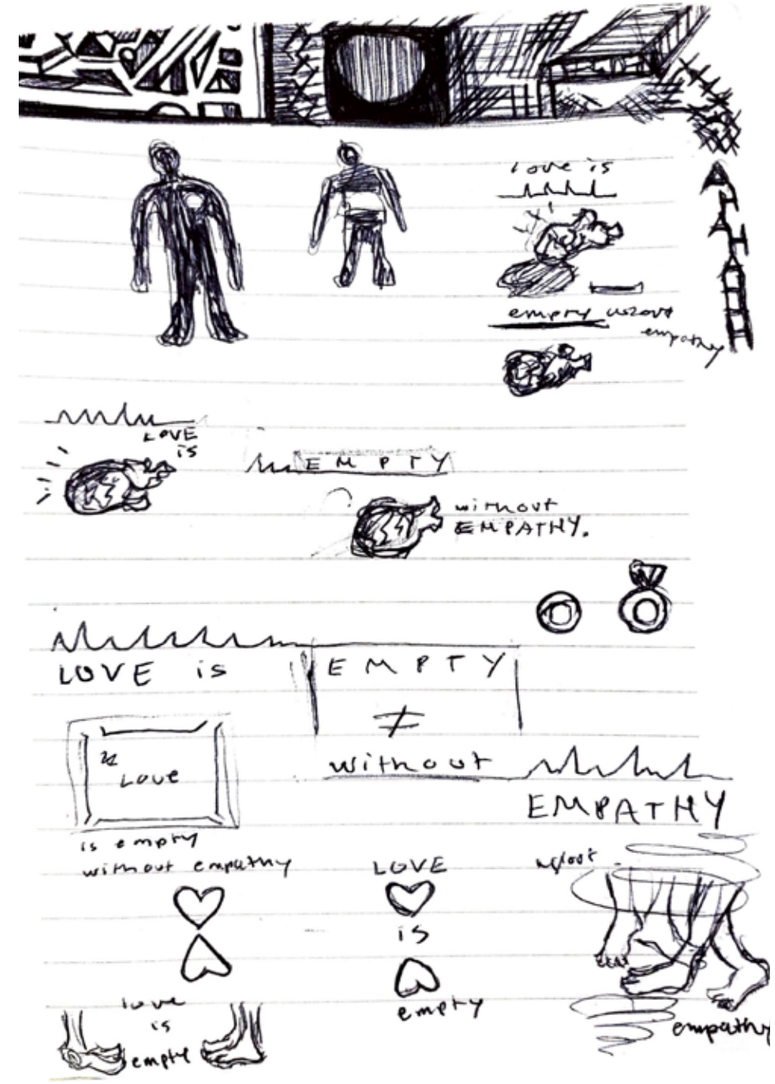

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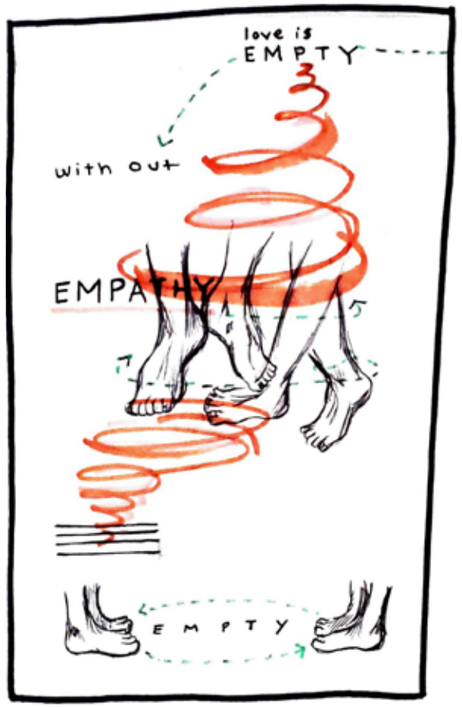

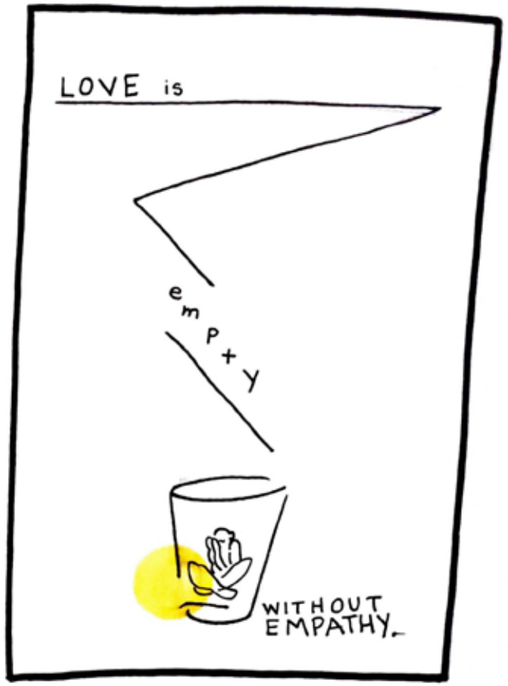

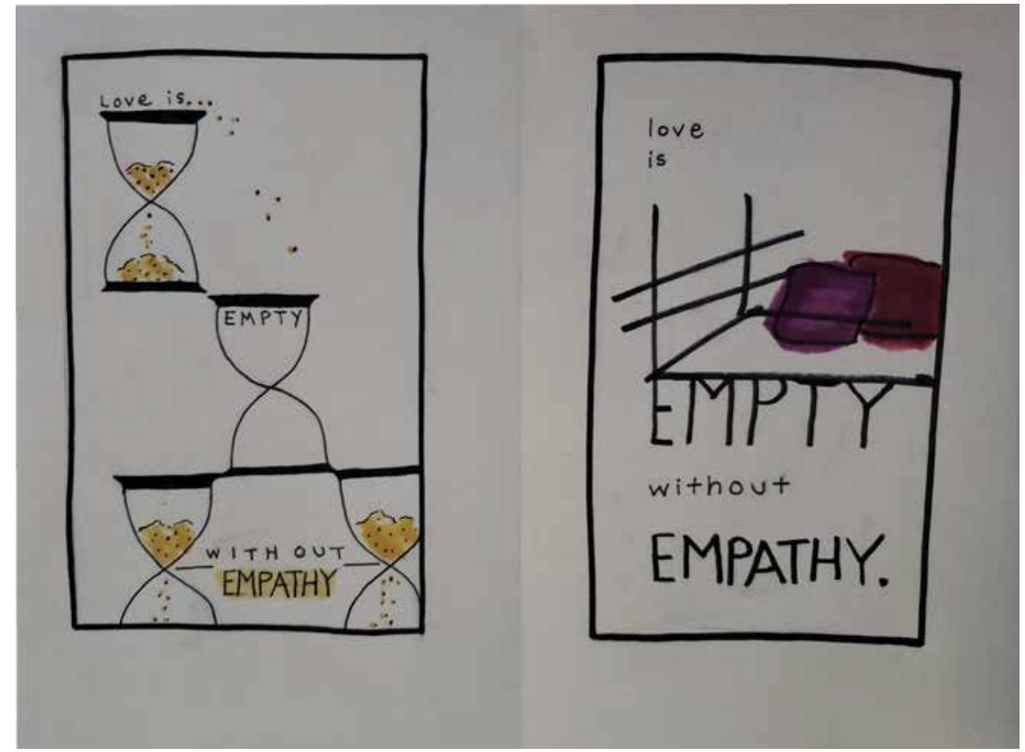

EMPATHIZE
HUMANIZE

<!COLLECT VISUALS>

Children looking over berlin wall.jpg

Creature Apathy.jpg

Dancer.jpg

Dancer Chain.jpg

Dancer Circle.jpg

Dancer Feet 2.jpg

Dancer Feet 3.jpg

field of flowers.jpg

glass.png

marie antoinette.jpg

ocean.jpg

Ocean 2.jpg

Ocean 3 .jpg

People in Water.jpg

Reaching.jpg

Women Sitting for Sketch.png

Women standing.png

page2_envy_2.png

page2_envy_3.png

page2_eny_1-01.png

page3_apathy_1.jpg

page3_ignorance_1_1.png

page3_ignorance_1.png

page3_ignorance_2.jpg

page3_ignorance_3.jpg

page3_ignorance_graphic.png

page4_fear_berlinwall.jpg

page5_apathy_2.png

page5_apathy_3.png

page5_apathy_4-01.png

page5_apathy_5-01-01.png

page5_empathize_ocean1.jpg

page5_empathize_ocean2.jpg

page5_empathize_ocean3.jpg

page6_empathize_coupleswim-01.pnc

P1

EMPATHIZE
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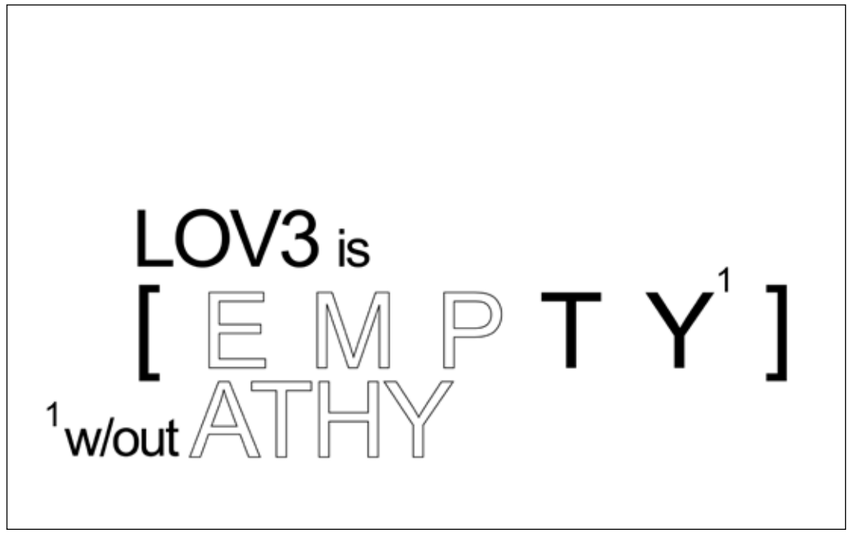

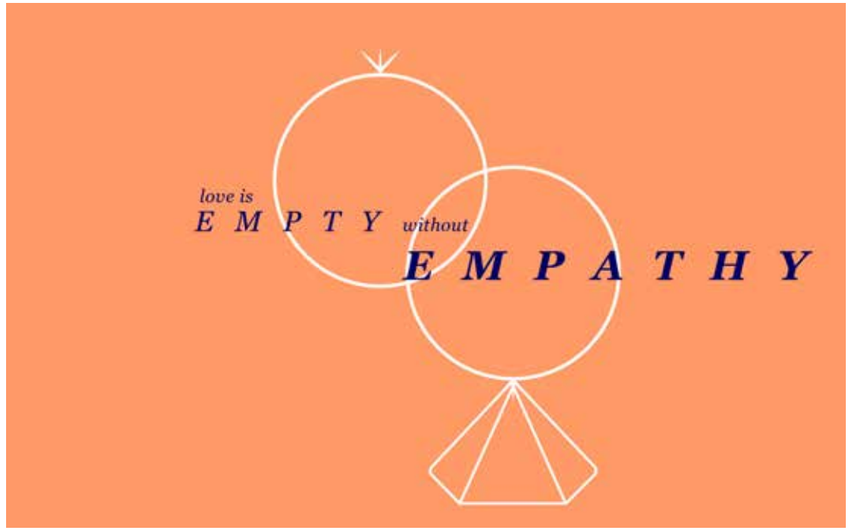

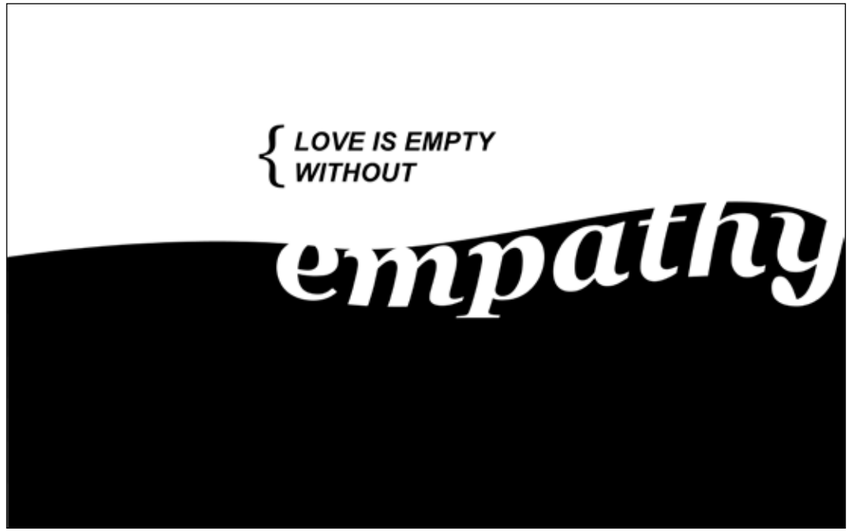

P1

EMPATHIZE
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<!DIGITAL SKETCHES V1>

№1
Love is
EMPTY without
EMPATHY.

LOVE IS

_ _ _ _ _ _ E M P T Y _ _

_ _ _ _ _ _ WITHOUT EMPATHY

LOVE IS

E M P T Y

WITHOUT

≠

E M P - A T H Y

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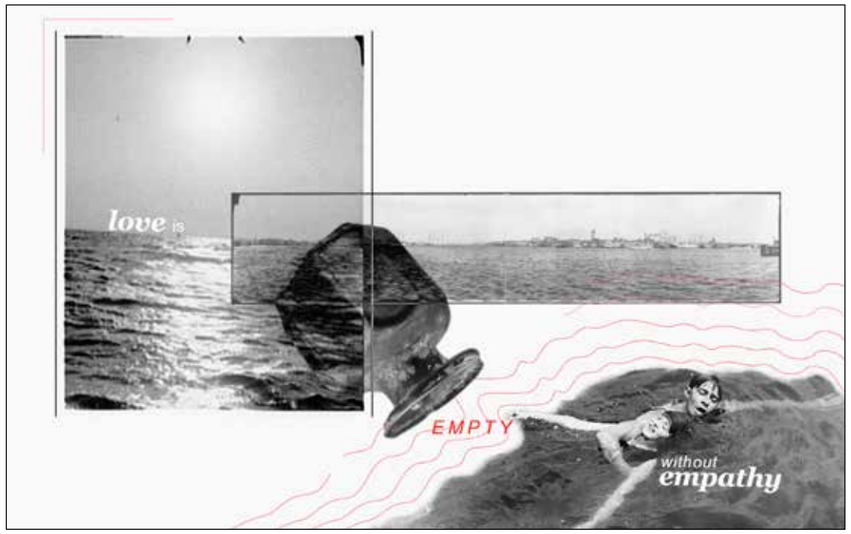

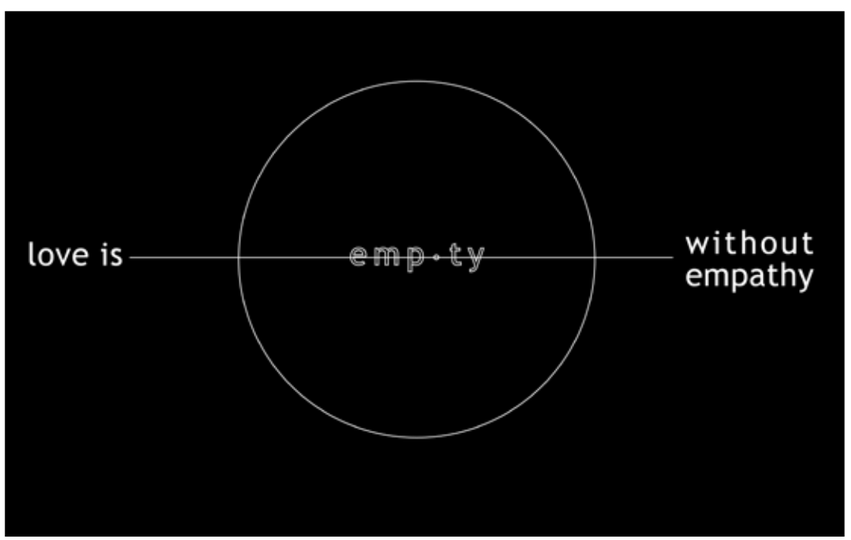

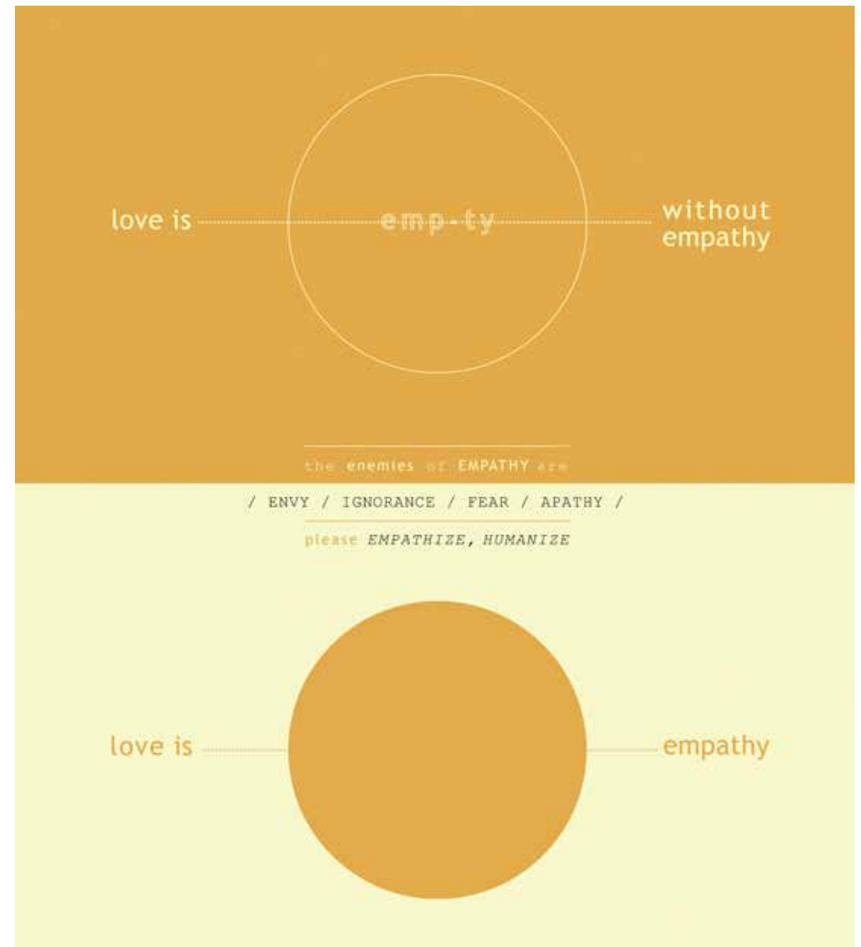

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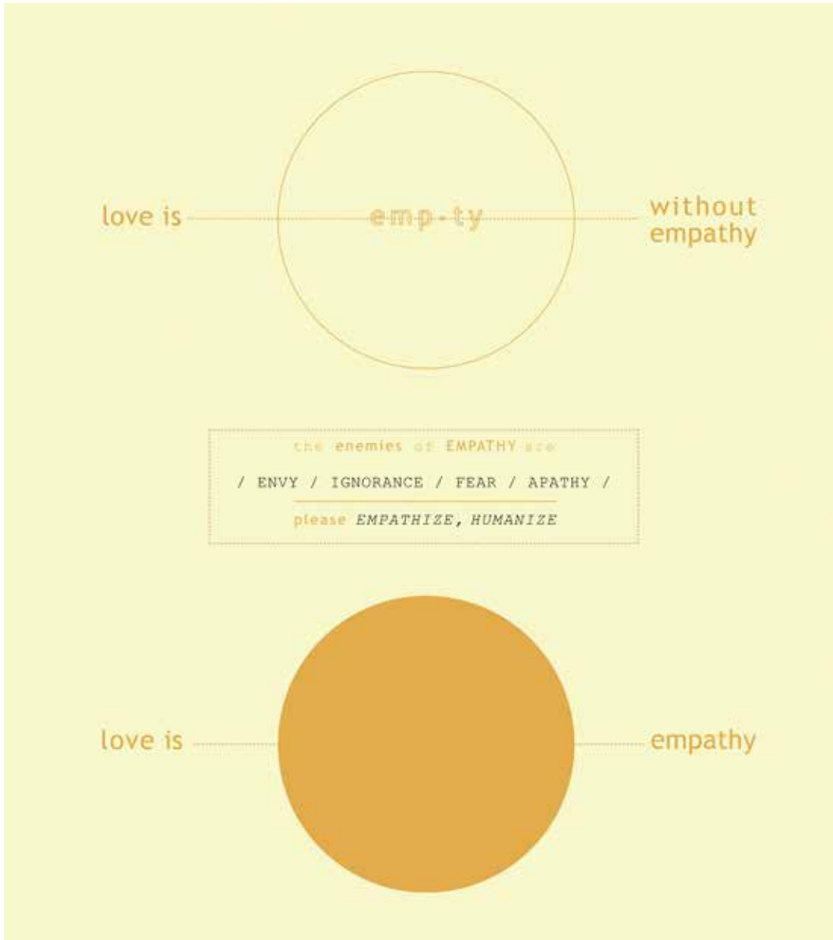

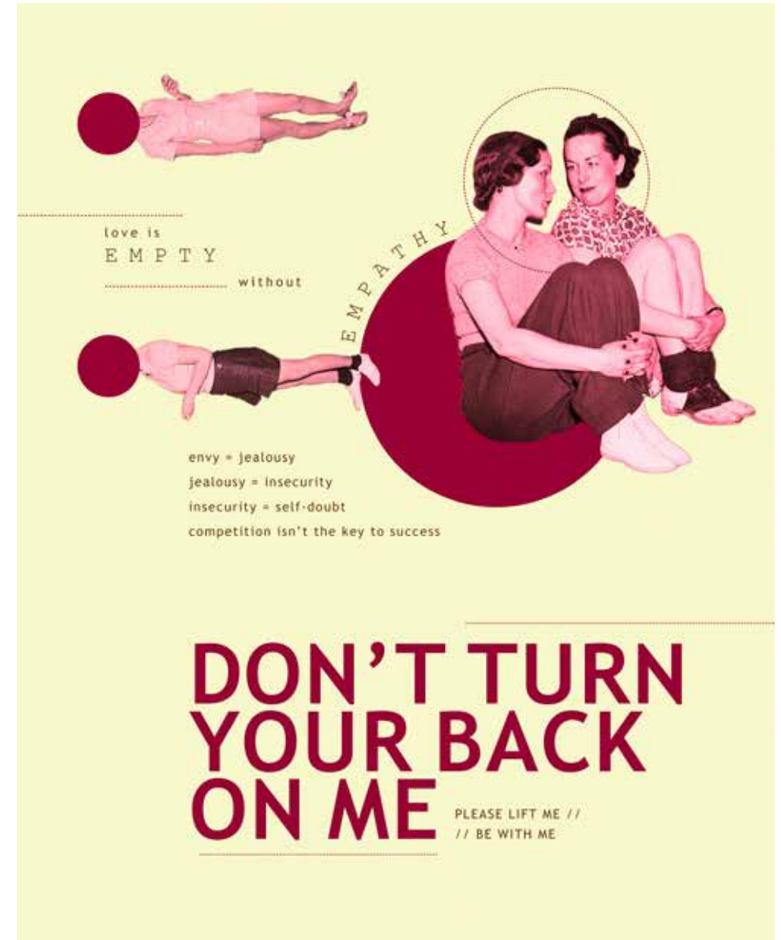

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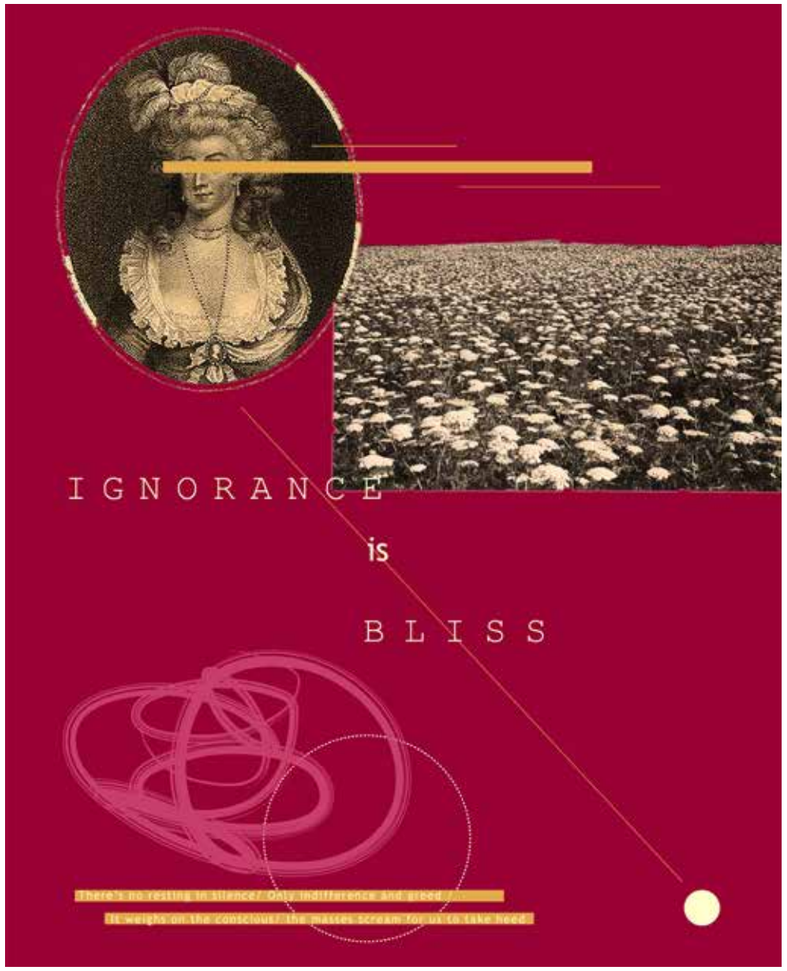

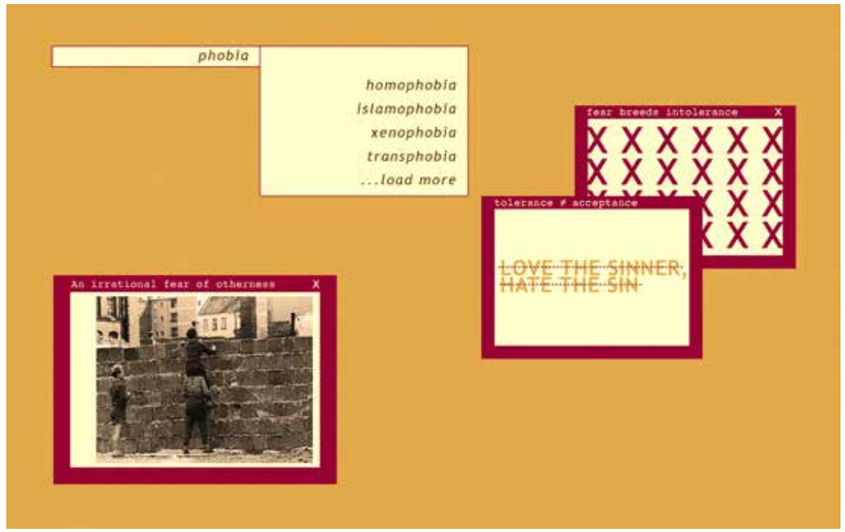

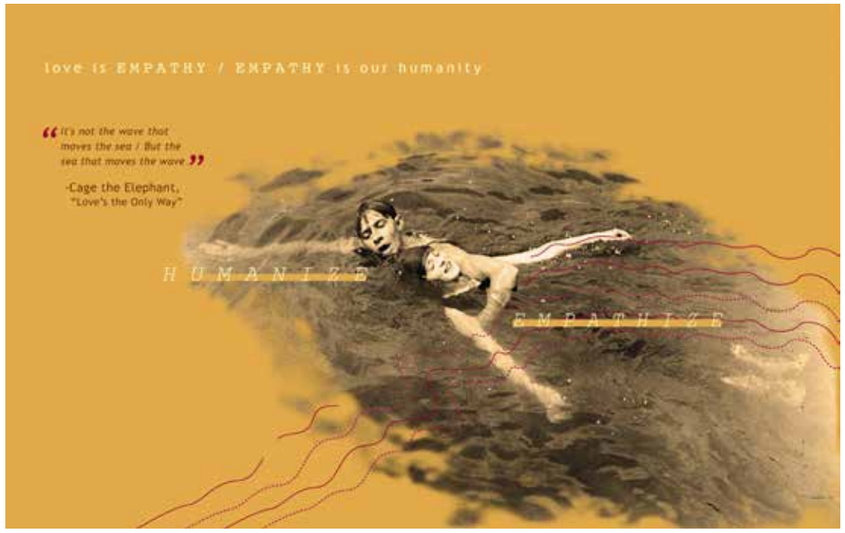

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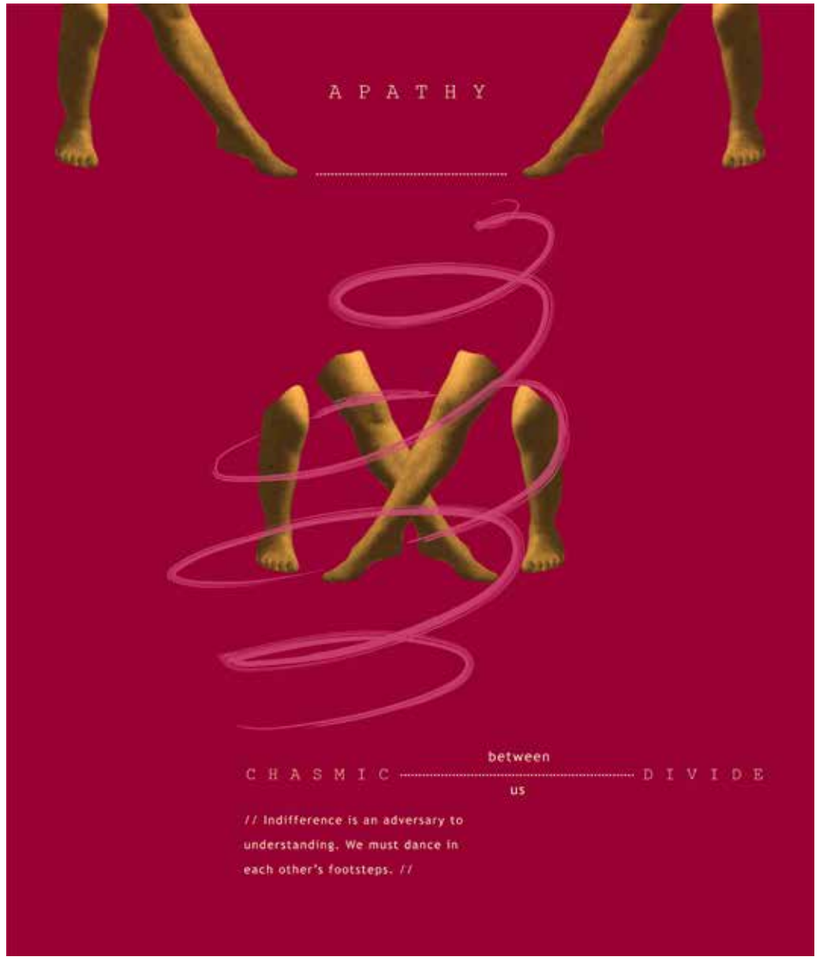

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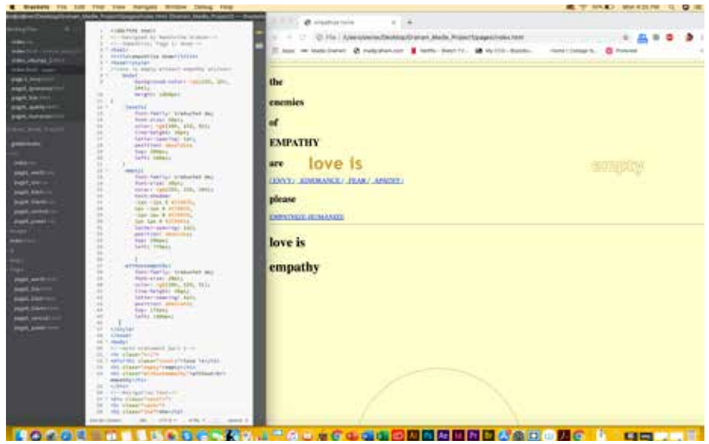

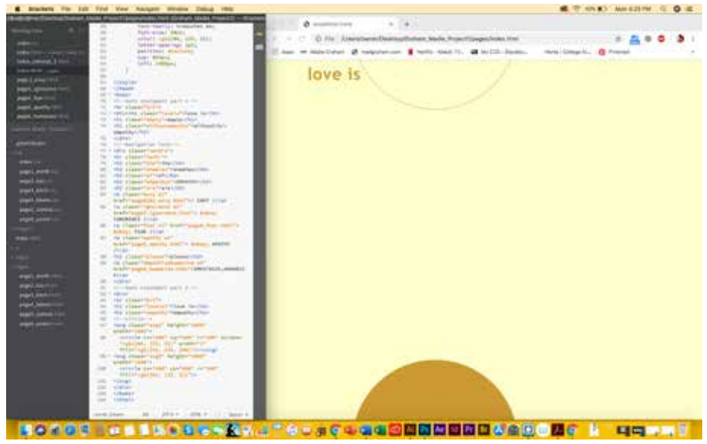

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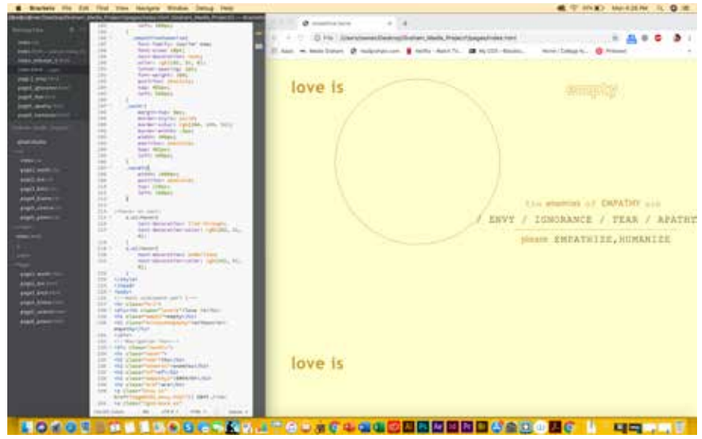

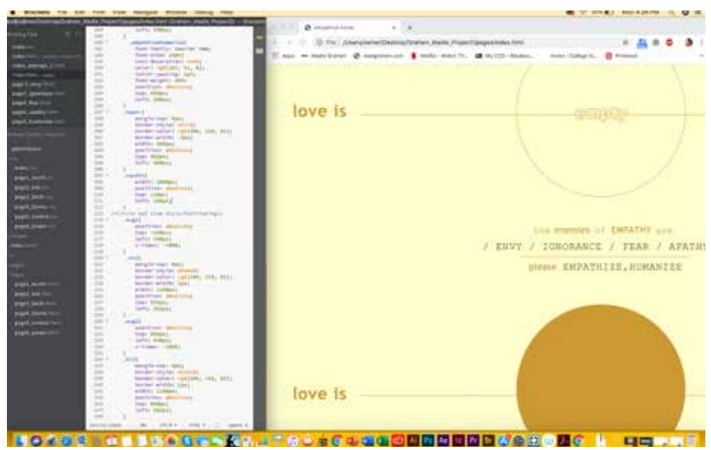

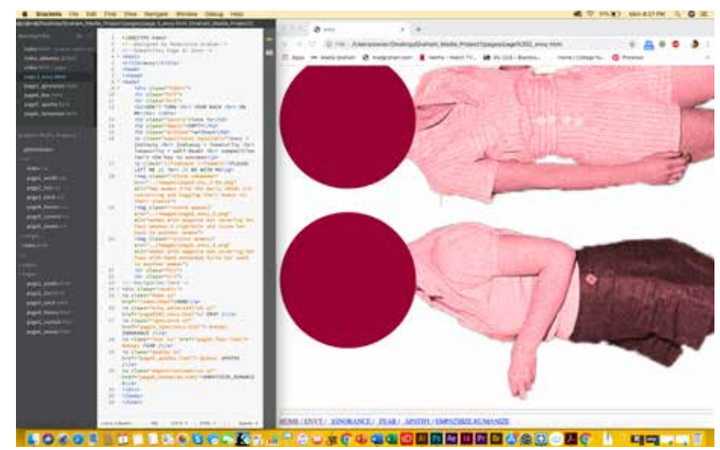

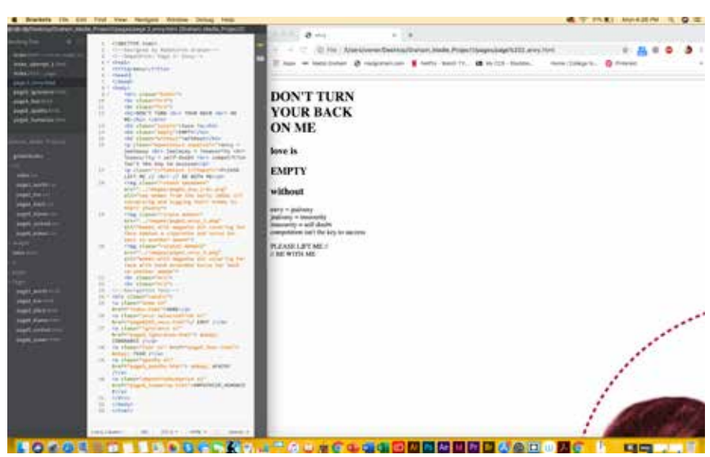

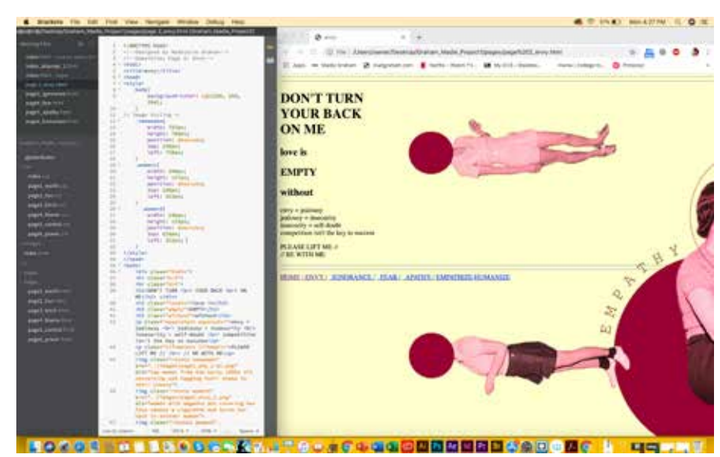

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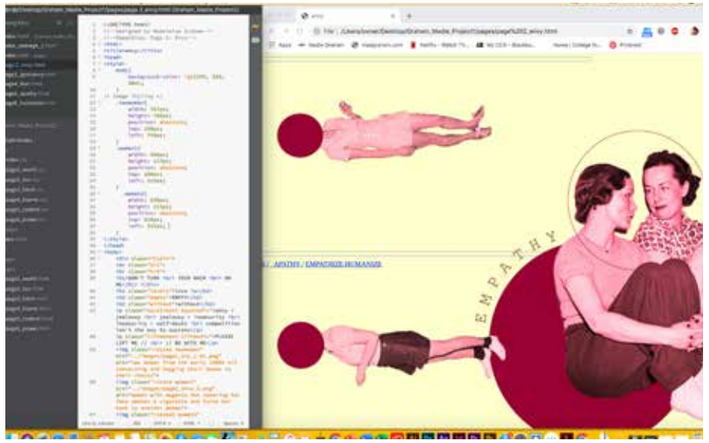

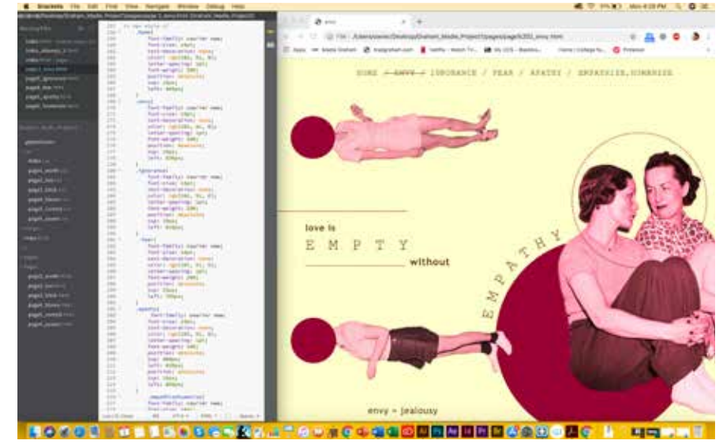

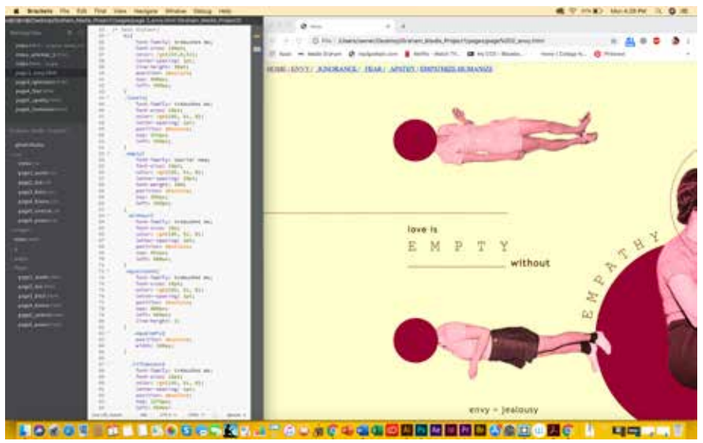

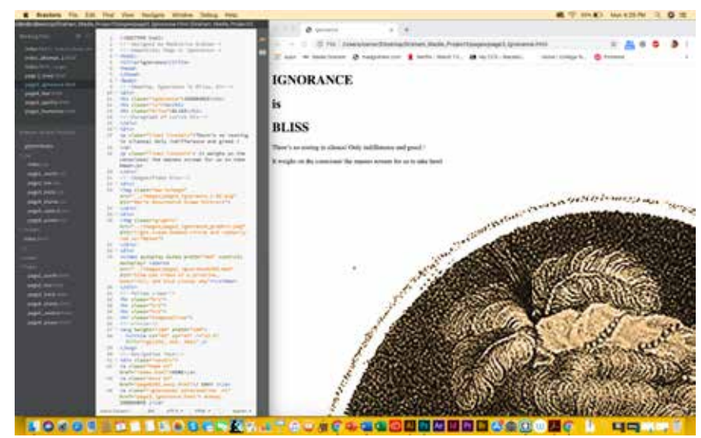

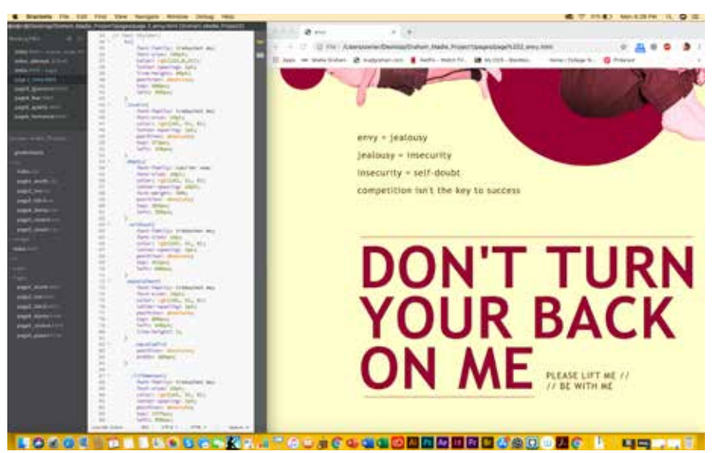

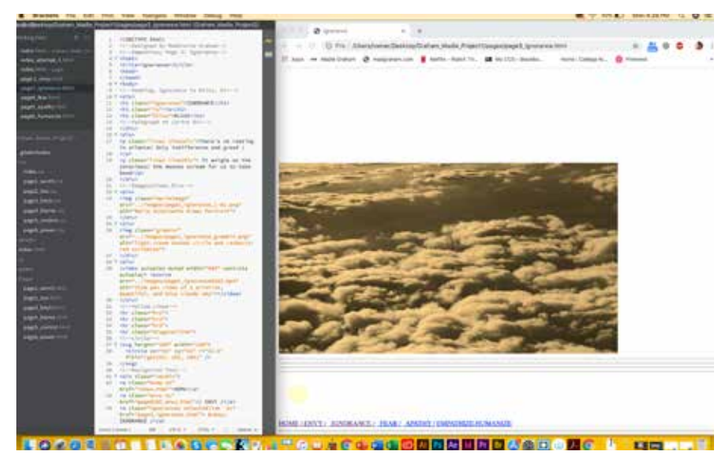

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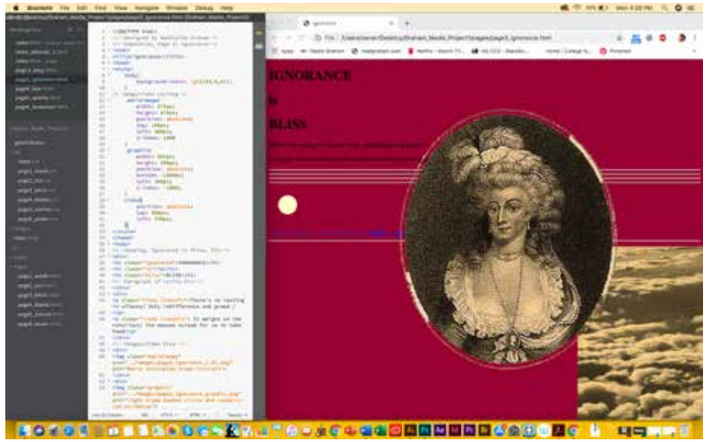

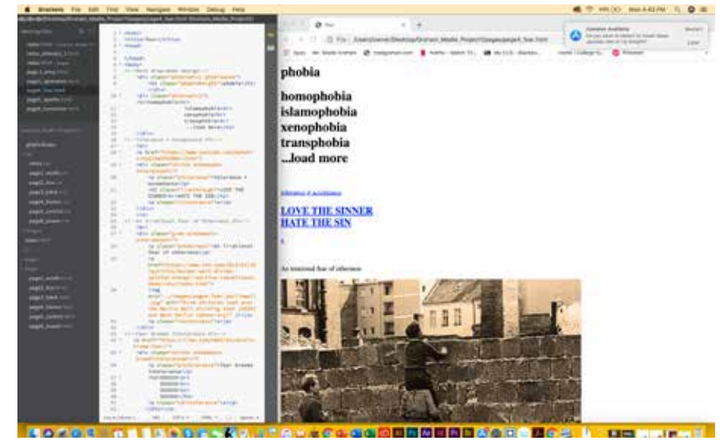

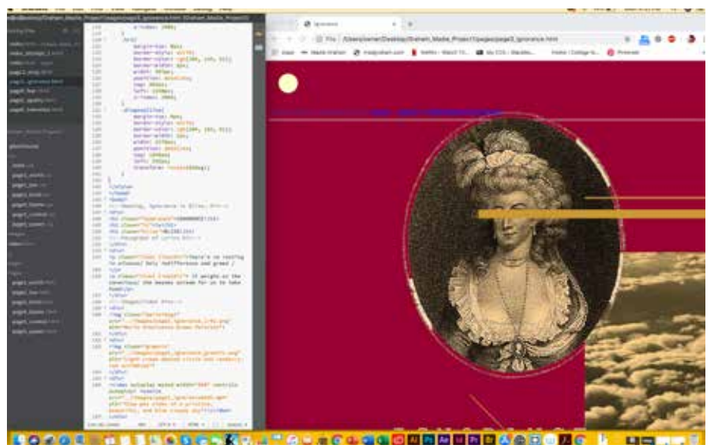

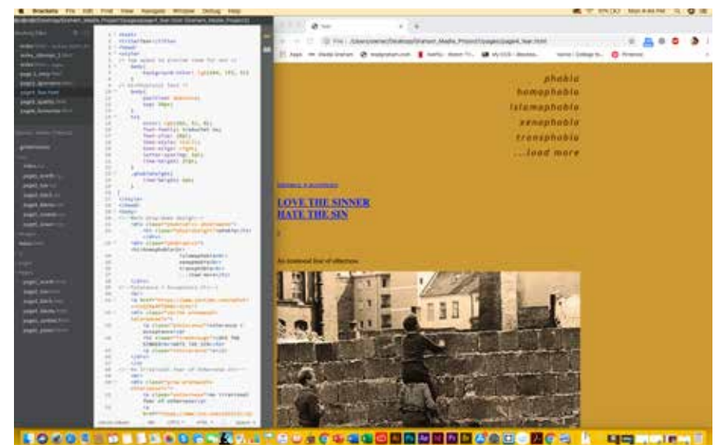

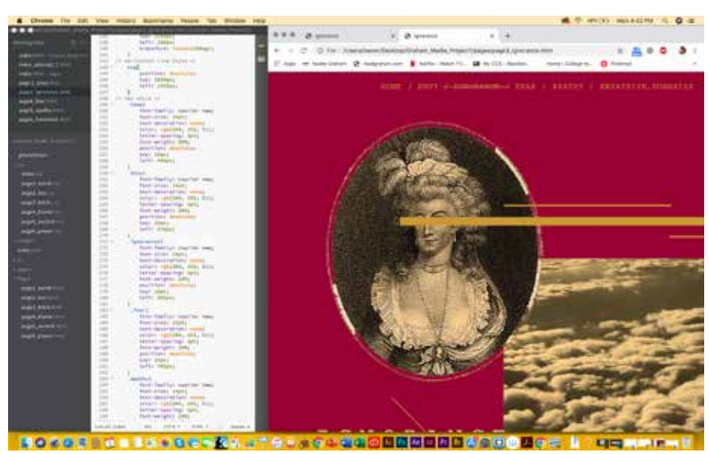

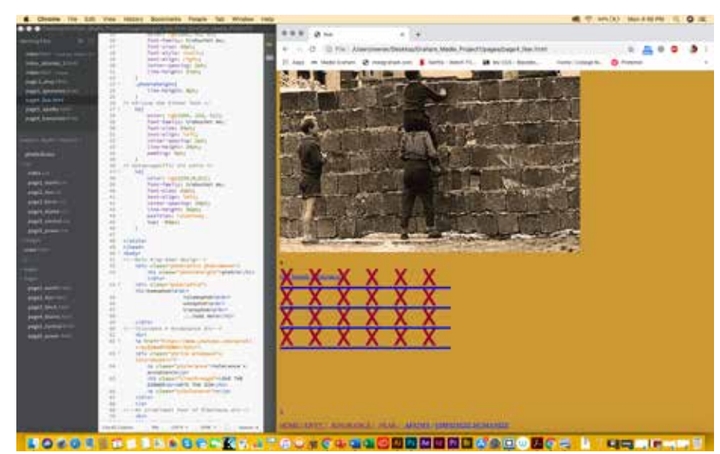

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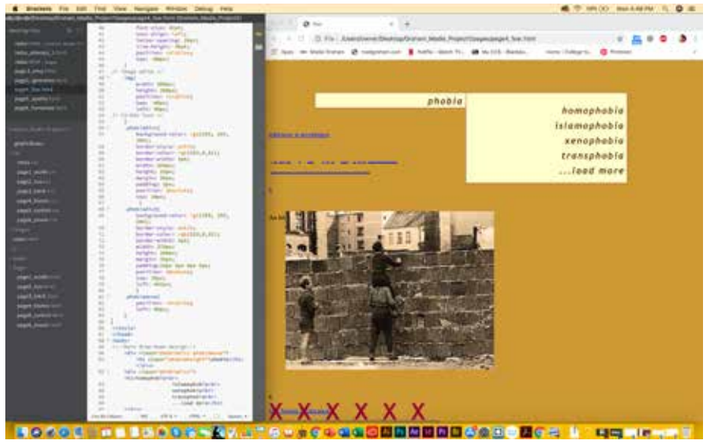

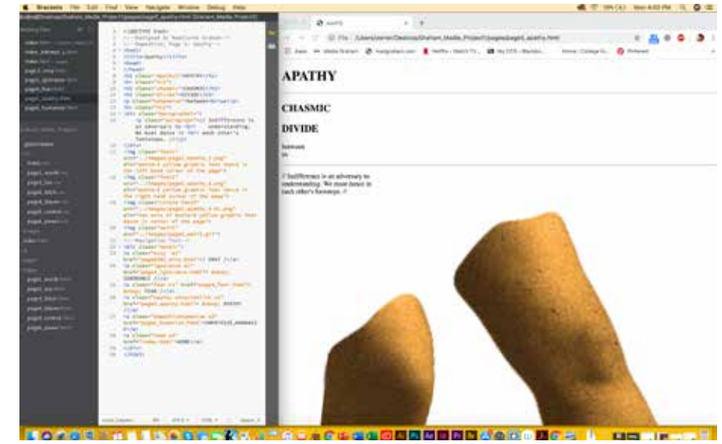

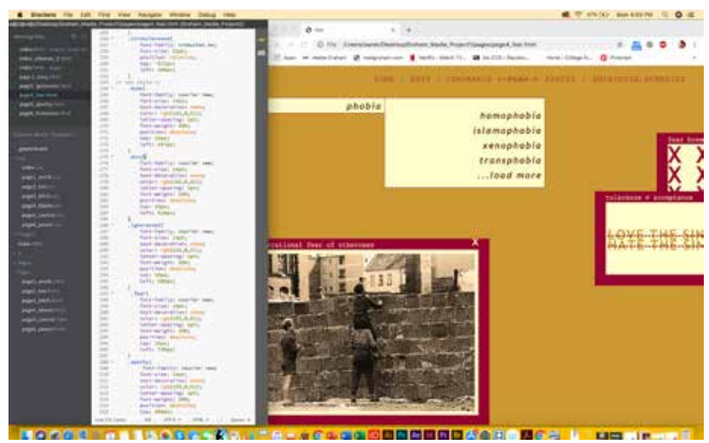

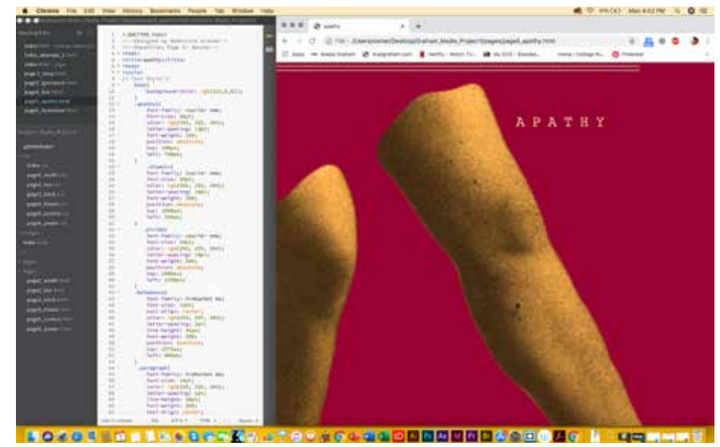

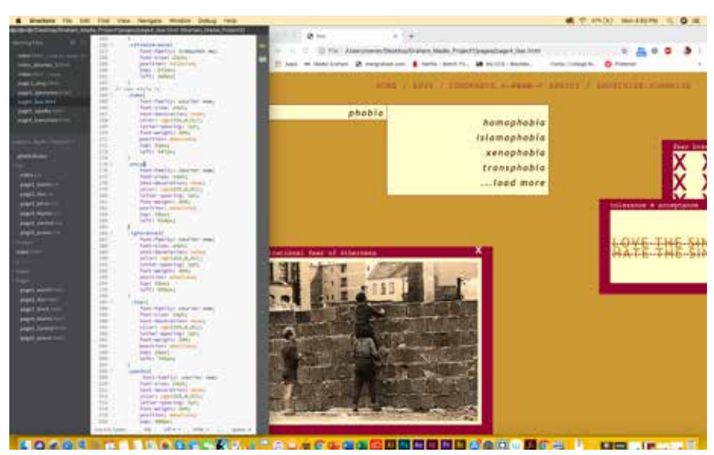

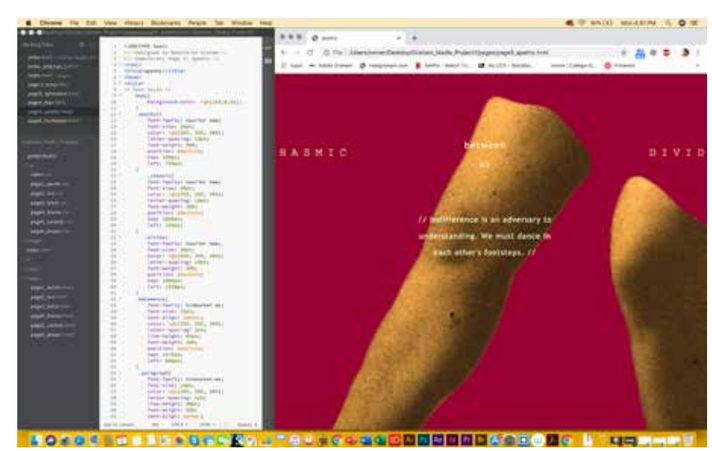

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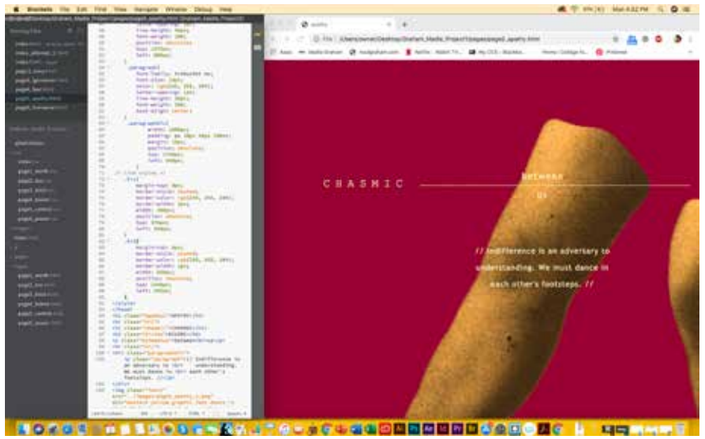

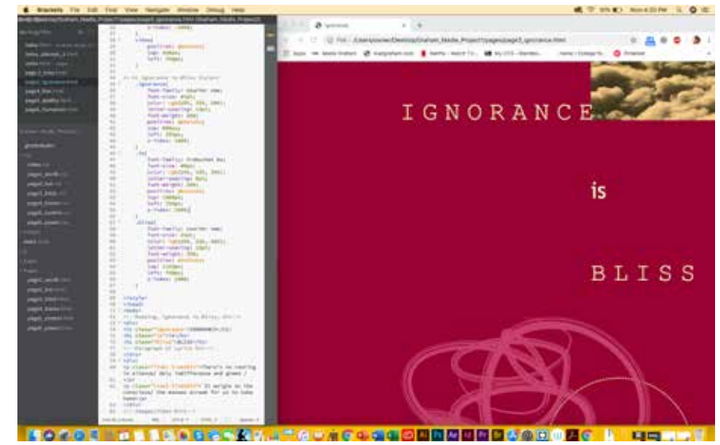

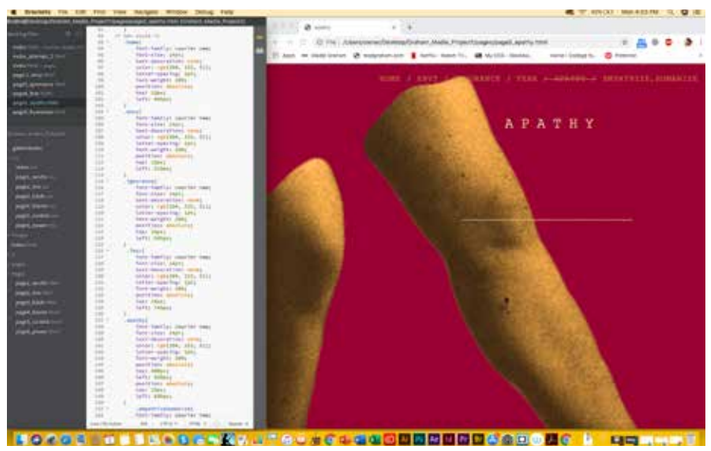

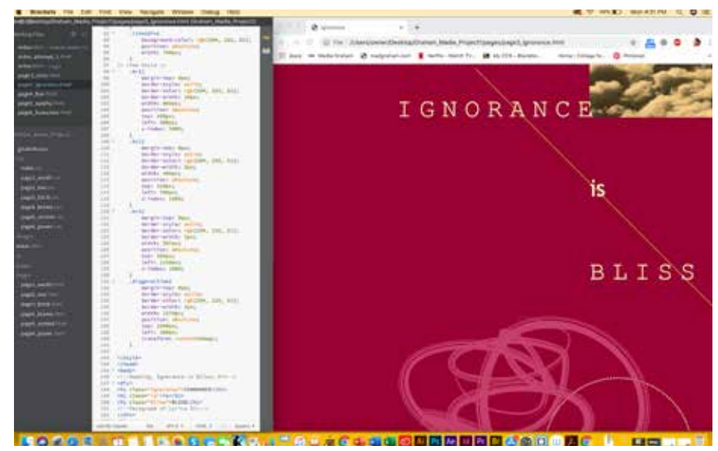

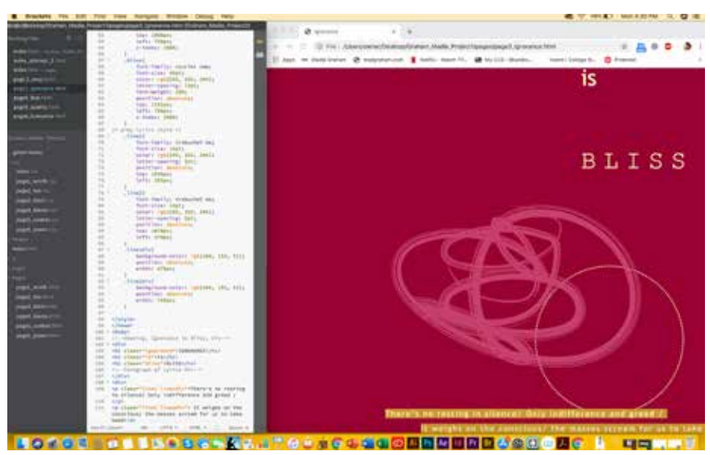

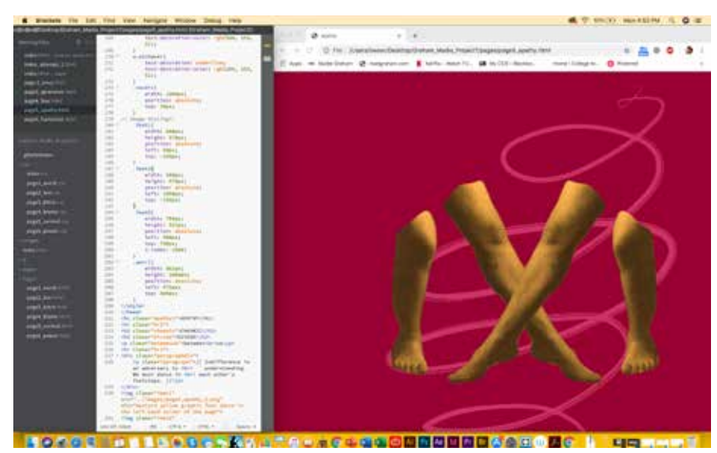

P1

EMPATHIZE

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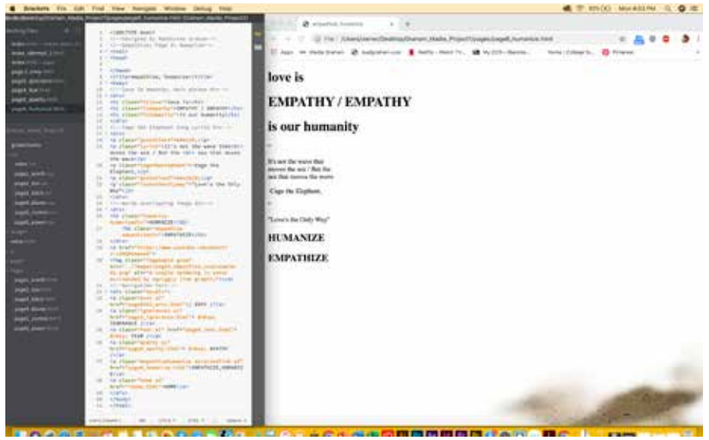

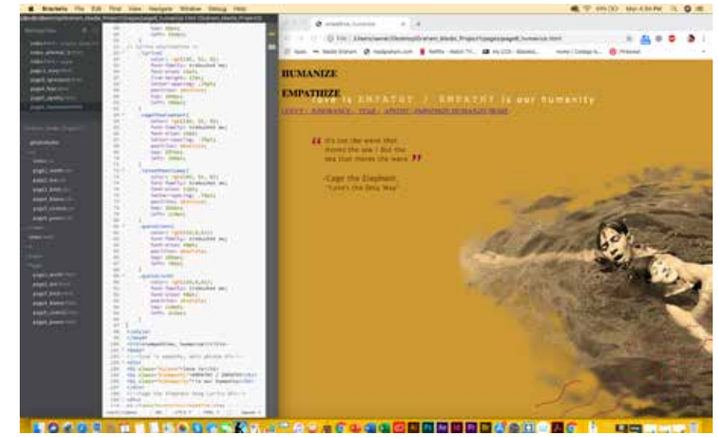

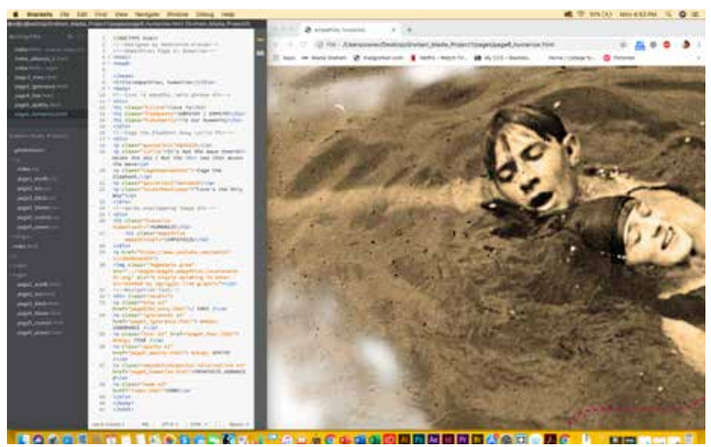

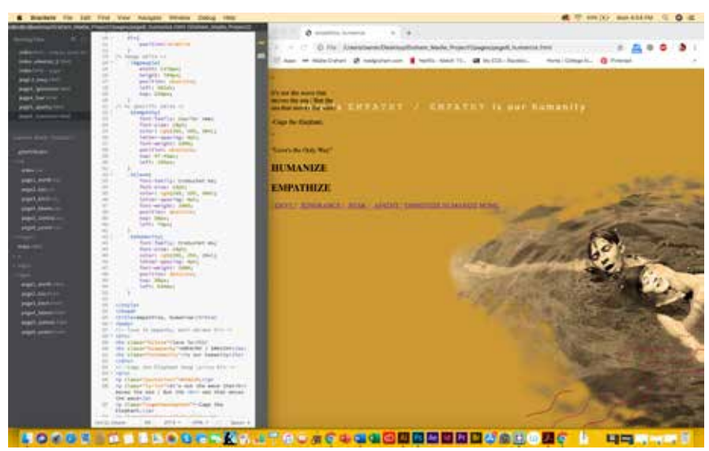

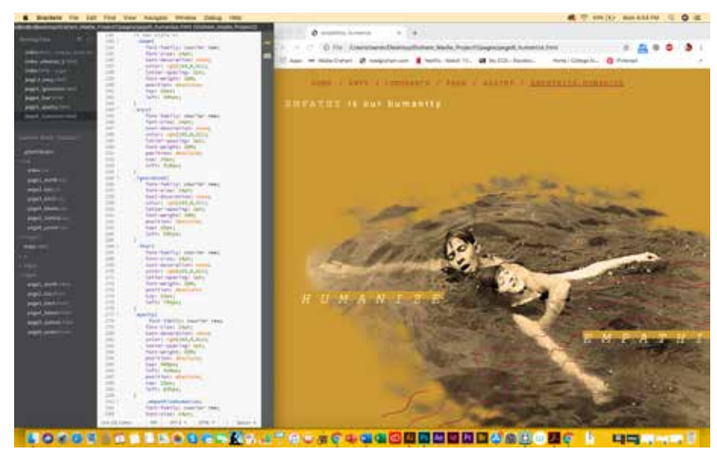

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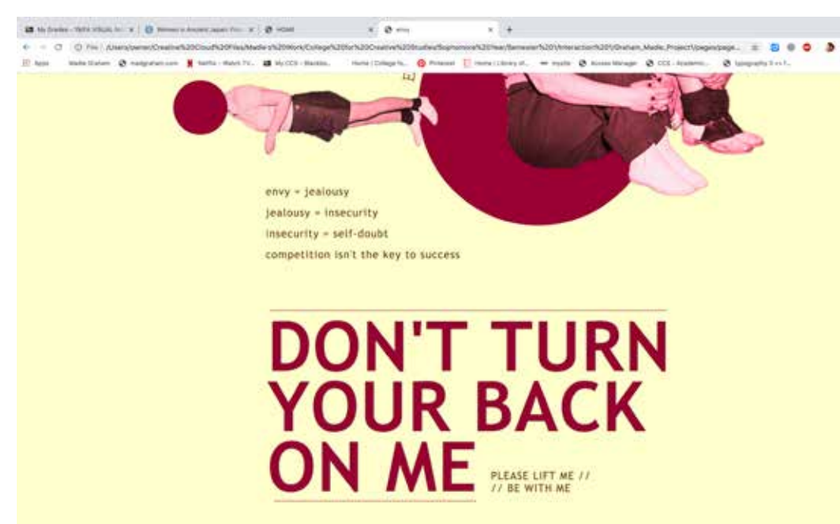

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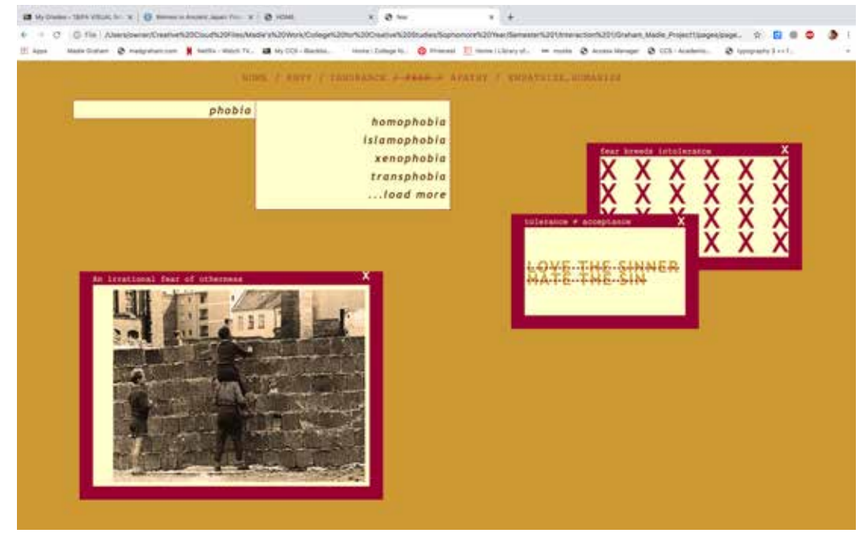

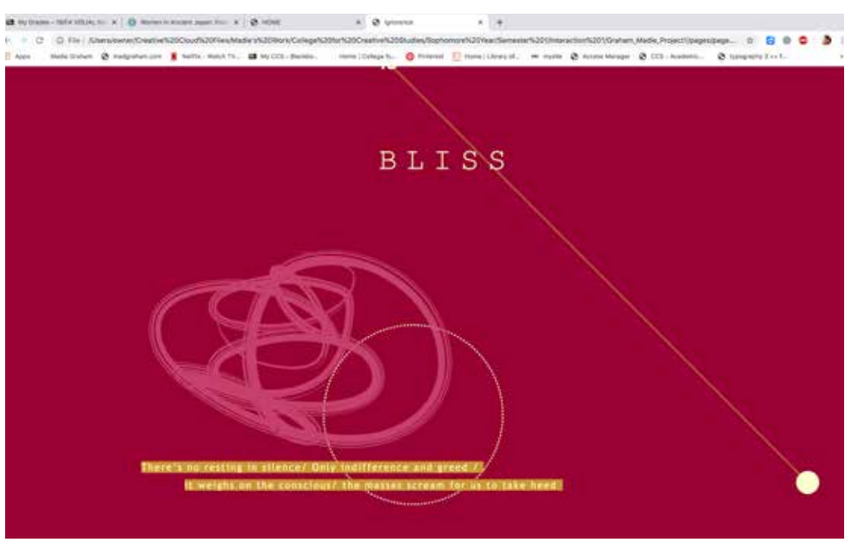

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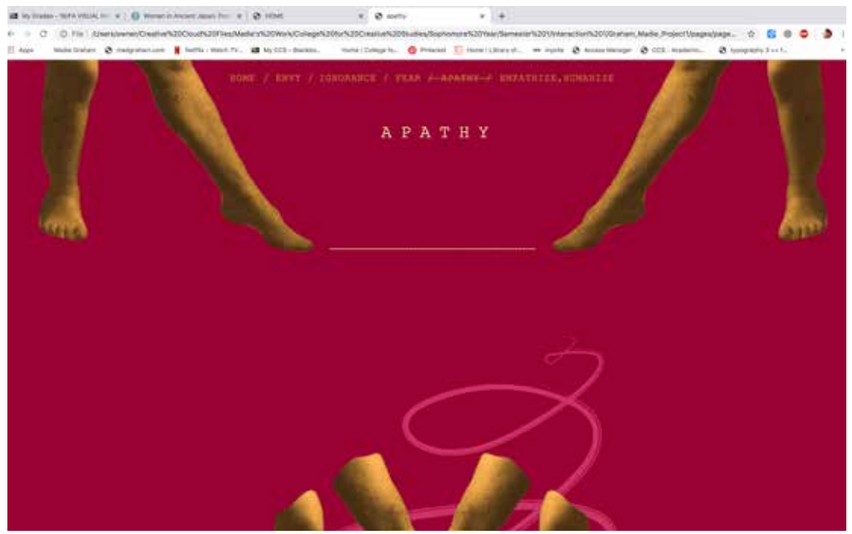

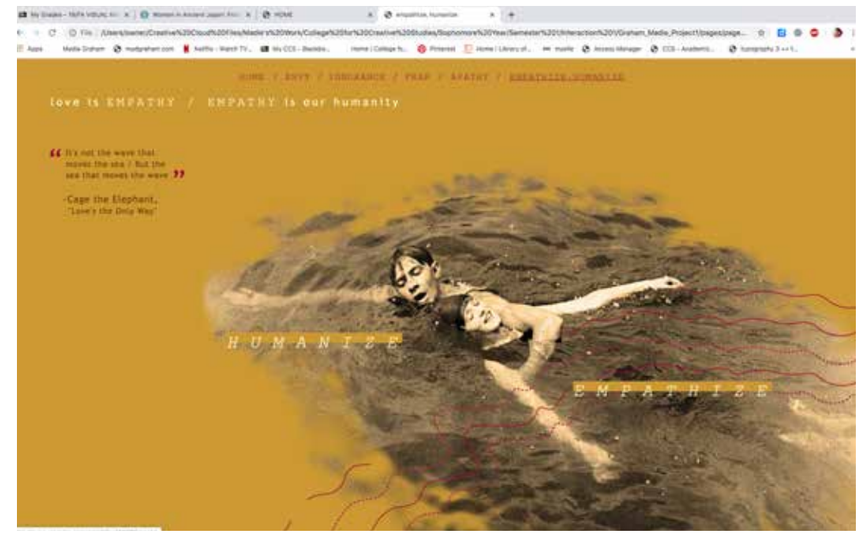

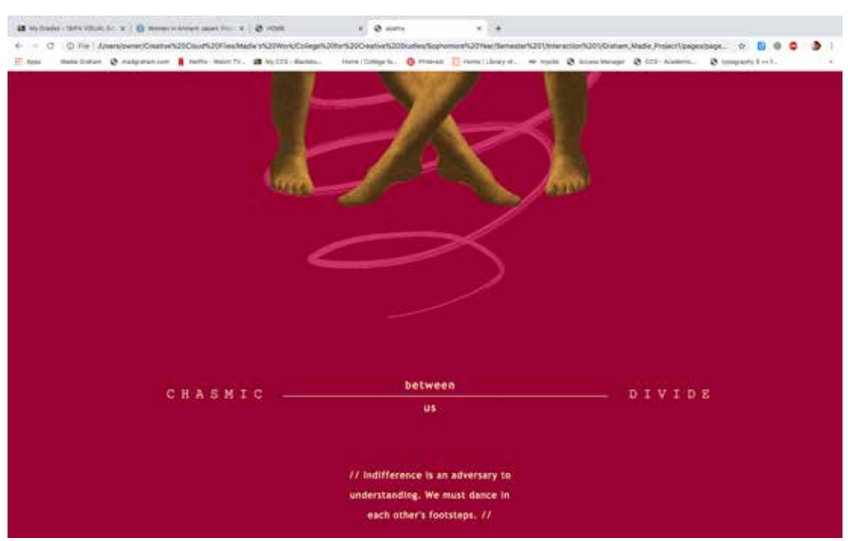

P1

EMPATHIZE

HUMANIZE

<!PROJECTTYPE2 STEPS>

<BRIEF> Choose a news article and discern your own opinions from the article, and reflect upon it through a 5-7 page website. The most vital aspect of this project is clearly establishing your voice through strong design. Create and author your own visuals inspired by the article and the concepts you establish around it.

<1> interpret
< examination and reflection on the content of article />
<2> brainstorm
< mindmap + planning/>
<3> gather
< 20+ authored illustrations />
<4> content map
< site break-down />
<5> sketches
< hand-drawn thumbnails />
<6> digital sketches
< within adobe lilustrator & photoshop />
<7> code execution
< screenshots of coding process />
<8> final site
< screenshots />

P2

A CASE STUDY OF TAYLOR SWIFT

<!ARTICLE INTERPRET>

In the article, "Like Taylor Swift, every woman faces a Justin Bieber," Danielle Campoamor (an editor and columnist) writes an op-ed on the specific battle Taylor Swift faced in controlling the rights to her music, but argued how this particular occurrence reflects a broader issue than just a mega-star "feud." Campoamor reasons that even with all the progressive strides taken within the U.S. in regard to women's rights, women still face inequality and disrespect on a behemoth scale. Taylor Swift is an example of an incredibly successful women, who faced backlash for standing up for herself and her work—her blood, sweat, and tears. Swift's musical catalogue was recently sold to manager, Scooter Braun (a powerful man of wealth and fame), who associates with musicians and figures such as Kanye West and Justin Bieber—all men Swift claims have mistreated her frequently in the past. In Swift's eyes, the sale was "calculated," and Swift wrote a public Tumblr post reflecting her reasonable distress: "Essentially, my musical legacy is about to lie in the hands of someone who tried to dismantle it." Campoamer, after summarizing what occurred to Taylor, points out the negative backlash Swift received for her outcry. Some News outlets shrugged their shoulders and labeled the circumstances as a petty dispute. Others dismissed Swift or offered empty apologies. Braun's wife basically gave her husband partial credit for Swift's personal confidence and success. My favorite line in the article states: "it appears to be painfully difficult for many to resist the urge to label what's happening to Swift as frivolous drama. But this is a powerful woman losing the rights to what she created, to a man she claims attempted to control and hurt her –an outcome we've seen play out before." I took this line to reflect upon how society invalidates women's emotions, strength, successes, and the likes, especially women who hold any positions of power or with voices loud. Campoamer then continues to provide other parallels of women in the public eye, like that of Kesha and the physical and emotional abuse she faced at the hands of her male producer, who she was forced to stay in a contract with. There is also the negative, and often sexist commentary, made about political figures like Kamala Harris and Elizabeth Warren. By presenting the struggles of these influential women, Campoamer tells the reader that these societal practices do not "exist in a bubble," and these examples signify the struggles women face across America. Campoamer also presents statistics on the wage gap and the allegations of rape against our sitting President, to tell the audience that things aren't all fine and dandy, that sexism and inequality have not dissipated into the winds of the past. In the end, Campoamer reflects how blame is ultimately placed on women, and who we are—"our legacies, our reputations, our bodies, or our success" are tampered and mistreated by the hands of controlling men.
Main Point: Women still face inequality and disrespect within society, and are often seen as less-than, as our legitimate concerns are invalidated or disregarded, especially at the hands of powerful men.

5 Essense Words: Feminism, Voice, Power, Blame, Resistance

PERSONAL STANCE: As a huge Taylor Swift fan, as a woman, and as an artist myself, I one hundred percent agree with Campoamer's analysis and take on the stripping of Swift's musical catalogue through a sale, which blind-sighted the musician. From personal experience and reflection on the workings of society, along with history and sociological knowledge, I can conclude we live in a world where we are systemized to act in certain ways. Sexism and the patriarchy are literally taught to us as we grow and develop. We aren't born knowing "pink is a girl color," for example. Gender is not natural, but cultural. Immense progress has been made throughout history in regard to women's rights and feminism, but there is still progress to be made, as occurrences like what happened to Swift still take place in the day to day lives of women. This article isn't about the specifics of her situation, but the broader themes at play. Although she is one well-off and seemingly content individual, it doesn't make it any less disturbing that a woman of Swift's power and influence can still face such blatant disrespect and exploitation in the modern century. Her literal music catalogue, her art, (which she attempted to re-purchase) was sold, against her choice, to a powerful man. This is an issue of control, and the stripping away of control. Women seek body autonomy, rights to their own work, wage equity, and so forth, and are then faced by backlash insinuating irrational emotions and invalid demands, like in the case of Swift.

CULTURAL CONNECTION: The article connects to the cultural concepts of gender, sexism, feminism, inequality (specifically gender inequality), rape culture, the rights of the artist in regard to their work, and so forth.

ARTICLE AUDIENCE: Since the article is an op-ed from CNN on a feminist issue, I would associate this article's audience with liberal and progressive women, maybe liberal men as well. I could also see Taylor Swift fans reading this article, as that is what caught my attention as a fan.

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P2

A CASE STUDY OF TAYLOR SWIFT

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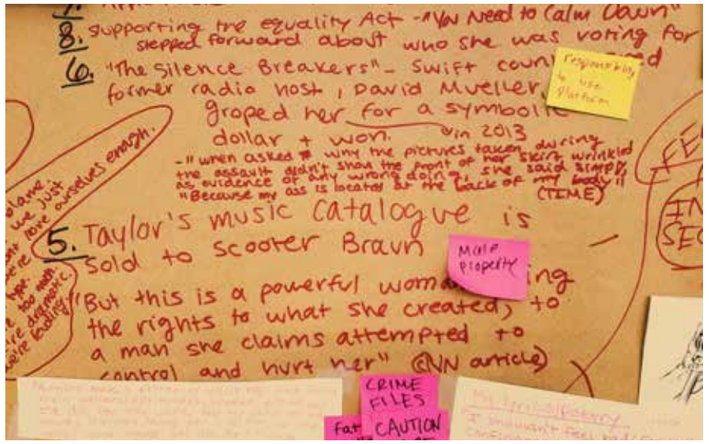

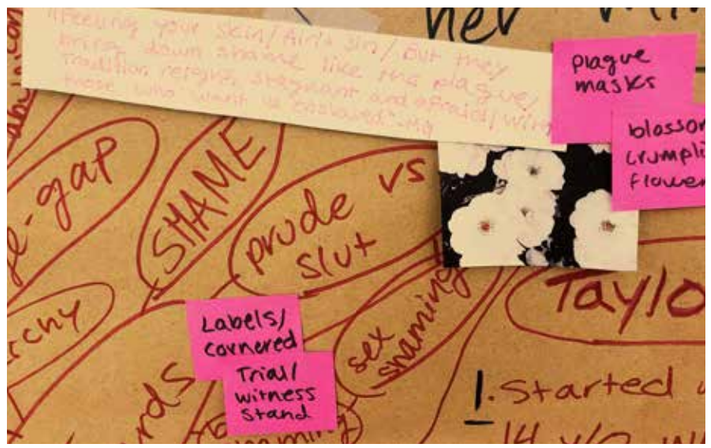

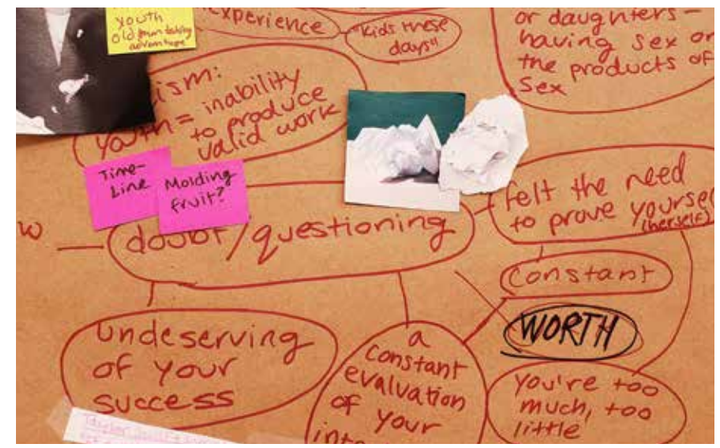

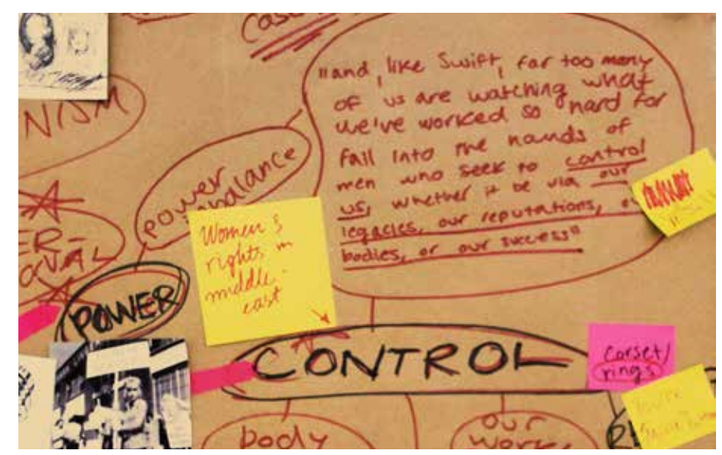

P2

A CASE STUDY OF TAYLOR SWIFT

<!MIND MAP>

P2

A CASE STUDY OF TAYLOR SWIFT

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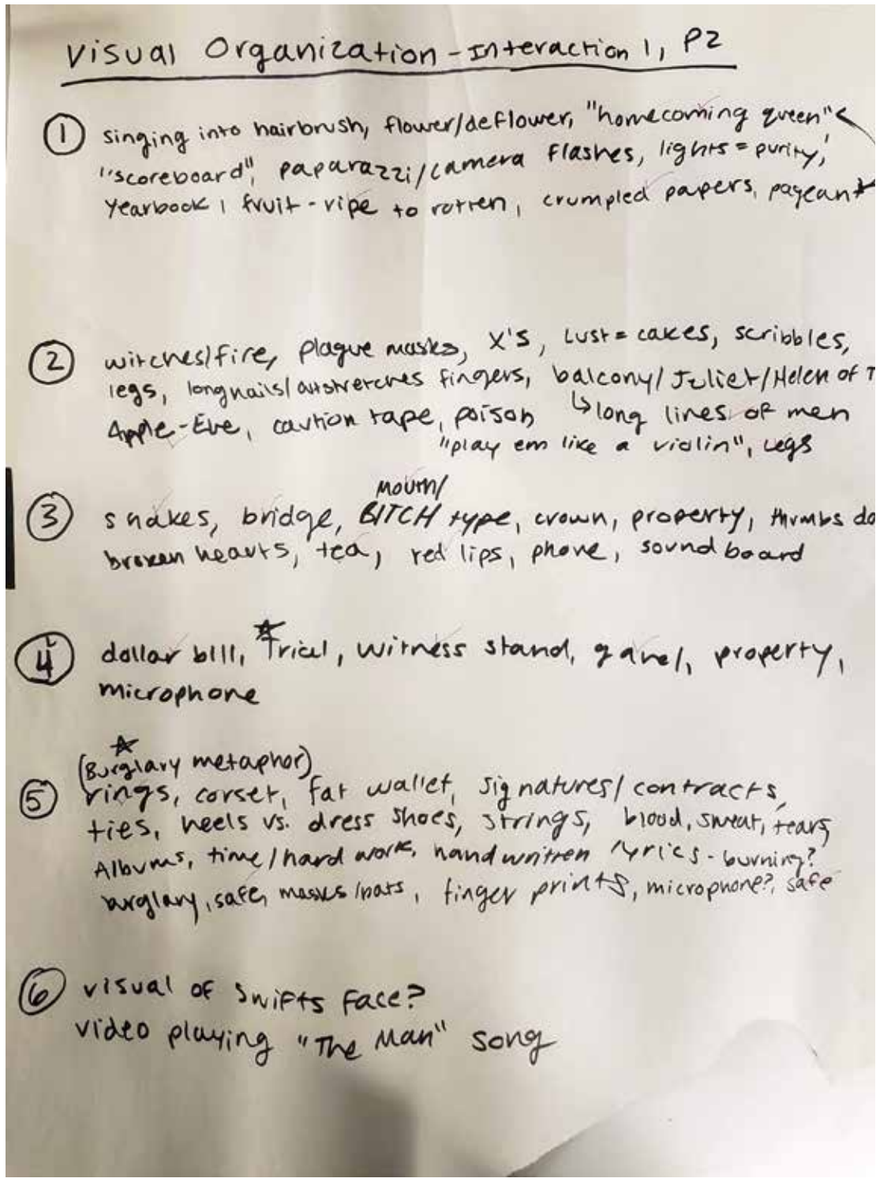


Visual Organization - Interaction 1, P2

1. singing into hairbrush, flower/deflower, "homecoming queen", "scoreboard", paparazzi/camera flashes, lights = purity, yearbook | fruit - ripe to rotten, crumpled papers, pageant

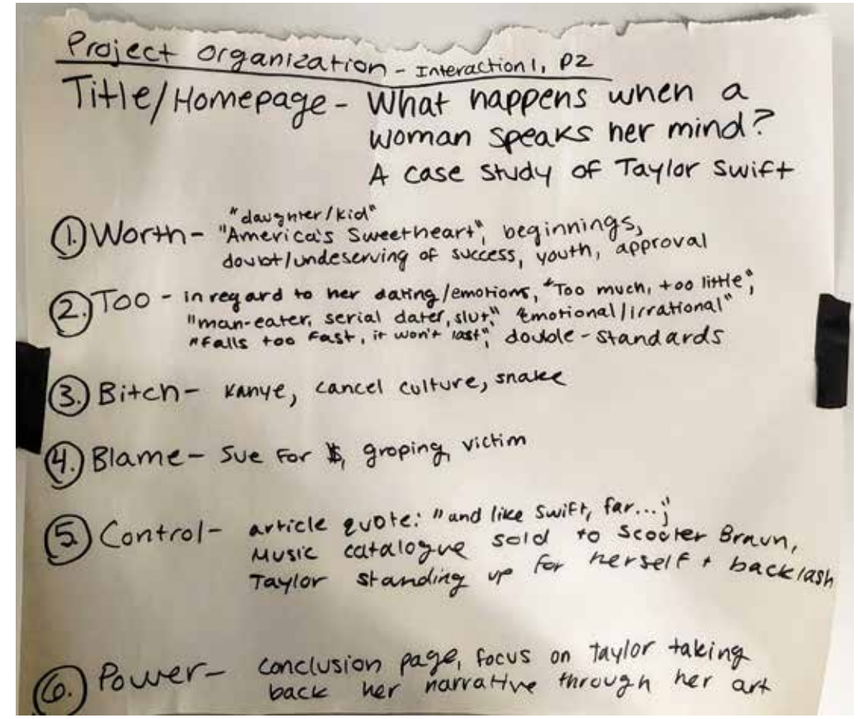
2. witches/fire, plague masks, X's, lust = cakes, scribbles, legs, longnails/autotrectures fingers, balcony/Juliet/Helen of T, Apple - Eve, caution tape, poison ↳ long lines of men "play em like a violin", legs

3. snakes, bridge, MOUTH/BITCH type, crown, property, thumbs do, broken hearts, tea, red lips, phone, sound board

4. dollar bill, ★ trial, witness stand, gavel, property, microphone

5. (★ Burglary metaphor) rings, corset, fat wallet, signatures/contracts, ties, heels vs. dress shoes, strings, blood, sweat, tears, Albums, time/hard work, handwritten lyrics - burning? burglary, safe, masks/hats, finger prints, microphone?, safe

6. visual of Swifts face? video playing "The Man" song



Project organization - Interaction 1, P2

Title/Homepage - What happens when a woman speaks her mind? A case study of Taylor Swift

1. Worth - "daughter/kid" "America's Sweetheart", beginnings, doubt/undeserving of success, youth, approval

2. Too - in regard to her dating/emotions, "Too much, too little", "man-eater, serial dater, slut", "emotional/irrational", "falls too fast, it won't last", double - standards

3. Bitch - Kanye, cancel culture, snake

4. Blame - Sue for $, groping victim

5. Control - article quote: "and like Swift, far..." Music catalogue sold to Scooter Braun, Taylor standing up for herself + backlash

6. Power - conclusion page, focus on taylor taking back her narrative through her art

P2

A CASE STUDY OF TAYLOR SWIFT

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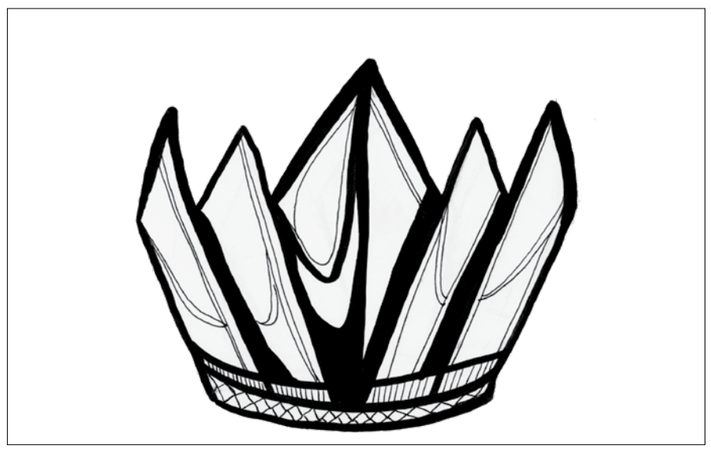

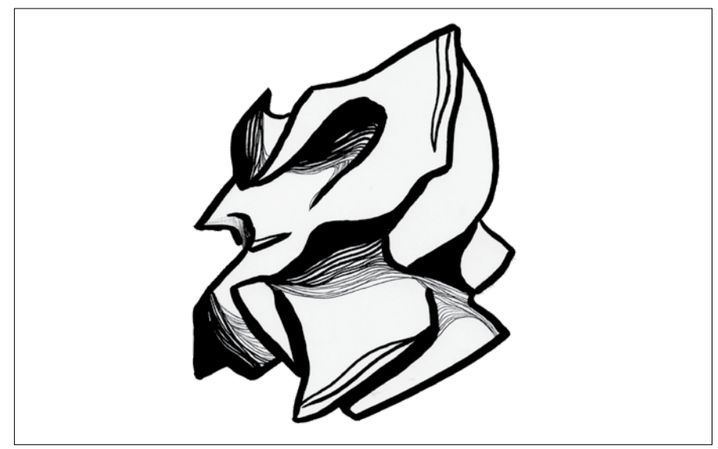

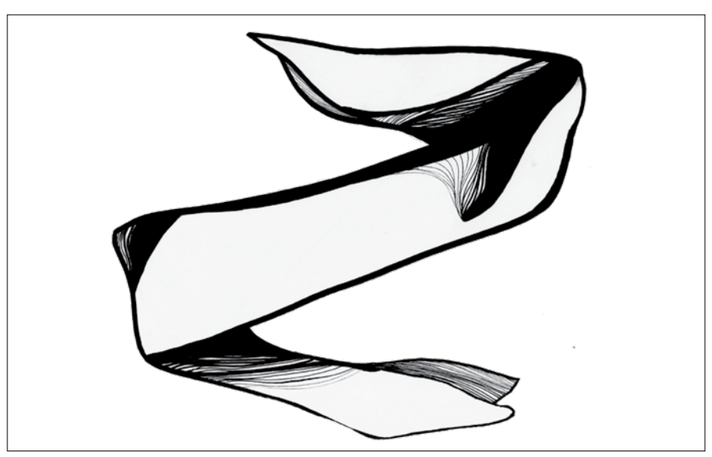

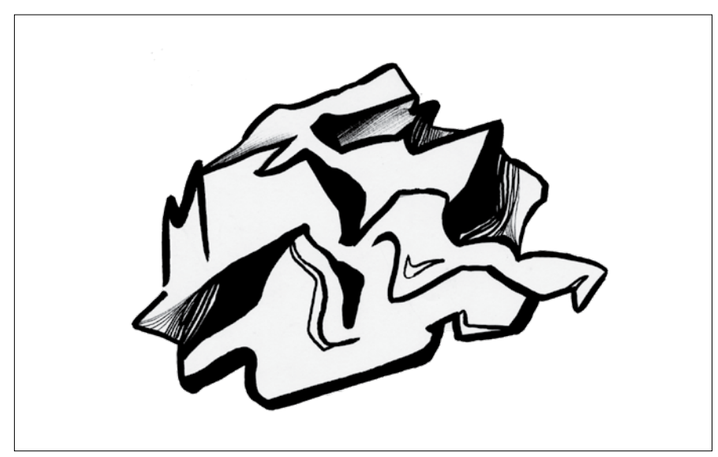

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A CASE STUDY OF TAYLOR SWIFT

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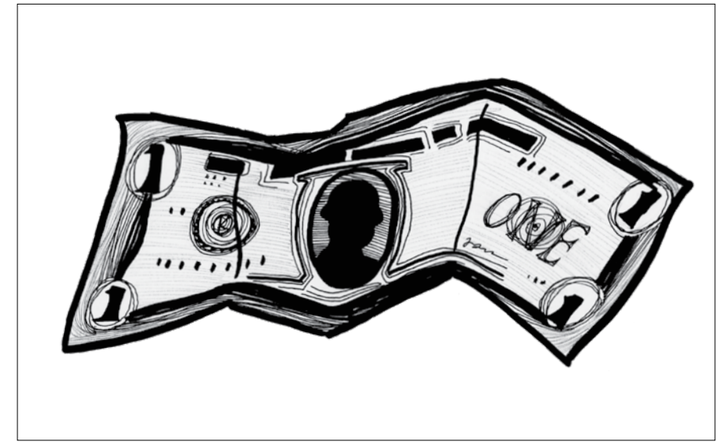

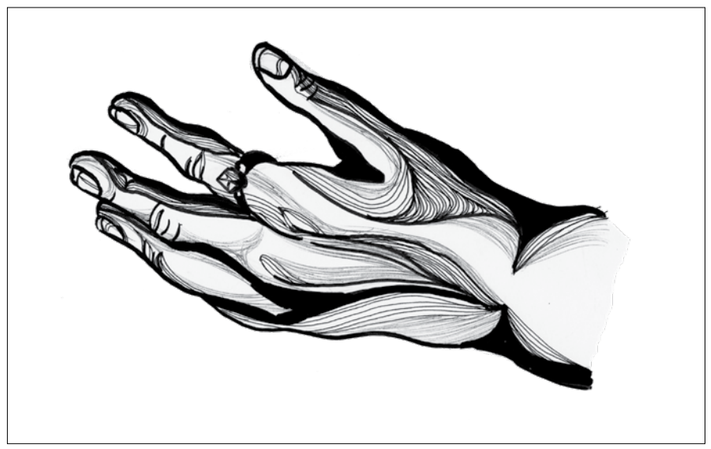

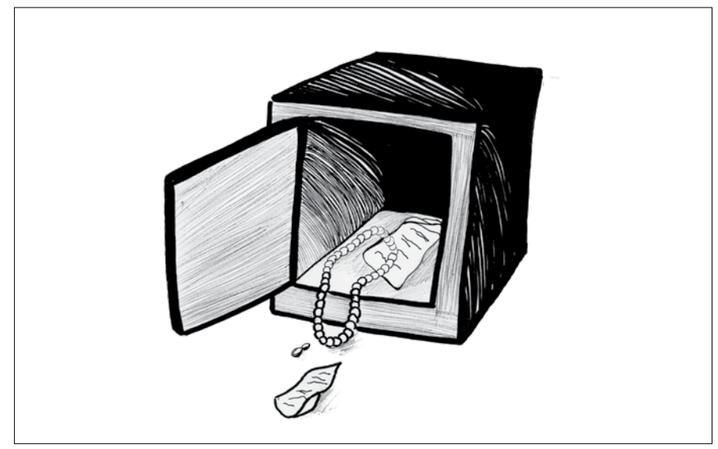

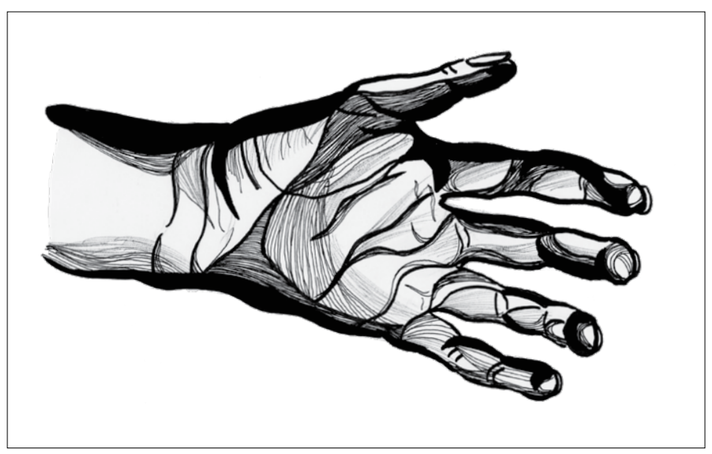

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A CASE STUDY OF TAYLOR SWIFT

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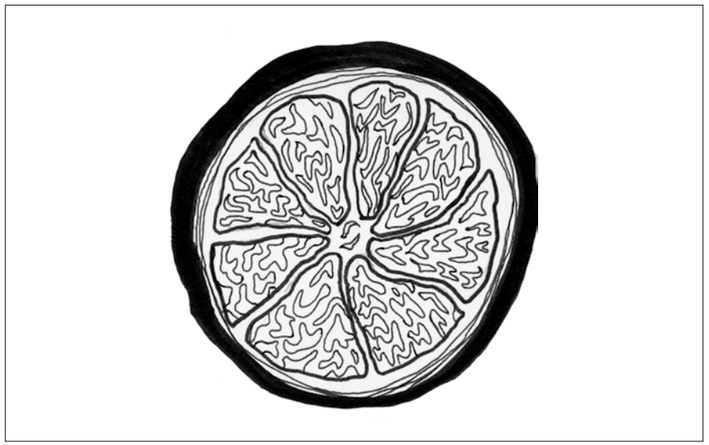

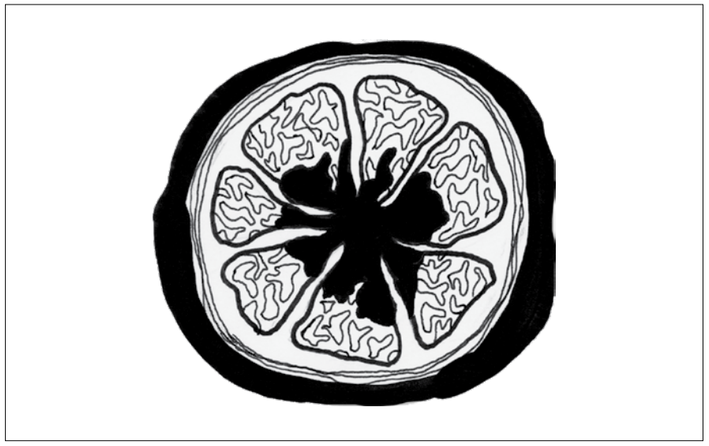

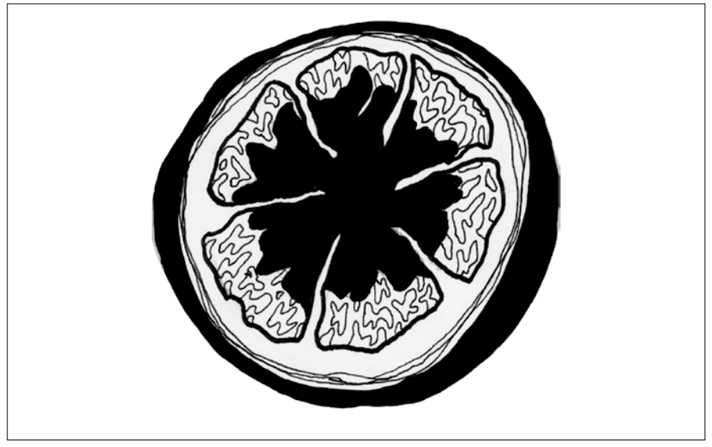

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A CASE STUDY OF TAYLOR SWIFT

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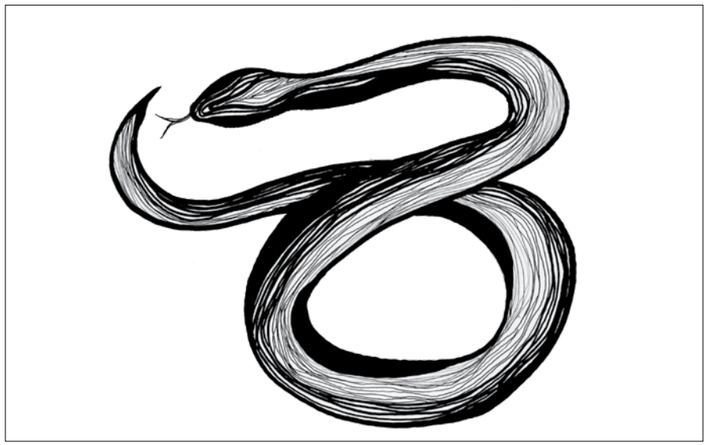

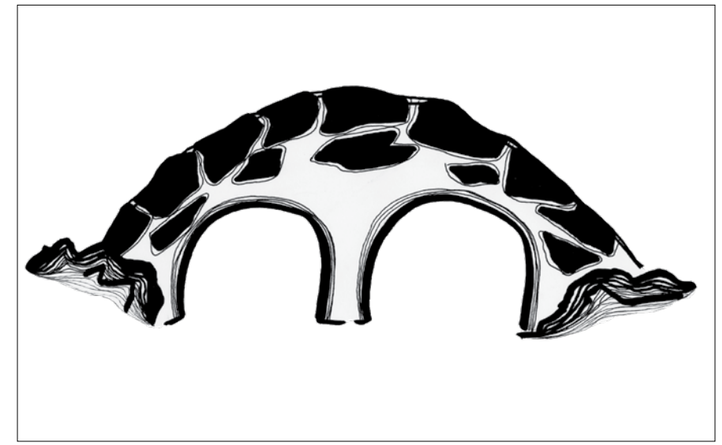

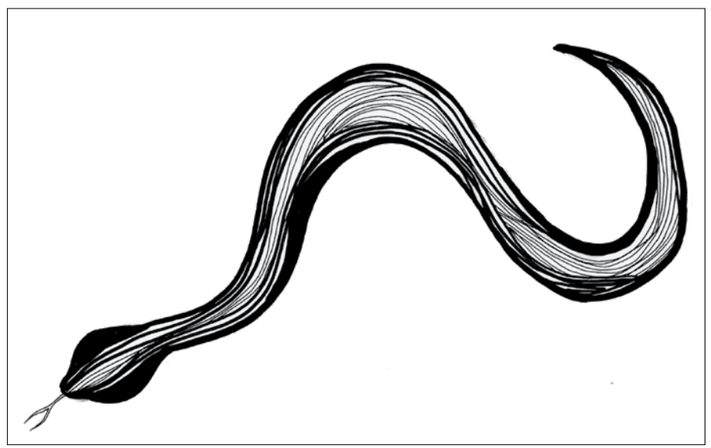

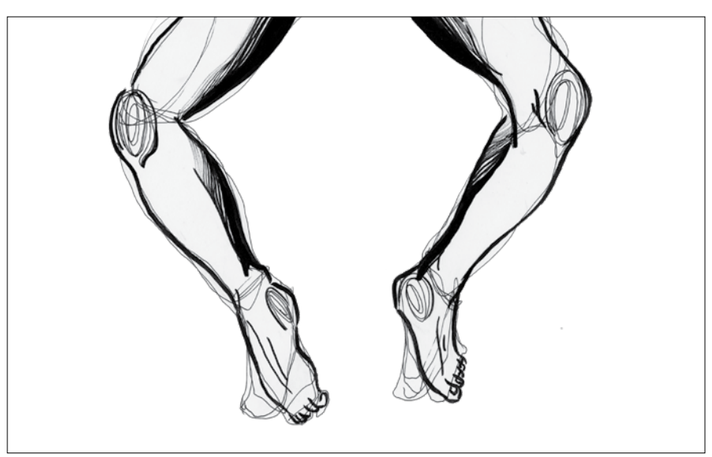

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A CASE STUDY OF TAYLOR SWIFT

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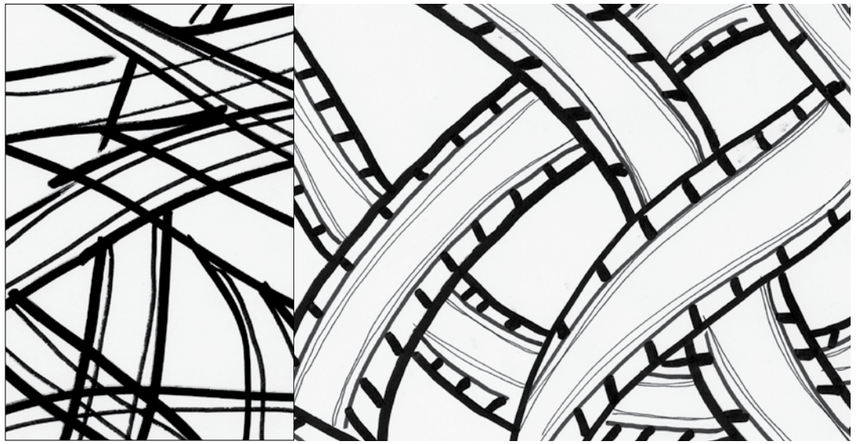

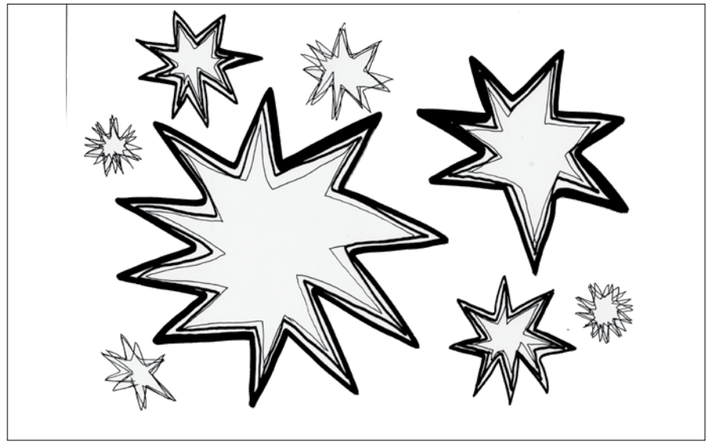

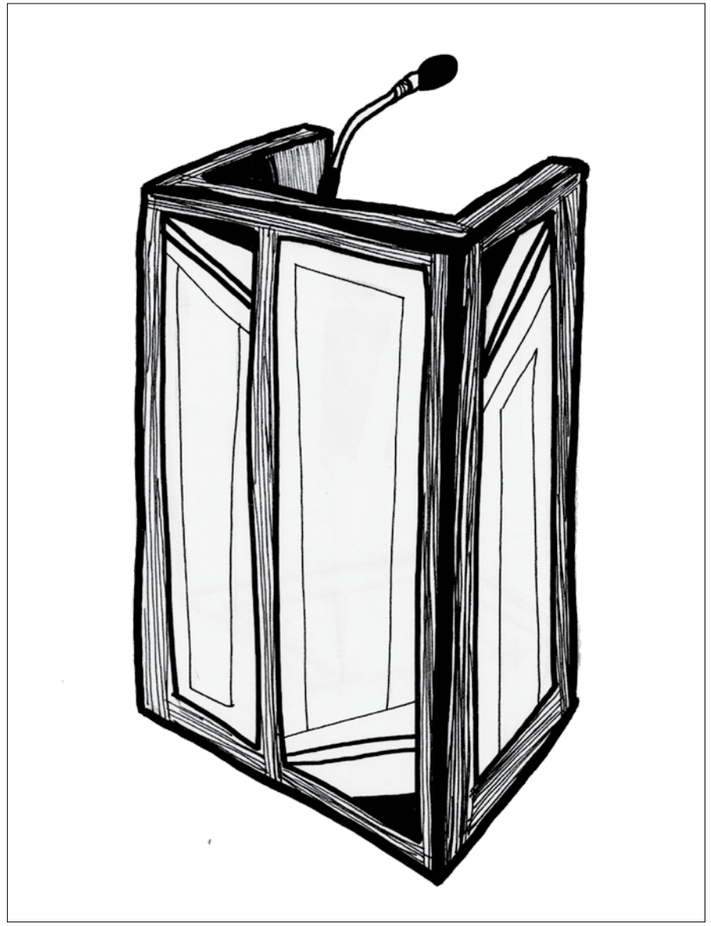

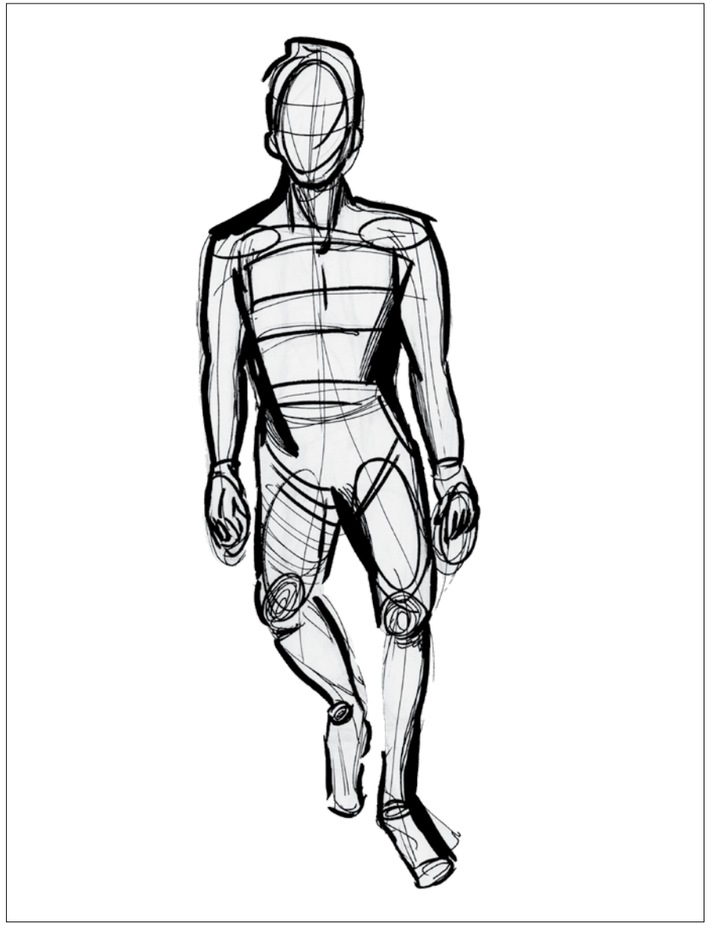

P2

A CASE STUDY OF TAYLOR SWIFT

<!CONTENT MAP>

1. HOME PAGE:
A. Visuals on the page: Possible texture: Fingerprints or caution tape, neon highlighter color?
B. Head: (Big Bold Type): What Happens When a Woman Speaks Her Mind?
C. Subhead: A Case Study of Taylor Swift
D. The Man Audio

2. PAGE 1: WORTH
A. Visuals on the page: homecoming sash, grapefruit ripe to rotten, crumpled papers
B. Intro: How does public perception shape you? Rake you through dirt and dust? Do you grow or wilt with age? Do you ripen, then rot? Entering the public sphere at a young age, opens you to excess vulnerability.
C. Background: At fourteen years old, Taylor signed her first record deal; from there her career expanded and musical talent blossomed. In 2010, Swift was the youngest woman ever to receive Album of the Year for her sophomore work, Fearless. An embodiment of "innocence" and "youth." And from that innocence, an evaluation of worth develops.
D. Quote: "She doesn't really write those songs; so my third album I wrote by myself as a reaction to that."-Taylor Swift, Rolling Stone: "The Rolling Stone Interview: Taylor Swift."
E. Labels: America's Sweetheart, Just a Kid.
F. Conclude: She did everything right. She put in the work. She won the Grammy. Yet, a constant assessment persists. Under a microscope. Undeserving of success. A constant need to prove oneself.
G. Lyric Possibility: "I'm alone, on my own, and that's all I know/ I'll be strong, I'll be wrong, oh but life goes on/ Oh, I'm just a girl, trying to find a place in this world."-Taylor Swift, "A Place in This World"

3. PAGE 2: TOO
A. Visuals on the page: apple, legs, line of men, tea?
B. Intro: Are you too much? Are you too little? You're never enough.
C. Background: In her early twenties, Taylor dated various men like any other college-aged woman. Her romantic experiences became inspiration for her music.
D. Quote: "Careful, she'll write a song about you." Article Quote: "As women, we're to blame. We're too aggressive. We just want attention. We don't love ourselves enough. We're manipulative. We're not his type. We're too much. We're dramatic. We're feuding." -Danielle Campoamor
E. Labels: Slut, man-eater, serial dater.
F. Conclude: Made to feel like her love was a ploy. A double standard. A constant contradiction. She can't keep a man, or she keeps too many.
G. Lyric Possibility: "Got a long list of ex-lovers/They'll tell you I'm insane/But I've got a blank space, baby/And I'll write your name." -Taylor Swift, "Blank Space"

4. PAGE 3: BITCH
A. Visuals on the page: snakes, bridge, red lips, phone, tea?
B. Intro: How is confidence seen? Standing up for ourselves? Confidence in a man is seen with respect, but a woman's is a cry for help. She's the bitch with the loudmouth, he's the boss with a smile proud.
C. Background: In 2016, Kanye West labels Swift as a bitch in his track and takes credit for her success; he also replicates a nude wax figure of her body in his music video. Kim Kardashian releases an illegal video, of a phone-call with Swift agreeing to the first line of the lyrics, on National Snake Day: a manipulation tactic.
D. Quote: "I feel like me and Taylor might have sex/I made that bitch famous."-Kanye West, "Famous"
E. Labels: #TaylorSwiftisaSnake #TaylorSwiftisCanceled
F. Conclude: Manipulated, and disrespected. Sought forgiveness, got rejected. Women pitted against one another; one mistake equals total cancellation. Unforgiven. She's the Bitch.
G. Possible Lyrics: "If a man talks shit, then I owe him nothing." -Taylor Swift, "I Did Something Bad," "They got their pitchforks and proof/Their receipts and reasons/ They're burning all the witches even if you aren't one/So light me up."-Taylor Swift, "I Did Something Bad"

5. PAGE 4: BLAME
A. Visuals on the page: Dollar bill, witness stand, gavel.
B. Intro: Why didn't you say anything? Why are you still speaking? On your soapbox again. Silence-breaking. Accused of victim-playing.
C. Background: In 2013, a radio host named David Mueller groped Taylor. Swift reported the incident and David was fired; he then sued her for defamation and Taylor counter-sued for a symbolic one dollar. And won. ("'I Was Angry.' Taylor Swift on What Powered Her Sexual Assault Testimony" by Eliana Dockterman)
D. Quotes: "When asked why the pictures taken during the assault didn't show the front of her skirt wrinkled as evidence of any wrongdoing, she said simply, "Because my ass is located at the back of my body." When asked if she felt guilty about Mueller losing his job, she said, "I'm not going to let you or your client make me feel in any way that this is my fault. Here we are years later, and I'm being blamed for the unfortunate events of his life that are the product of his decisions—not mine."
E. Labels: she's playing the victim, again.
F. Conclude: Objectified, sexualized. She stands up against male pride. Disregard, disbelief. Witness bared, take heed.
G. Possible Lyrics: "American stories burning before me/I'm feeling helpless, the damsels are depressed/ Boys will be boys then, where are the wise men?/Darling, I'm scared"-Taylor Swift, "Miss Americana and the Heartbreak Prince"

6. PAGE 5: CONTROL
A. Visuals on the page: Rings, safe, hands
B. Intro: Who has control? Power imbalance. Grabbing hands take hold of your narrative. How do you bare this loss?
C. Background: In 2019, Taylor's music catalogue—her blood, sweat, and tears—was sold, without her knowledge and despite her many attempts to purchase full ownership, to Scooter Braun's company (manager of Kanye and Justin Bieber).
D. Quotes (article quote): "This is a powerful woman losing the rights to what she created, to a man she claims attempted to control and hurt her." -Danielle Campoamor, "Interesting that the man you're so 'grossed out' by believed in you more than you believed in yourself."-Yael Cohen, Scooter's wife.
E. Labels: Emotional, irrational, dramatic. Frivolous feuding.
F. Conclude: Stolen. Taken. The fruits of her labor falling into greedy fingers. She watches her life's work slip out of reach.
7. Page 6: Power
A. Visuals on the page: crown? Swift face, possible video of me singing "The Man" or just "the Man" lyrics as texture?
B. Article Quote: "And like Swift, far too many of us are watching what we've worked so hard for fall into the hands of men who seek to control us, whether it be via our legacies, our reputations, our bodies, or our success."-Danielle Campoamor
C. Possible Lyrics: "But if he drops my name/Then I owe him nothin'/And if he spends my change/Then he had it comin'"- Taylor Swift, "I Did Something Bad,"
"I'm so sick of running as fast as I can/Wondering if I'd get there quicker if I was a man/And I'm so sick of them coming at me again/'Cause if I was a man, then I'd be the man"-Taylor Swift, "The Man"

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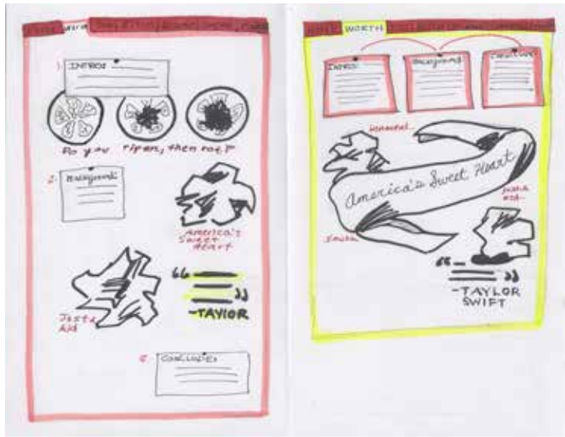

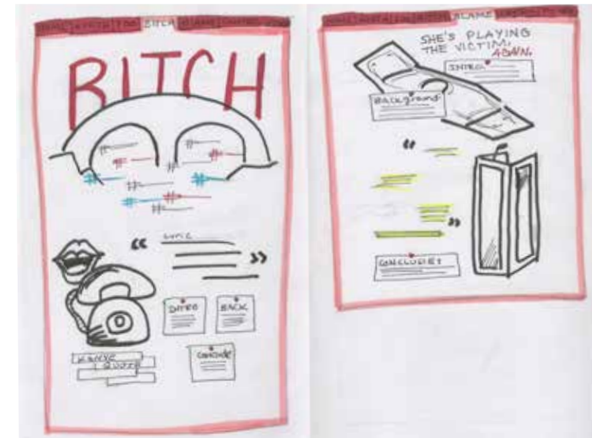

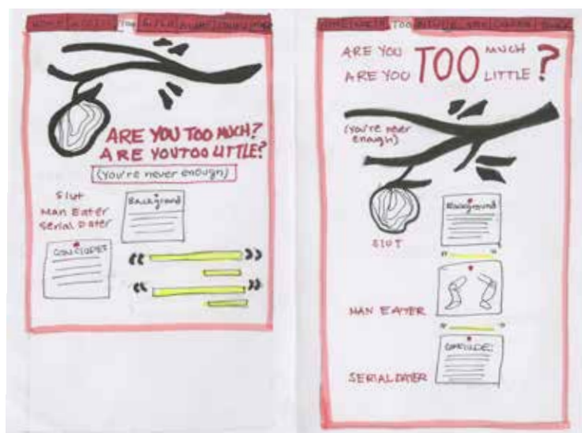

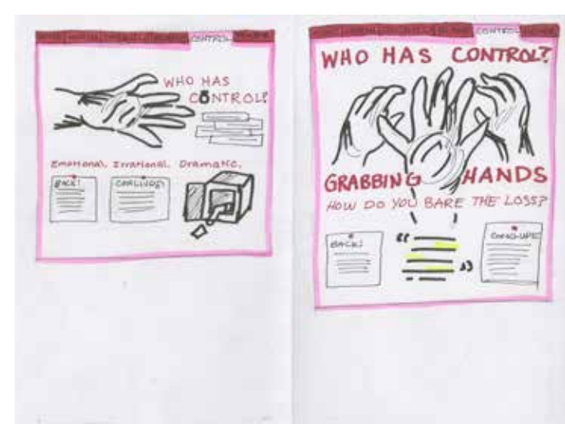

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A CASE STUDY OF TAYLOR SWIFT

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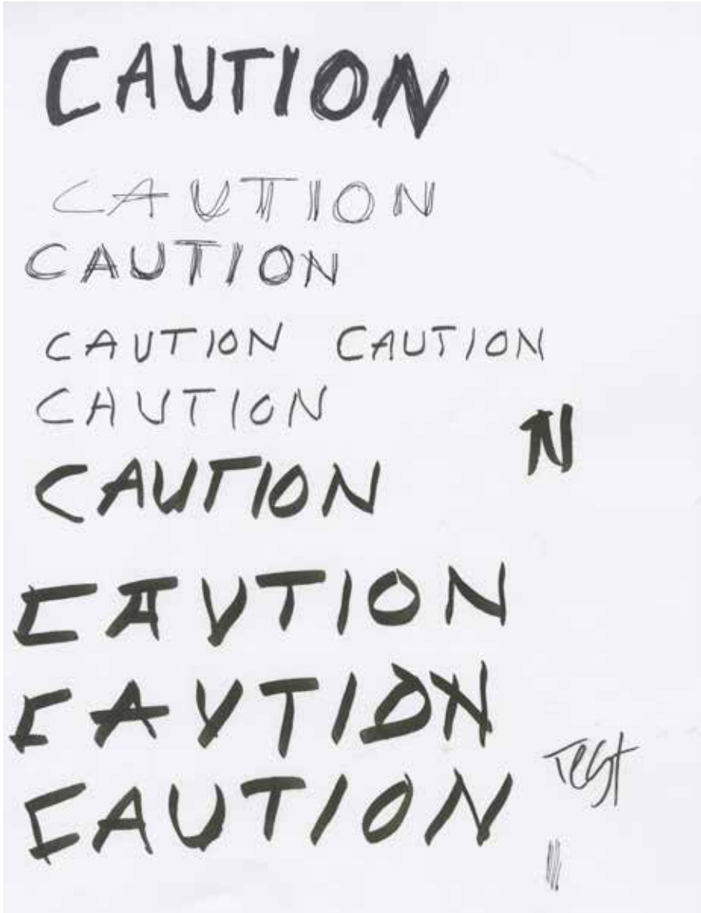

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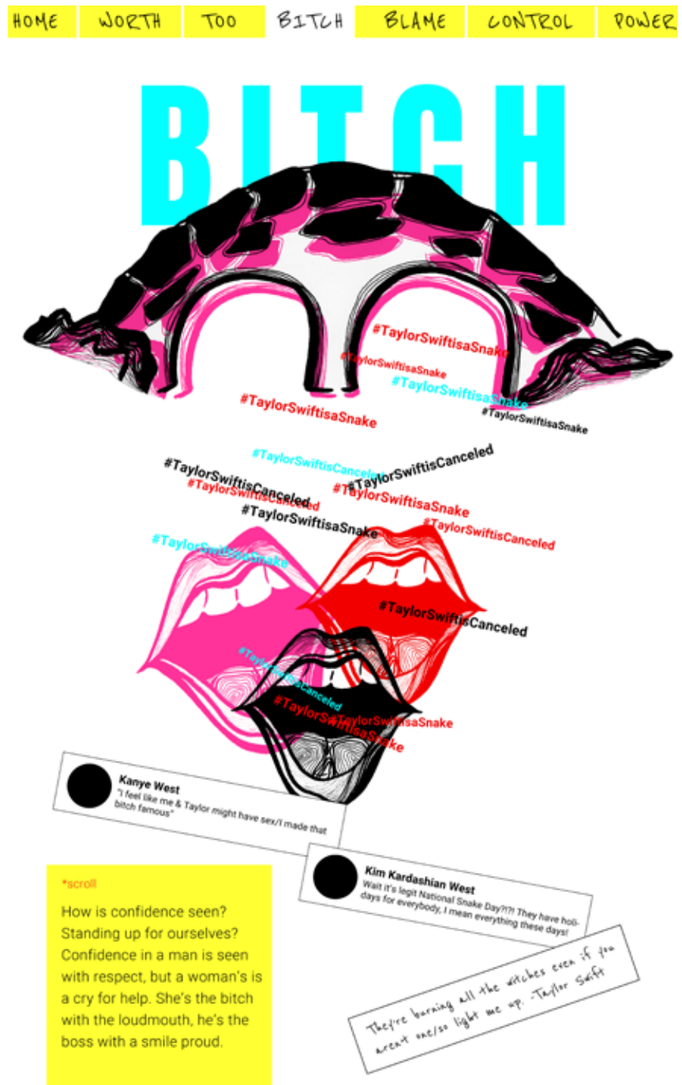

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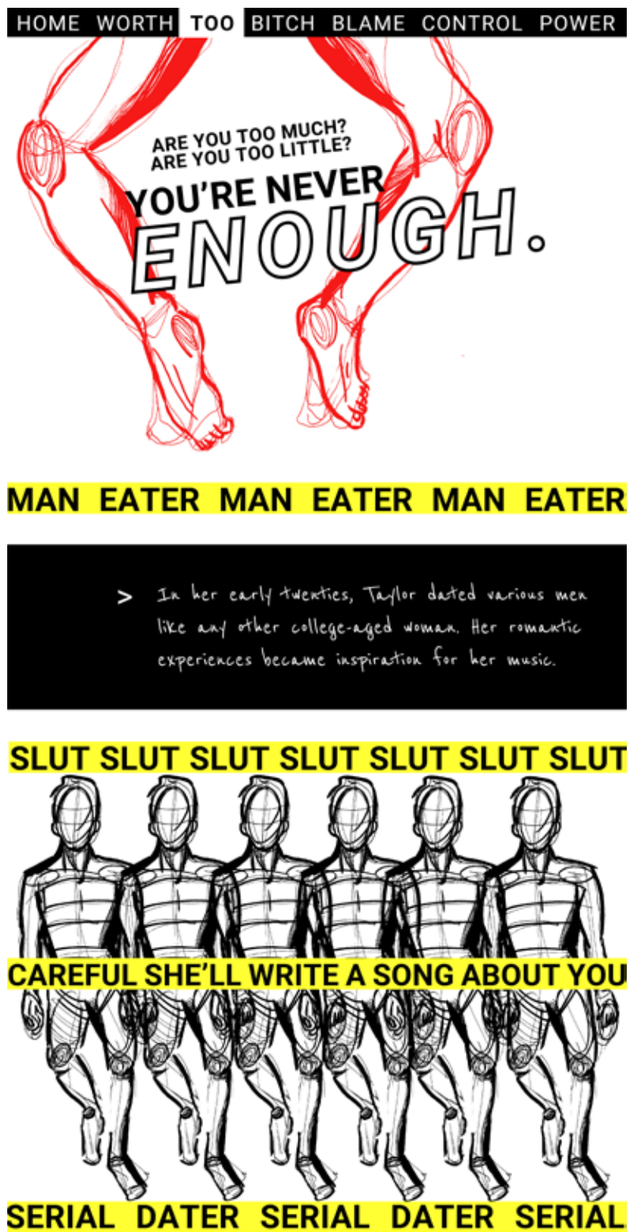

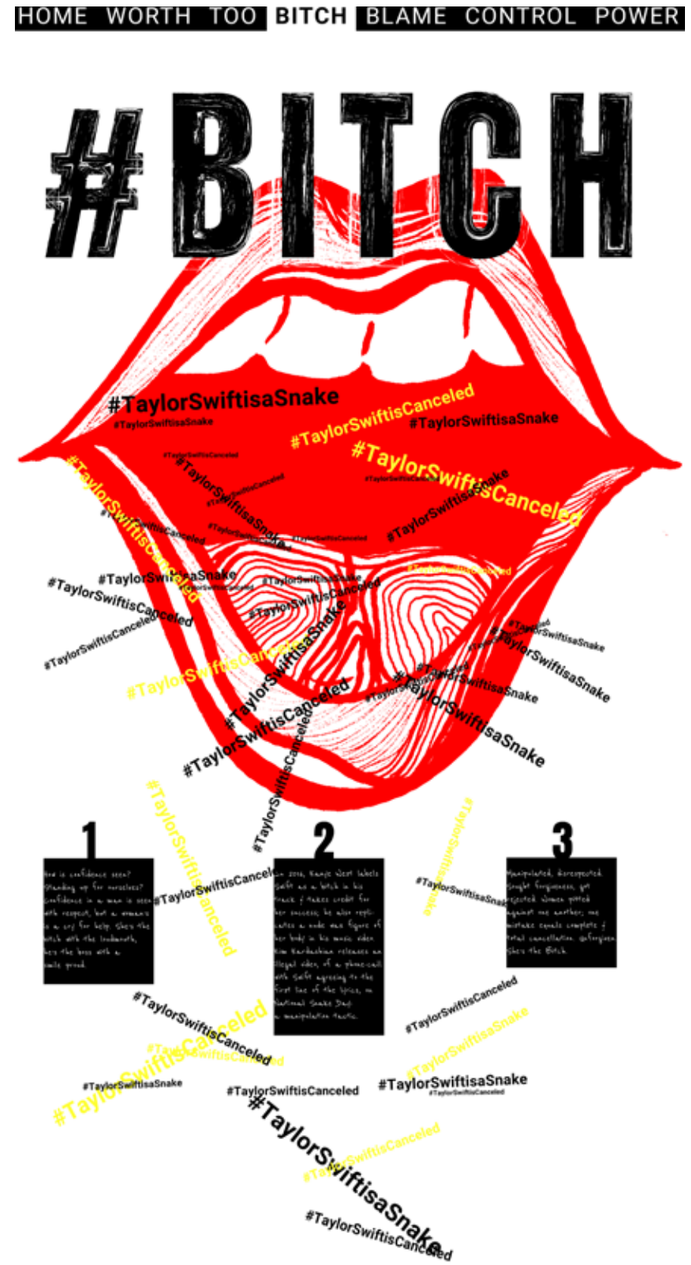

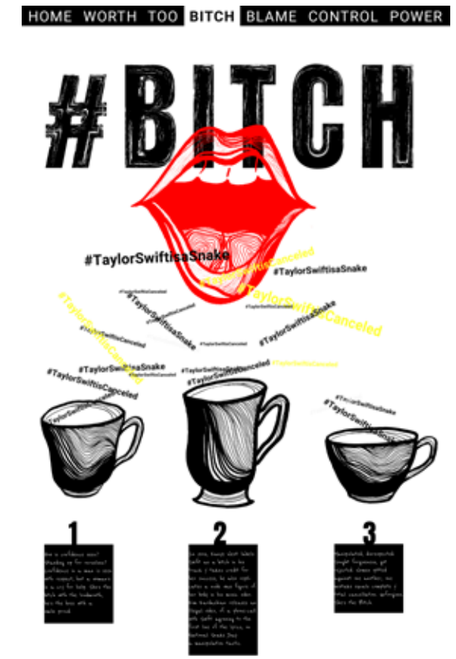

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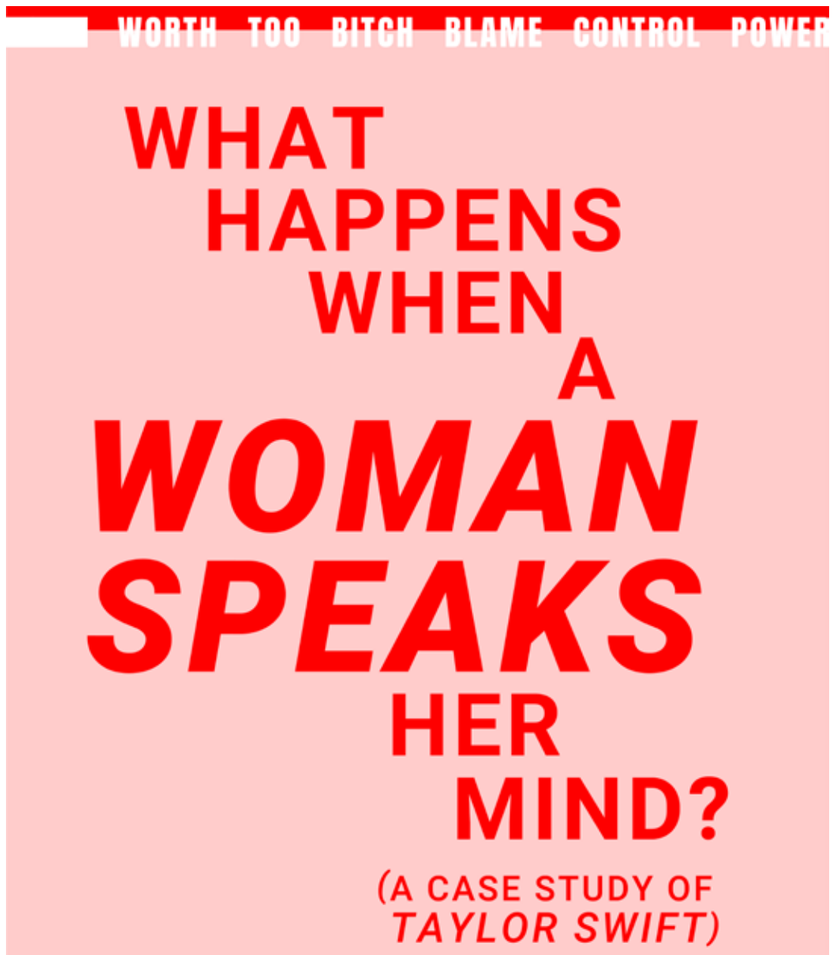

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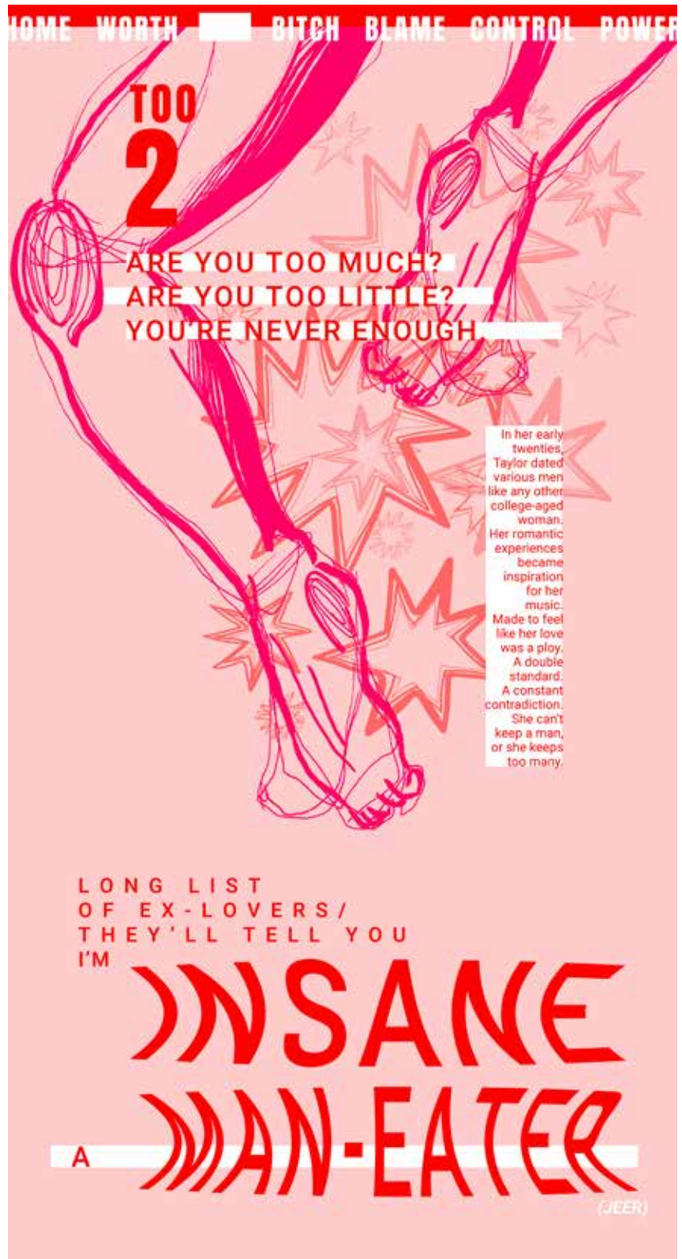

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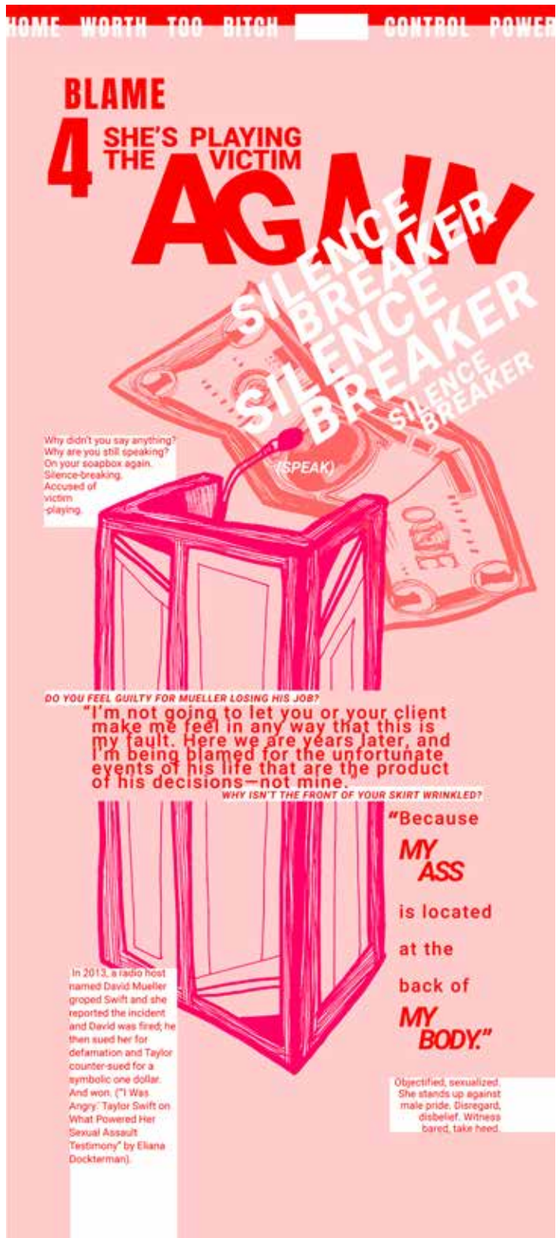

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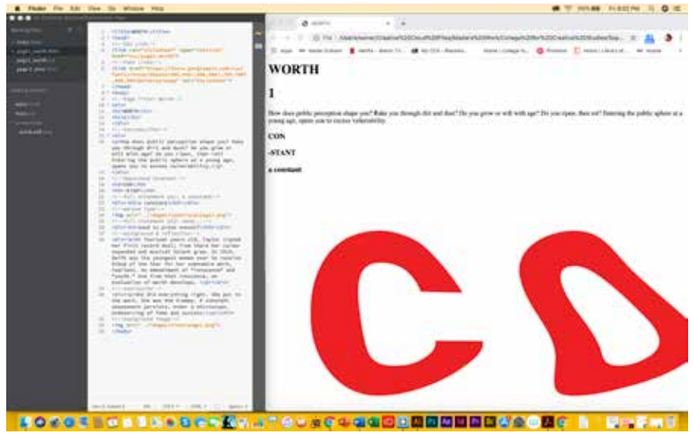

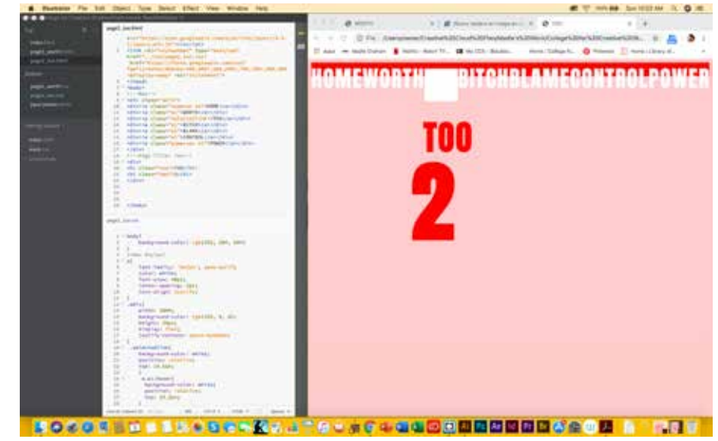

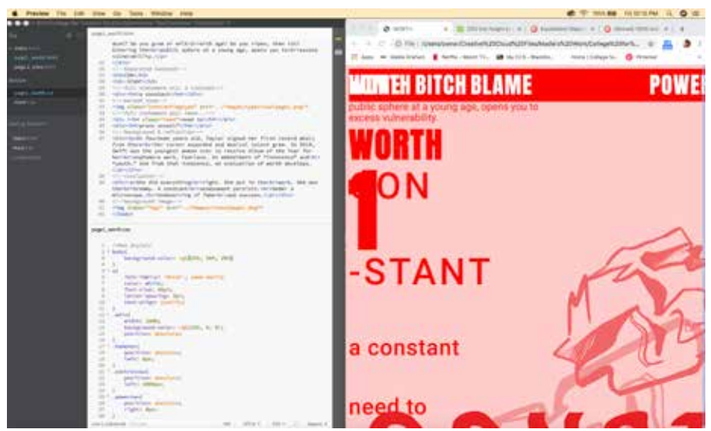

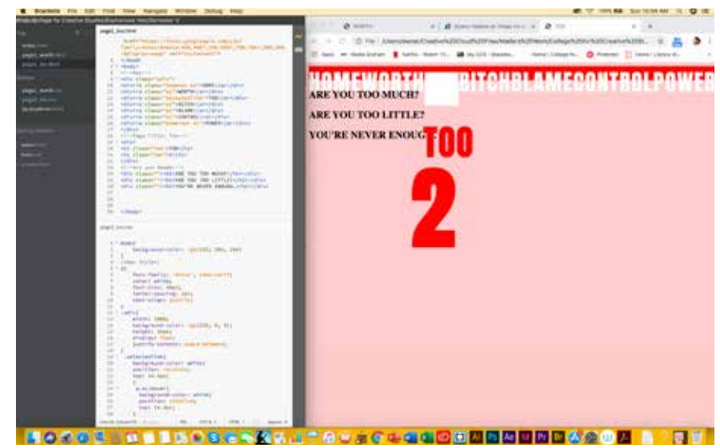

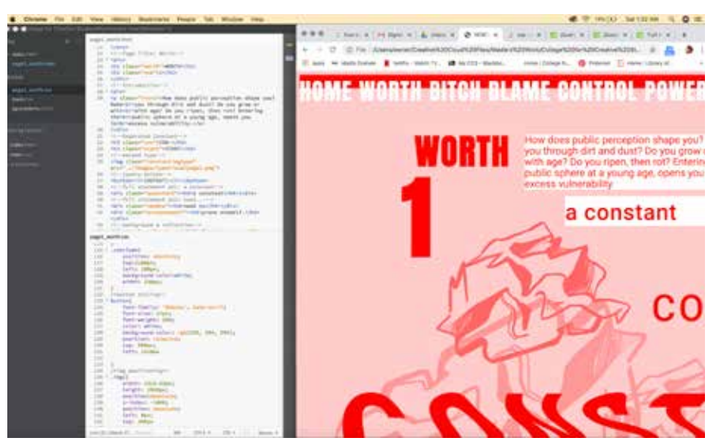

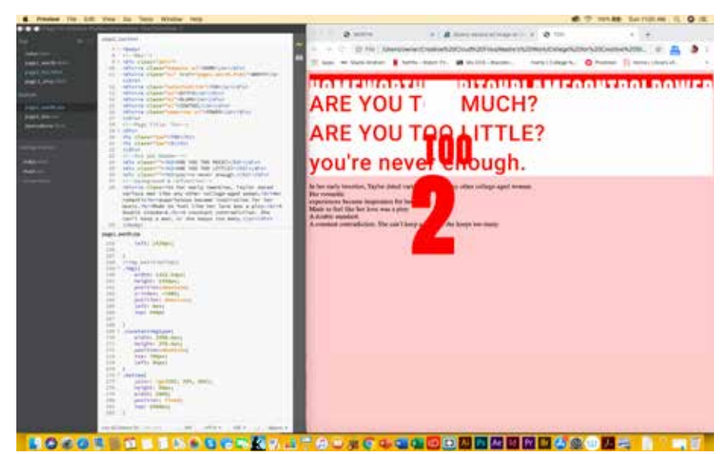

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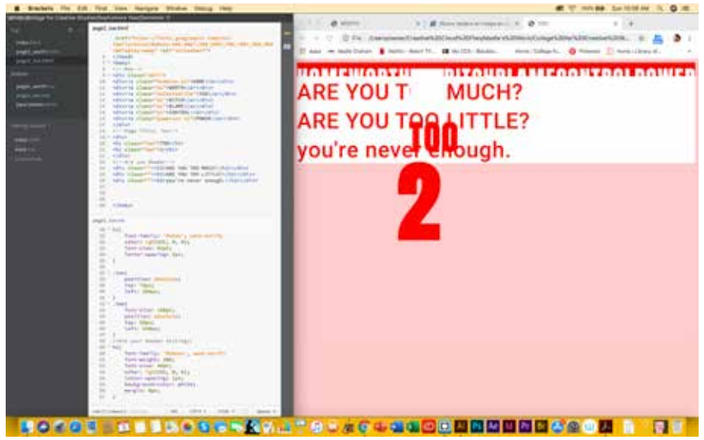

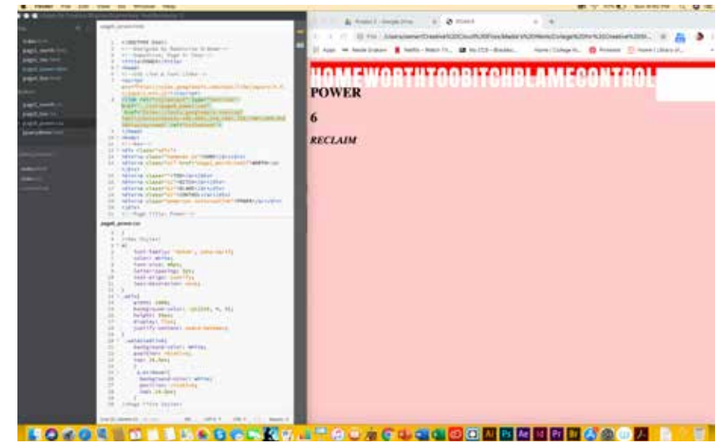

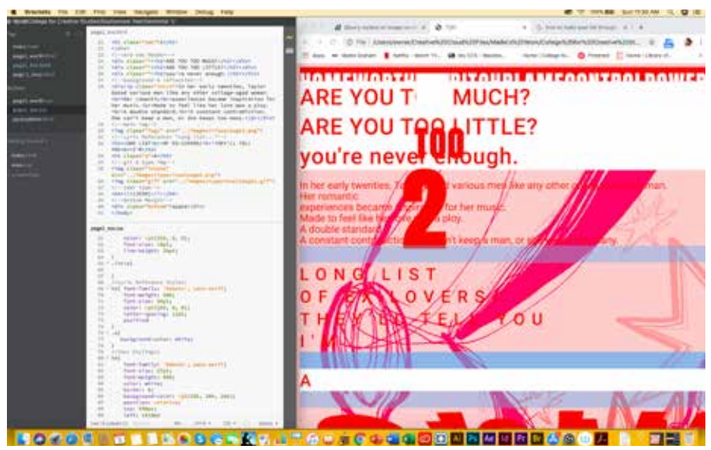

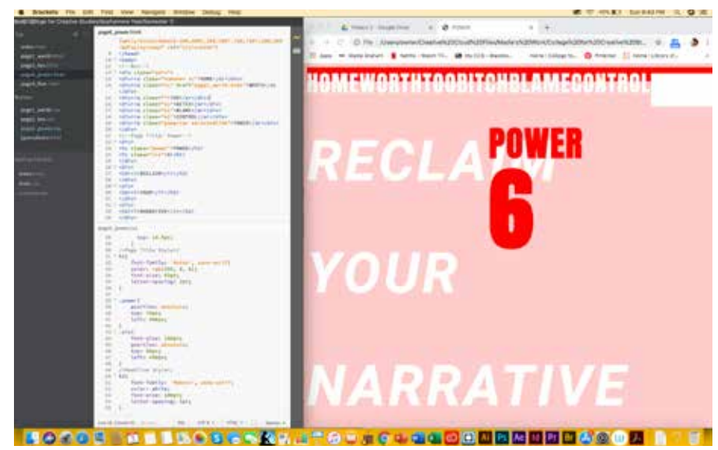

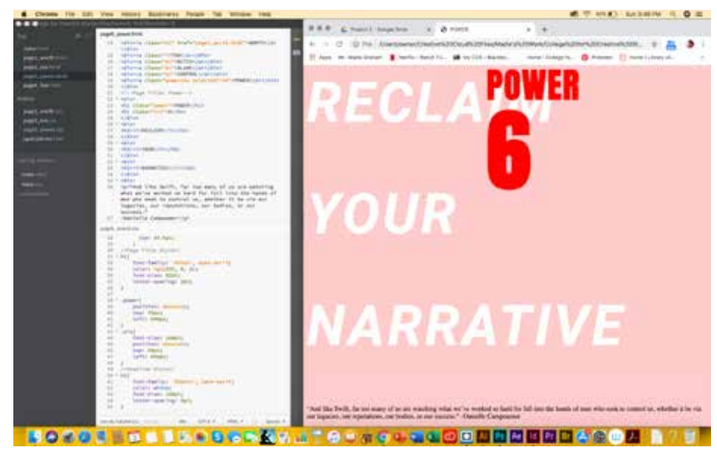

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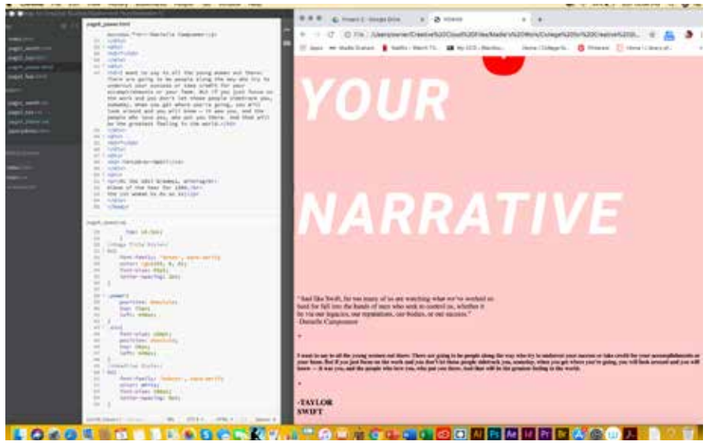

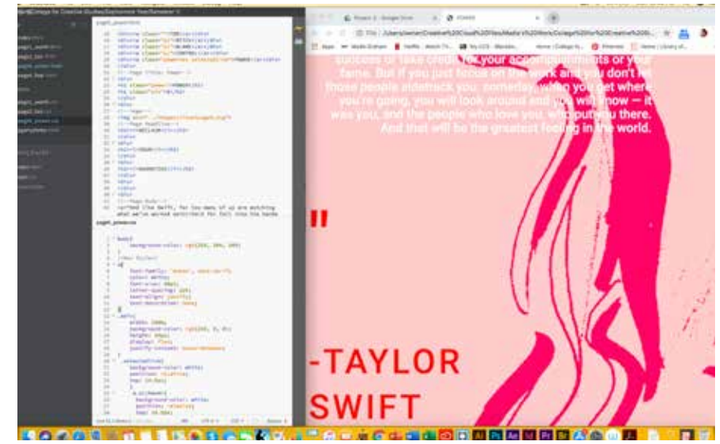

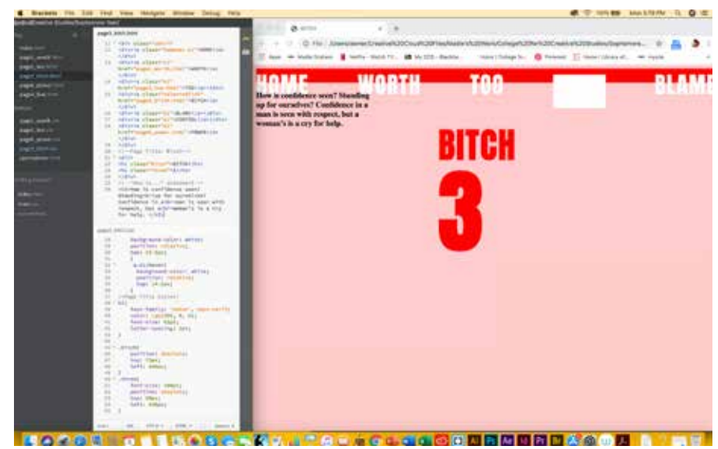

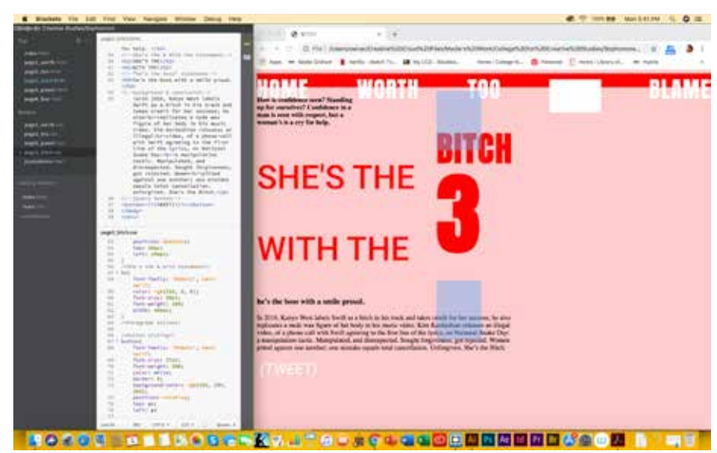

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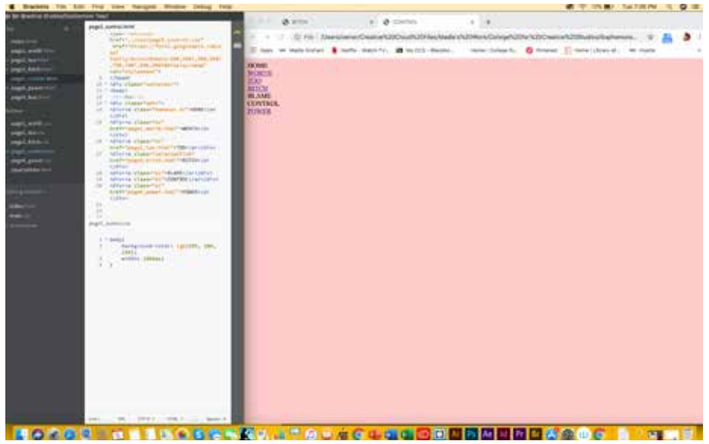

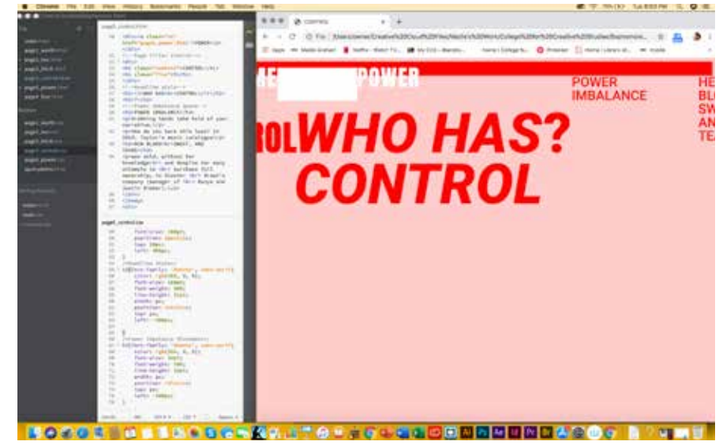

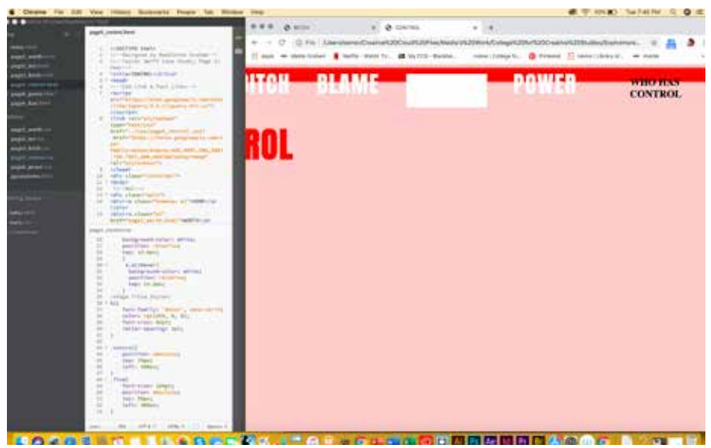

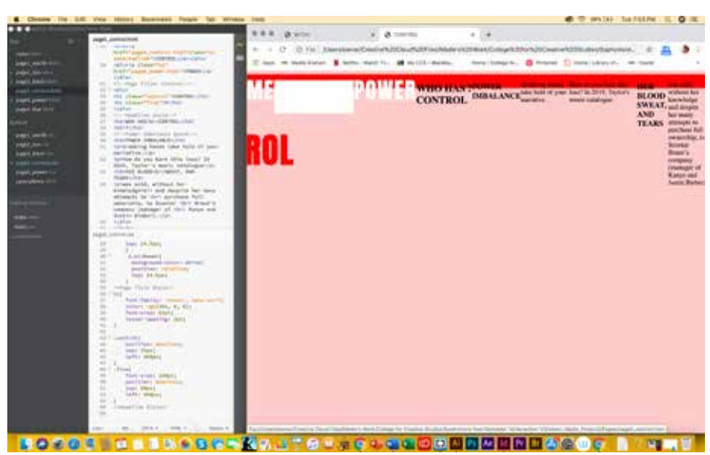

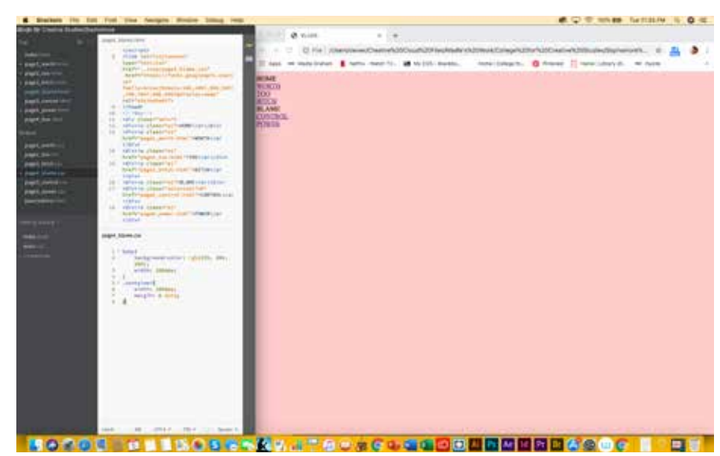

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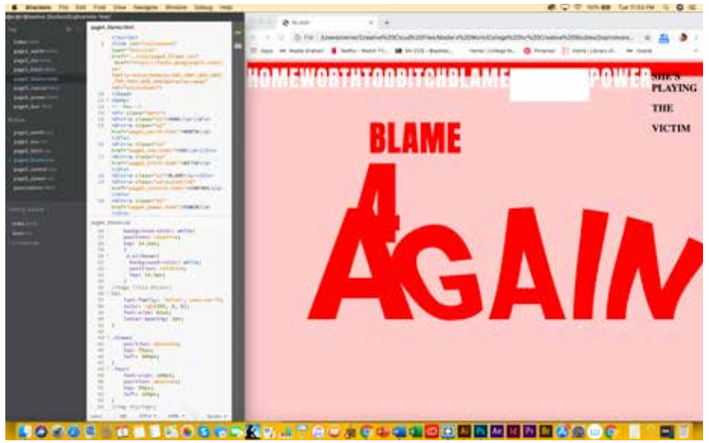

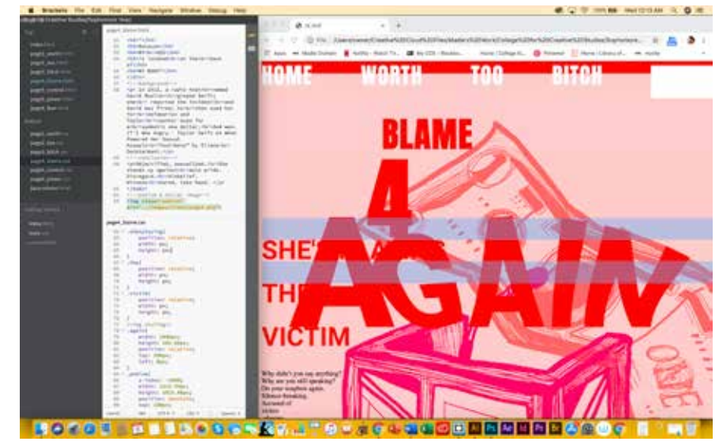

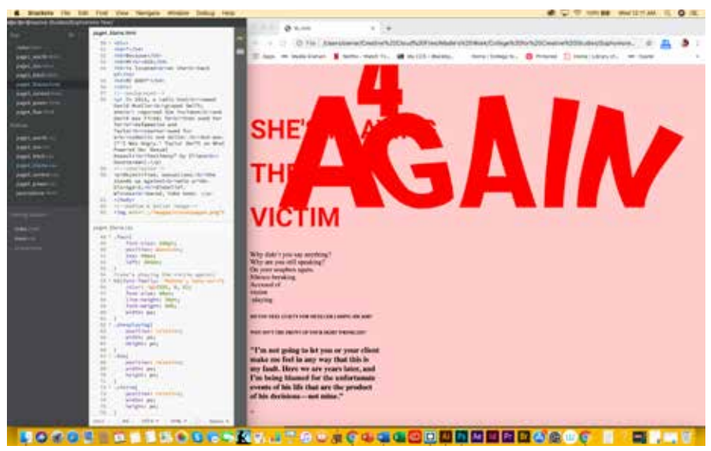

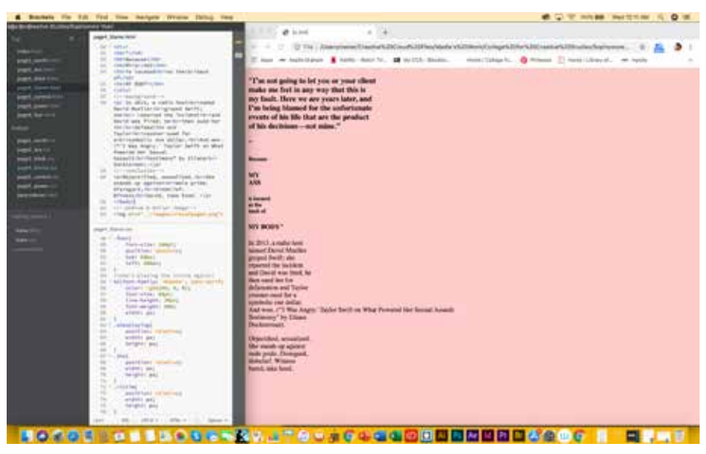

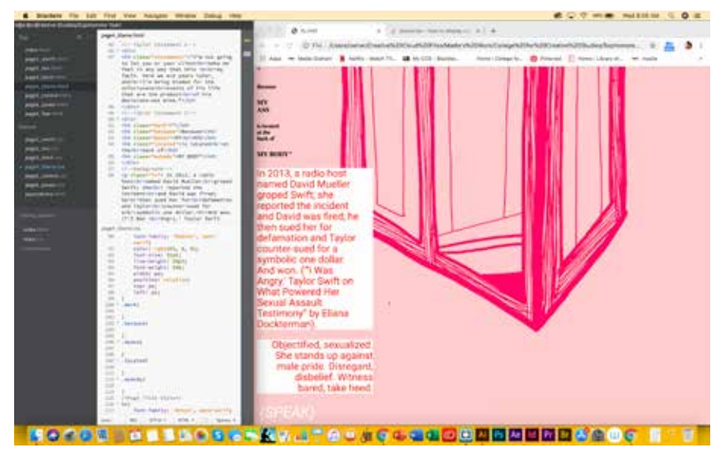

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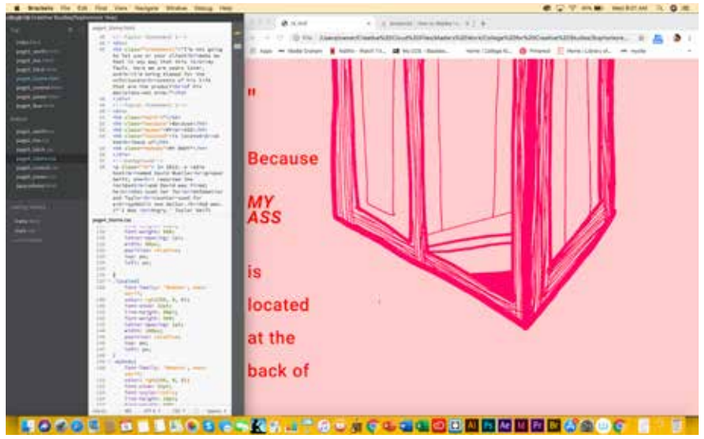

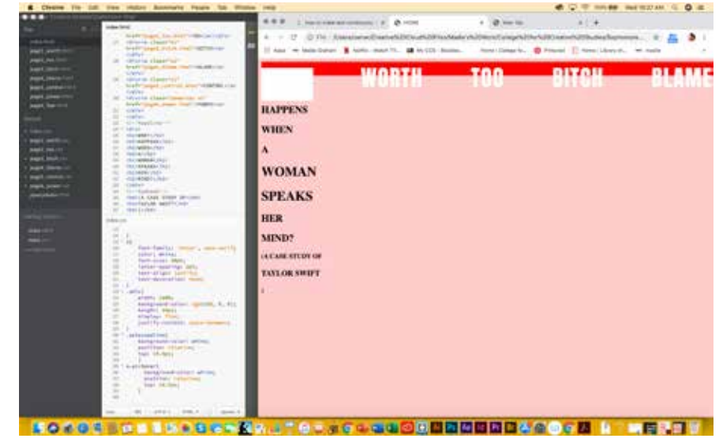

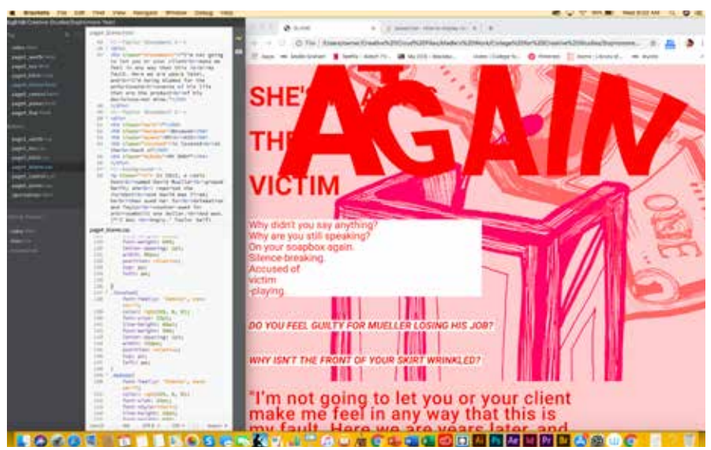

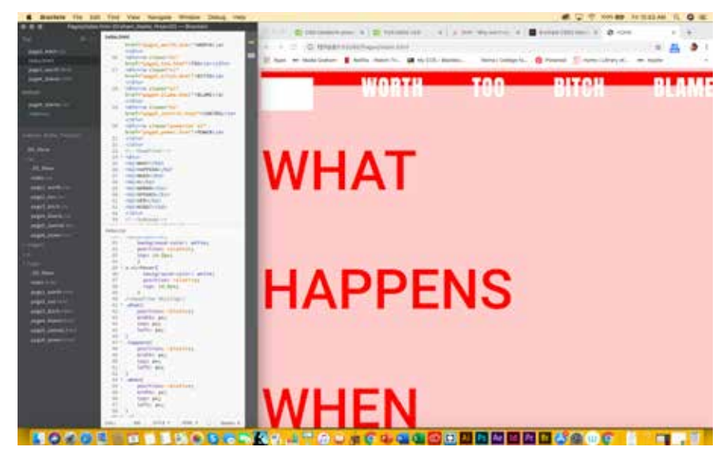

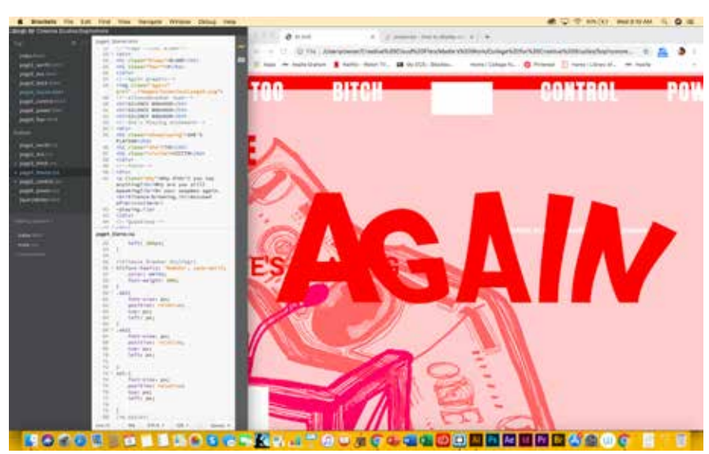

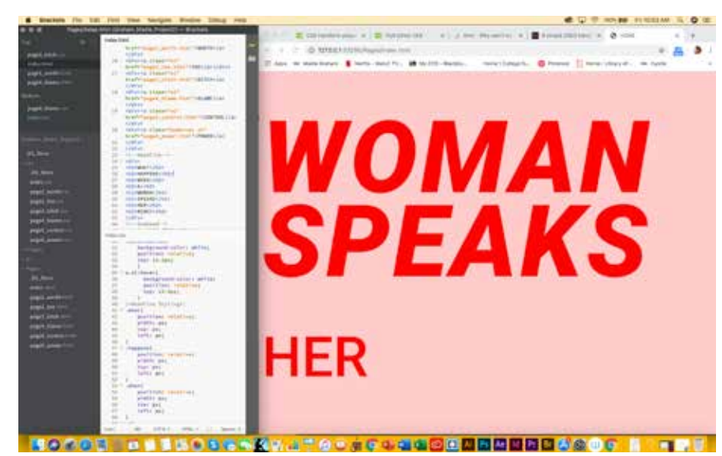

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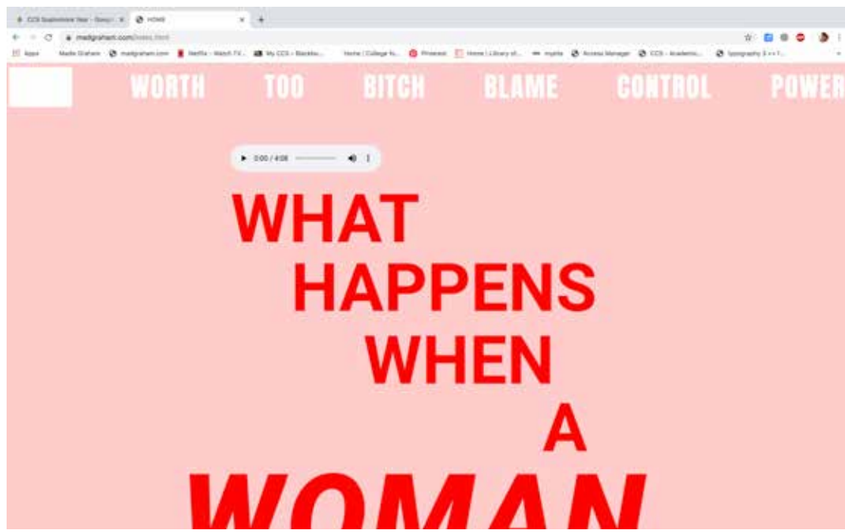

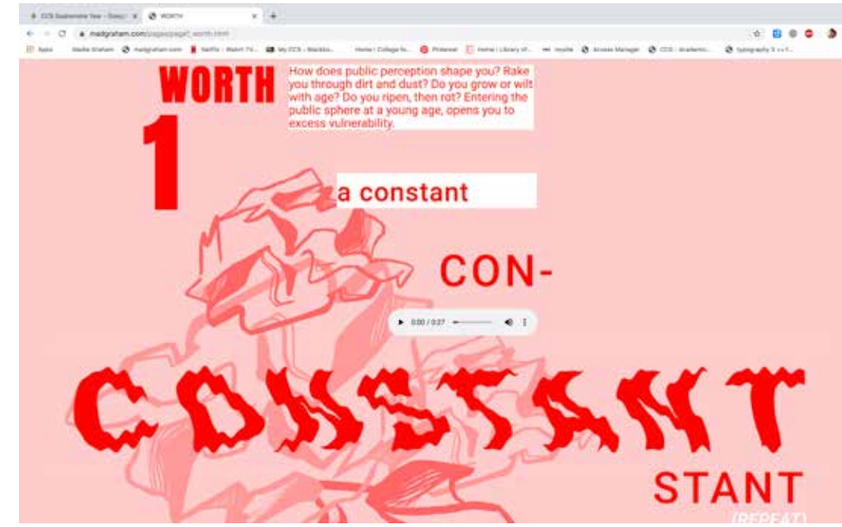

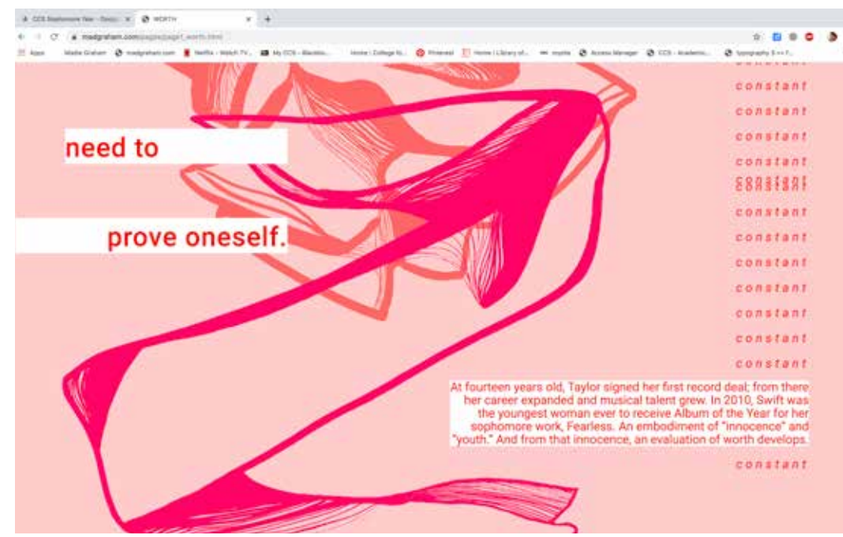

P2

A CASE STUDY OF TAYLOR SWIFT

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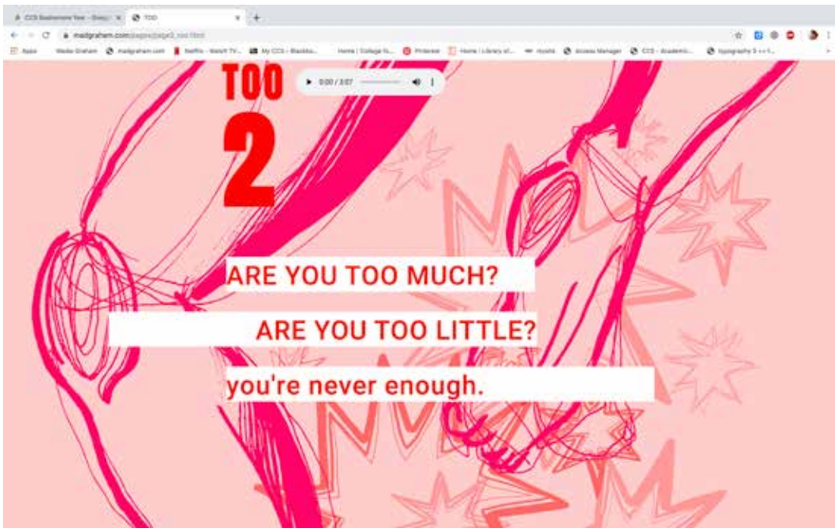

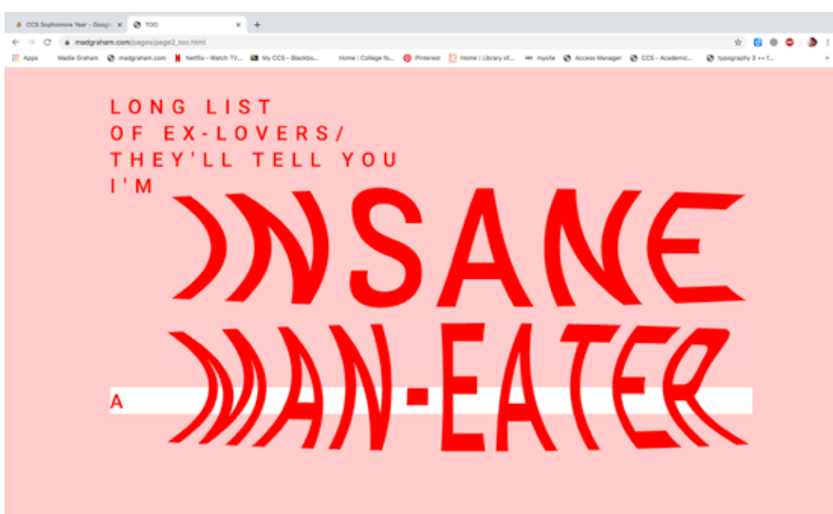

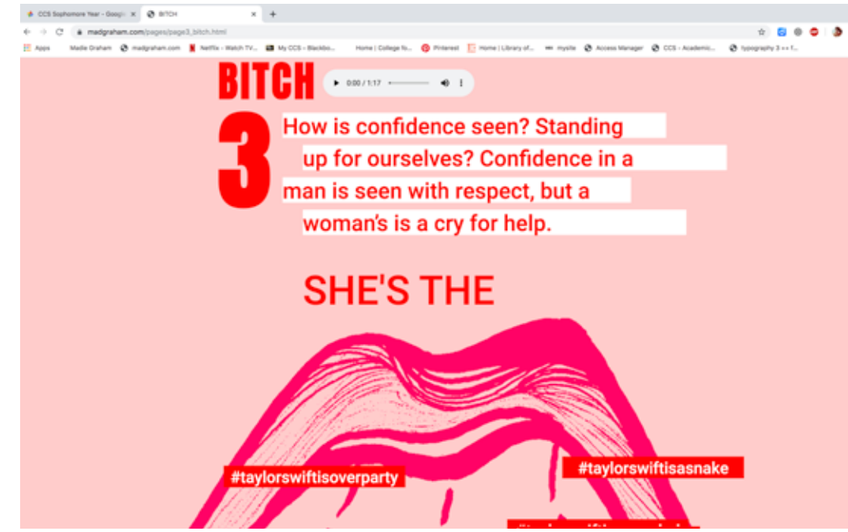

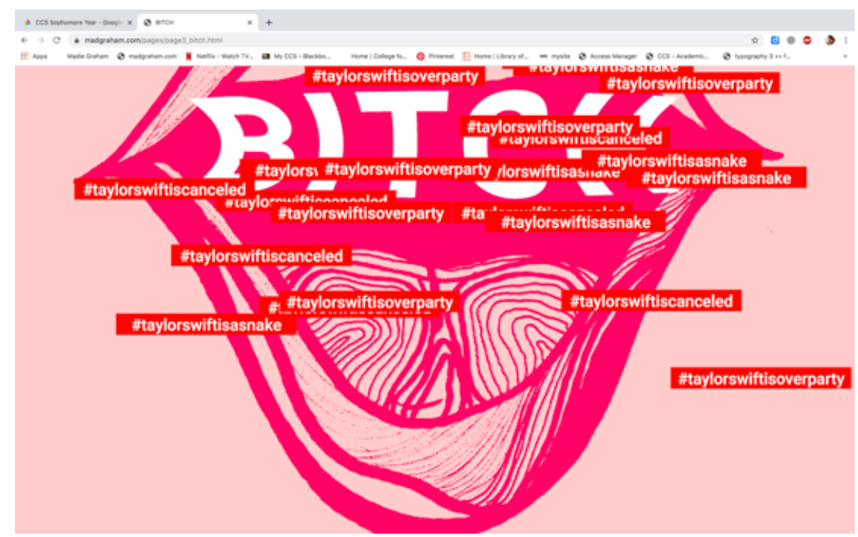

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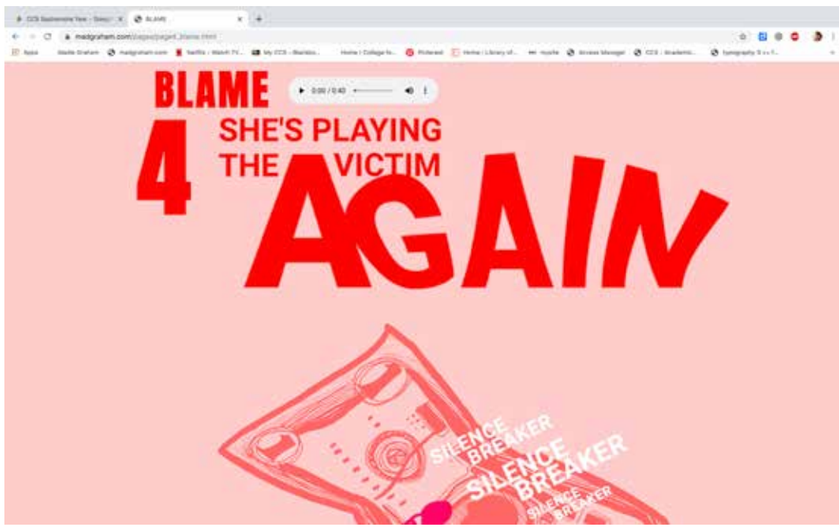

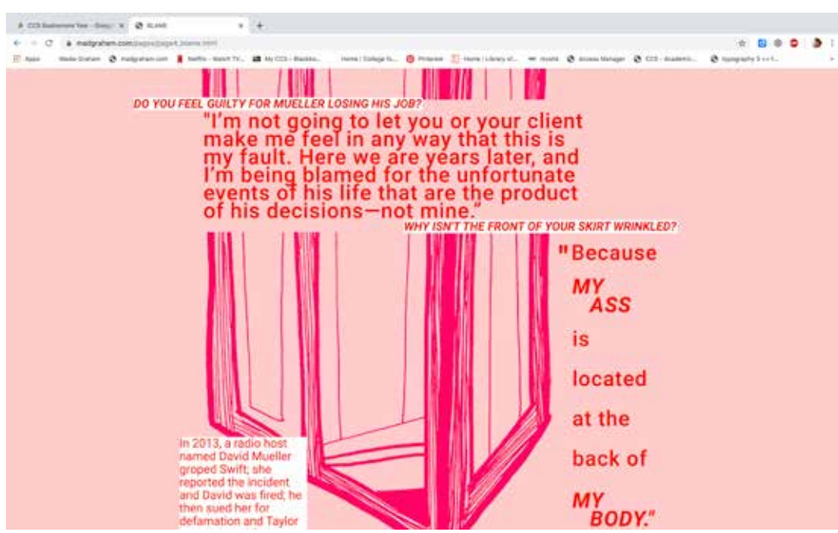

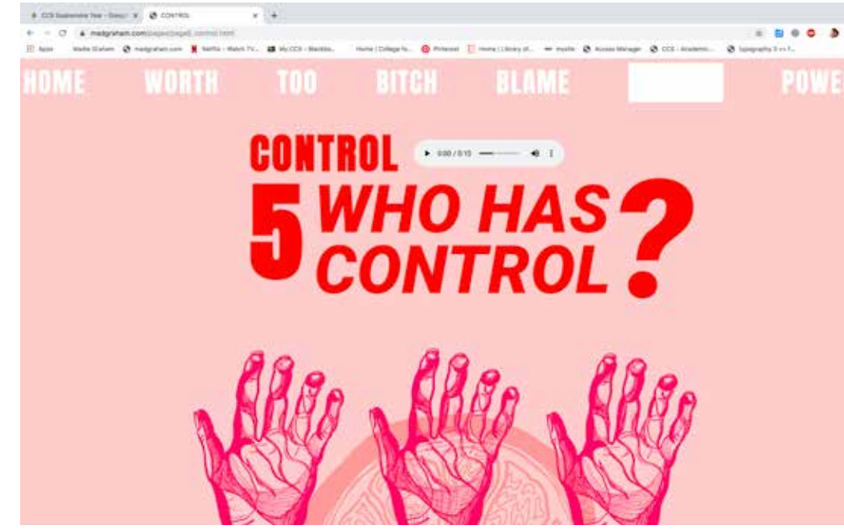

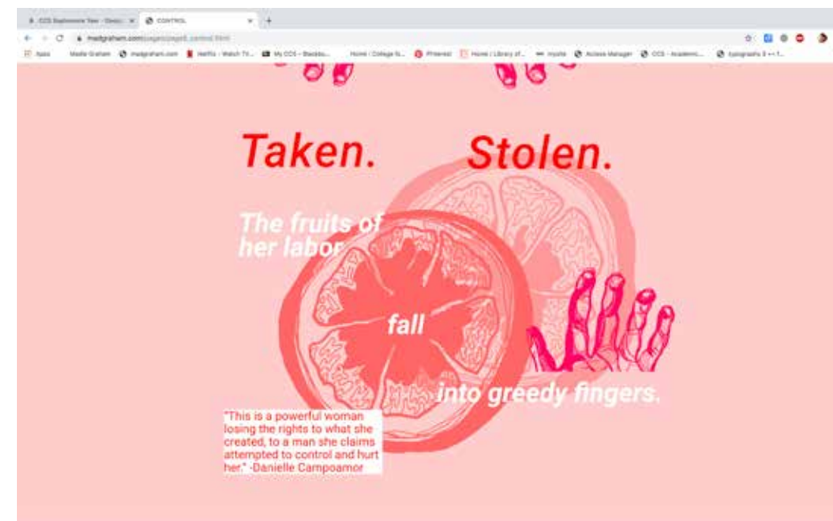

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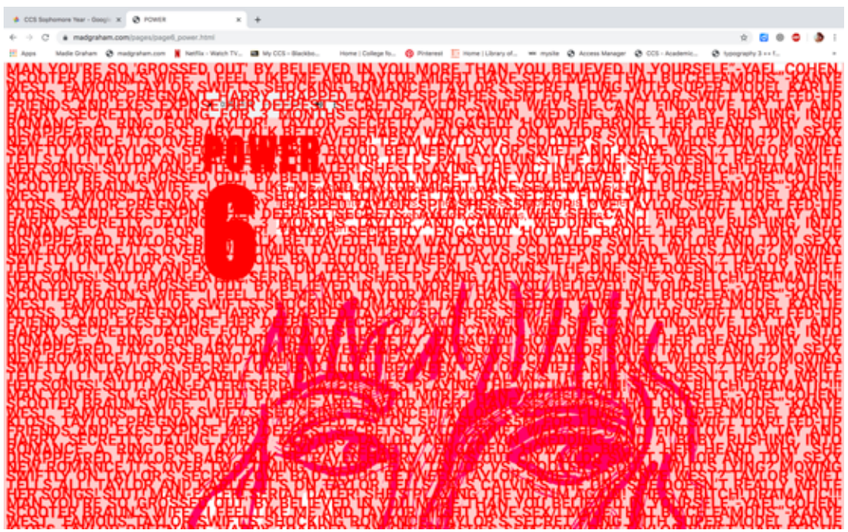
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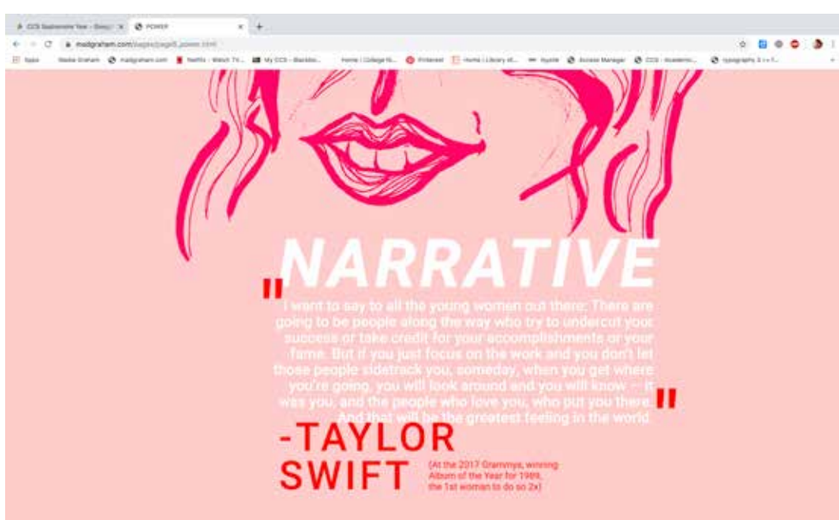
NARRATIVE
"I want to say to all the young women out there: There are going to be people along the way who try to undercut your success or take credit for your accomplishments or your fame. But if you just focus on the work and you don't let those people sidetrack you, someday, when you get where you're going, you will look around and you will know — it was you, and the people who love you, who put you there. And that will be the greatest feeling in the world."
-TAYLOR SWIFT
(At the 2017 Grammys, winning Album of the Year for 1989, the 1st woman to do so 2x)

<!PROJECTTYPE3 STEPS>

<BRIEF> Create a 5-7 page website that serves some of the communication-based needs of a group or culture that existed before 1990. This could be a more mainstream culture or a subculture, but it must be an identifiable group with specific needs. Create multiple tools for your chosen group through research of the group's identity, values, habits, communications, etc.

<1> research
< select a group & familiarize yourself with their habits />

<2> presentation
< create slides & present final research to the class in 5 min />

<3> content map
< site break-down />

<4> digital sketches/other design facets
< within adobe illustrator & photoshop />

<5> code execution
< screenshots of coding process />

<6> final site
< screenshots />

P3

STUDENTS FOR A DEMOCRATIC SOCIETY

<!RESEARCH>

GROUP: Students for a Democratic Society (SDS) (1960-1969) during the Free Speech Movement
Idea: Possibly organize a website representing the SDS for SDS chapters spread across America and student protestors, in general.
What were the hallmarks of their identity (ideas, visuals, language)?
• The Free Speech Movement, began at Berkley, University of California, and the Students for a Democratic Society started in Ann Arbor, Michigan ("the first teach-in was held in the University of Michigan" Wikipedia). So, college campuse/educational institutions are hallmarks of their identity.
• "Hey, hey, LBJ, how many kids did you kill today?"
• The members of these organizations and the participants in this movement were primarily young, college-age students fed up with the war and the draft, which affected men their age. Also, educators/professors played a role in anti-war sentiment.
• Democracy and democratic principles
• Fists and other visual/physical means of protest
• "With community organizing projects, it tried to create an interracial coalition of the poor; it launched civil disobedience against corporations like the Chase Manhattan Bank, which was seen to be supporting the South African Apartheid regime; it helped launch the most effective antiwar movement in history; it incarnated a generational spirt that was both visionary and practical." (Smithsonian)
• New coverage- the war in Vietnam was practically the first war to reach the mass public through "graphic visual testimonies" (Khan Academy)
• Lying authority figures, like Johnson and Nixon (Khan Academy)

WHAT DID THEY STAND FOR? VALUES?
• Free Speech Movement: In the year of 1964, the Free Speech movement was spurred, and the young people of the time took on the torch of fighting for their own freedom and for the freedom of those around them through student activism. First started off with an intense focus on opposing the Vietnam War (Smithsonian).
• "The issues are interrelated" (SDS slogan from Smithsonian)
• At Berkley: "demands for administration to permit full Constitutional rights on campus"
• SDS in the Port Huron Statement: "The search for truly democratic alternatives to the present, and a commitment to social experimentation with them, is a worthy and fulfilling human enterprise, one which moves us and, we hope, others today," the document states. "On such a basis do we offer our convictions and analysis: as an effort in understanding and changing the conditions of humanity in the late 20th century, an effort rooted in the ancient, still unfulfilled conception of man attaining determining influence over his circumstances of life." Sparked the "New Left" Movement. Primarily written by Robert Alan Haber (much of his inspiration came from his involvement in the Civil Rights Movement). (U of M Article)
a) The values presented from the PHS and the conference held around it were "the role of students, American politics, the economic system, racism, communism, foreign policy, and the nuclear issue"
b) "a summary of beliefs for much of the student generation as a whole, then and for years to come."- historian Kirpatrick Sale
c) "We are people of this generation, bred in at least modest comfort, housed now in universities, looking uncomfortably to the world we inherit." (quote from PHS from Smithsonian)
• "Participatory democracy" (U of M Article)
• The New Left: "a libertarian and democratic impulse, an emphasis on cultural as well as political transformation, an extension of the traditional left's focus on class struggle to acknowledge multiple forms and bases of oppression, including race and gender, and a rejection of bureaucracy and traditional forms of political organization in favour of direct action and participatory democracy. In theoretical terms, the New Left's major contribution was to a process of revision and diversification within Marxism and related doctrines, especially with regard to concepts of class, agency, ideology, and culture." (Britannica)
• Helped pass the Voting Rights Act of 1965, which lowered the voting age to eighteen (U of M article)
• "favored direct action to oppose "white supremacy" and "imperial war"…suspicious of established authorities…and corporate power." (Smithsonian)
• "But the '60s weren't just about the war, and obstreperous Michigan students found plenty of other issues to occupy their non-class time. In 1966, the University's ill-advised ban on sit-ins resulted (naturally) in a series of retaliatory sit-ins. By the end of the decade, sustained opposition to in loco parentis—the university as parent—made dress codes and curfews a thing of the past. And persistent agitation for a student-run discount bookstore—including a 1969 occupation of the LSA Building that led to more than 100 arrests—also bore fruit." (U of M Alumni)
Examine how they interact with one another and with others.
• As a protest movement, SDS and student protestors' main concerns appear to be people and the needs of people. Unity and strength in numbers were the essential ingredients of interaction among SDS and others.
• Hundreds of chapters of SDS nationwide
• Grew from 1,000 member in 1962 to 100,000 by 1969 (Smithsonian)

WHAT WHERE THEIR TOOLS, THEIR HABITS?
• In the Free Speech movement, and specifically at Berkley (I'm presuming other colleges had similar systems), students met in campus gathering spots and set up "political information tables." (Berkley)
• Protest/Demonstrations/Sit-ins/Marches: Students and allies (such as faculty) protested both the major issues (like the war and freedom of speech), but the corruptions and abuses made by college administration (ex: At Berkley, after the table ban was put in place, student groups SNCC and CORE set up some without a permit and the students were suspended; student Jack Weinberg set up a table again in protest and was then arrested). University's' responses to anti-war protests brought about another issue in regard to the rights of students and their freedom of speech within educational environments.
a) Takes the form of smaller rebellions
b) Public demonstrations (people protested for 36 hours, preventing the police car with Jack Weinberg to leave campus and go to the station, Berkley)
c) Occupying buildings on campus in protest
d) Student strikes: canceled classes to picket and protest
• Negotiation/Negotiating Terms with College Administrations and Officers
• The Constitution and Democracy: The First and Fourteenth Amendments.

HOW DID THE GROUP COMMUNICATE?
• Cameras and Television existed at this time, so speeches were recorded.
• The use of on-campus means of communication like political tables
• Protests and public demonstrations
• Organization Conferences
• "Intellectual conversation to Direct Action" (MI in the World)
• Education! -Teach-in or informal lectures
• Spoke out against the war, resisted the draft, and disrupted University involvement (MI in the World).
• Demands and official statements
a) SDS, at U of M, wrote the Port Huron Statement (a manifesto)

POTENTIAL PROBLEMS THEY FACED IN THEIR ERA
• Backlash for protests and restrictions upon freedom of speech: For example, at Berkley, the Dean of Students banned political tables on campus and that encouraging people to join the movement, collect money, and have opinions about "off-campus political issues."
• Oppressive College Administrations/Boards (ex. Berkley admin opposed to "student's political advocacy and demands the right to discipline students. University eventually agreed it could only "regulate the time, place, and manner of student political activity" but not "the content of speech and advocacy")
• Police Brutality
a) Forced removal from protest settings
b) Mass arrests
c) "a sit-in at the County Building in Ann Arbor to support protesting welfare mothers, the sheriff called in the riot squad, complete with rooftop snipers, attack dogs, and a hovering helicopter. Nearly 250 demonstrators were arrested." (U of M Alumni Article)
d) "tear gas and night sticks, inciting the kids to reply with rocks and brickbats. The sheriff's answer was more deputies, more tear gas, and an armored car. After hundreds of injuries and 70 arrests" (U of M Alumni Article)

P3

STUDENTS FOR A DEMOCRATIC SOCIETY

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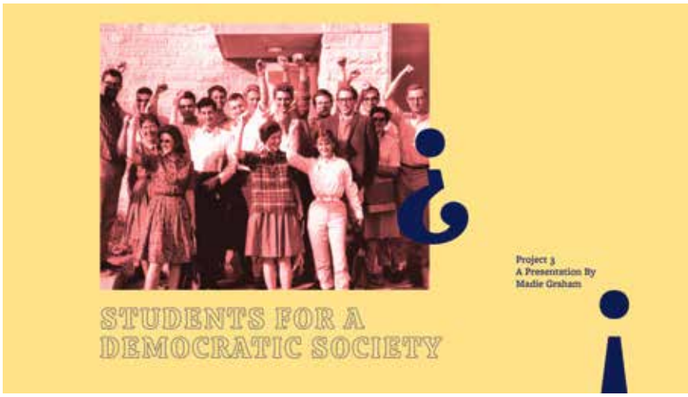

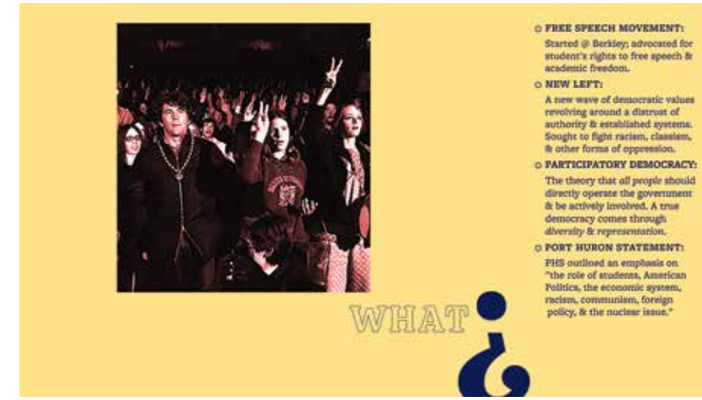

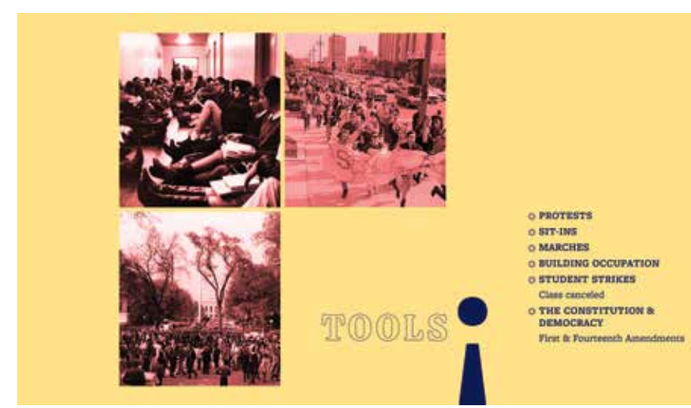

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STUDENTS FOR A DEMOCRATIC SOCIETY

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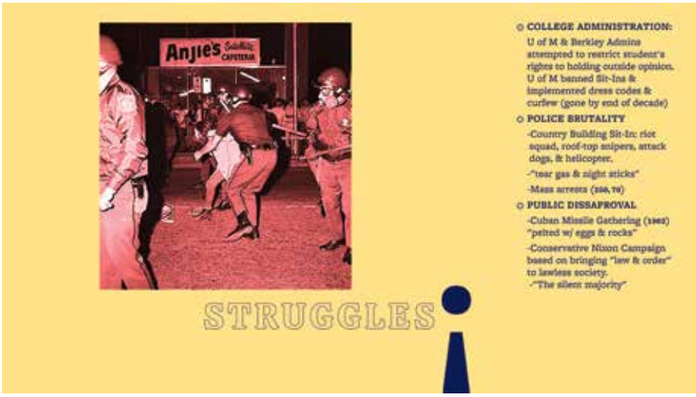

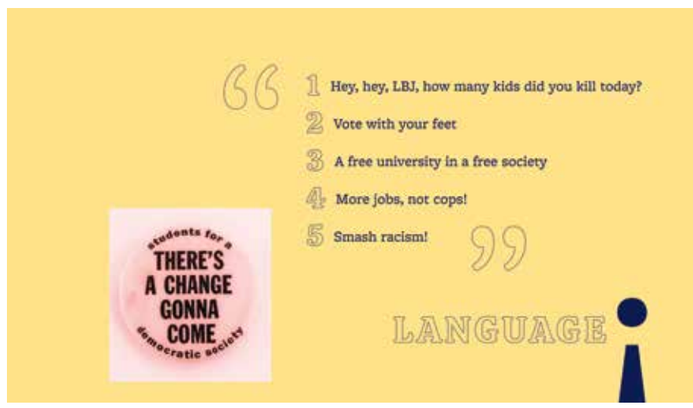

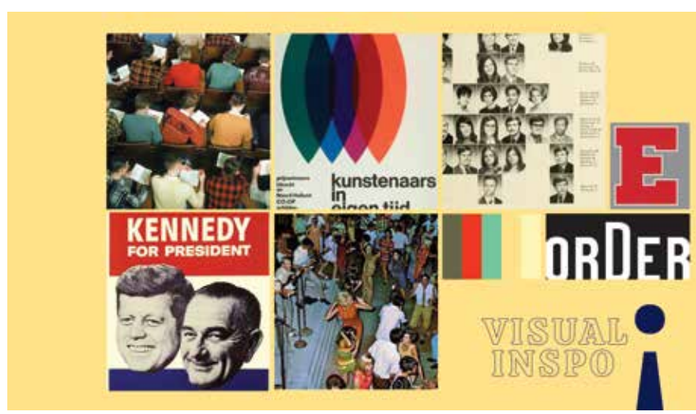

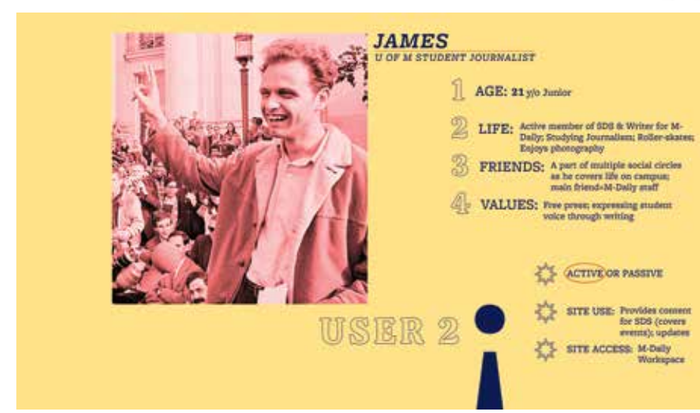

P3

STUDENTS FOR A DEMOCRATIC SOCIETY

<!CONTENT MAP>

Overall Color Palette: Either A creamy yellow/gold ("maize"), red, and navy blue (like presentation design), or a rusty brown, burnt orange, earth green, and soft tan
Type: Varsity lettering or classic serif, or more organic, handwritten type paired with serif

1. HOME PAGE:
A. Name of Group: Students for a Democratic Society
B. Main quote: "in a participatory democracy…the issues are interrelated"

2. PAGE 1: Organize: Gives users the ability to track and read of demonstrations occurring on campus
A. Visuals: Ann Arbor or Campus Map, photos to go with each location high-lighted on the map (appear on hover with other info on location)
B. Location Info: Name, Address, Time, Type of protest appears on hover over marked spots (spots marked with font glyph or symbol)
1) The Diag: 913 S University Ave, Ann Arbor, MI 48109, John F. Kennedy solidarity gathering, November 23rd, 1963, 12 P.M.
2) Law Quad: 625 S State St, Ann Arbor, MI 48109, march advocating passage of Civil Rights Act, December 10th, 1963, 4:00 P.M.
3) Michigan Union: 530 S State St, Ann Arbor, MI 48109, Anti-war march, 2:30 P.M.
4) Fleming Administration Building: 503 Thompson St, Ann Arbor, MI 48109, sit-in/building occupation in protest of administrative dissent to student voice, 8:30 A.M.

3. PAGE 2: VOICE: Gives users the ability to create their own protest chants/audio
A. Visual: Possible Megaphone & giant exclamation
1) Megaphone: When clicked, recording starts and stops. (Maybe have an animation around megaphone to highlight its click-ablity)
2) Send/share button: When recording is finished, a button gives multiple options to share with fellow SDS members, to send directly to Umich admin, or send to government representative
3) Register to Vote Module?
B.Give some examples/inspiration of protest speech
C. Text:
1) Headline: Heed the call, make your voice heard
2) Sub-head: "What will you speak out for today? Racial injustice? Economic inequality? Anti-war Sentiment?
3) Megaphone: "click here to send the democratic message meaning the most to you directly to U of M administration or government representatives"

4. PAGE 3: CREATE: Gives users the ability to generate protest posters & buttons for print & online sharing
A. Picket-Sign Template: A bold graphic of a basic protest sign on a stick (basically a mockup) and you can either flip through design options or create language of your own with various fonts
B. Button Template: A circle graphic (basically a mock-up) where the user can sift through recommended designs or implement their own language
C. Print or Share Button: After user is finished with designs, they have the ability to click to share or print for distribution
D. Upload Button: Gives user the ability to upload and share own protest/button artwork

5. PAGE 4: REPORT: Gives users the ability to report instances of police brutality and abuse
A. Police Badge: Likely a graphic or edited image with place to type police #/badge identification
B. Face ID: Provide photos of 1960 Ann Arbor Police force so victim can identify, but if victim doesn't recognize any officers as assailant, they can select none (and then are encouraged to detail appearance in report module)
C. Report Module: a space beside police badge to provide written detail of incident
D. Text:
1) Headline: Stand up against police brutality
2) SDS will stand beside you to report & hold police officer's accountable for unjust acts of brutality
3) Badge: If you recall officer's badge #, enter here
4) Face ID: Do you recognize your assailant?
5) Describe circumstance of occurrence (appearance of officer, words spoken, physical actions, etc. Anything you remember).

6. PAGE 5: FIGHT: This page provides user with information on student and constitutional rights, along with Lawyer contact
A. First Amendment: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."
B. Fourteenth Amendment: "All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."
C. Lawyer Contact Module: Gives user spaces to type name, phone number, and grievance/what legal aid they are in need of
D. Rights during Protest(https://www.aclu.org/know-your-rights/protesters-rights/):
1) Your rights are protected the most on public property as long as you don't intercept with building entrances or other functions of said property.
2) When protesting on private property, the owner of said property establishes the guidelines of speech.
3) It is your right to photograph anything on public property including the police.
4) Permits are NOT necessary on the streets or sidewalks as long as you are not disrupting traffic; permits ARE necessary when using sound devices, if demonstration is over a certain capacity of people, or if roads need to be closed.
5) If officers attempt to shut down a demonstration, they must have probable cause of imminent danger or safety violations. If officers do break-up a demonstration, they must give you enough time to disband and the officer must verbally communicate the penalties of refusing dispersal.
6) If you are stopped by an officer, remain calm and keep hands out in the open; do not resist. Tell officer you are protected by the constitution and ask if you can depart. If you are placed under arrest, it is your right to know why. You do not have to comply to a search of yourself or your belongings, and officers can only pat you down if they think you hold a weapon or after you have been arrested. Officers cannot retrieve your videos or photos without a warrant. Do not speak or sign anything without a lawyer.

<!DESIGN FACETS>

HEED THE CALL
USE YOUR VOICE

What will you speak out for today?
Racial injustice? Economic ineqaulity?
Anti-war sentiment? Unfair U of M policy?

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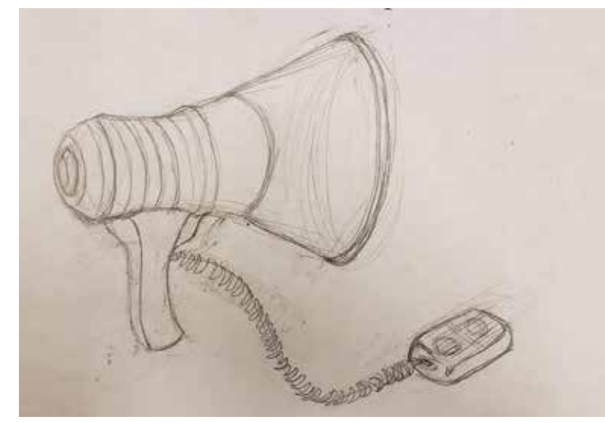

P3

STUDENTS FOR A DEMOCRATIC SOCIETY

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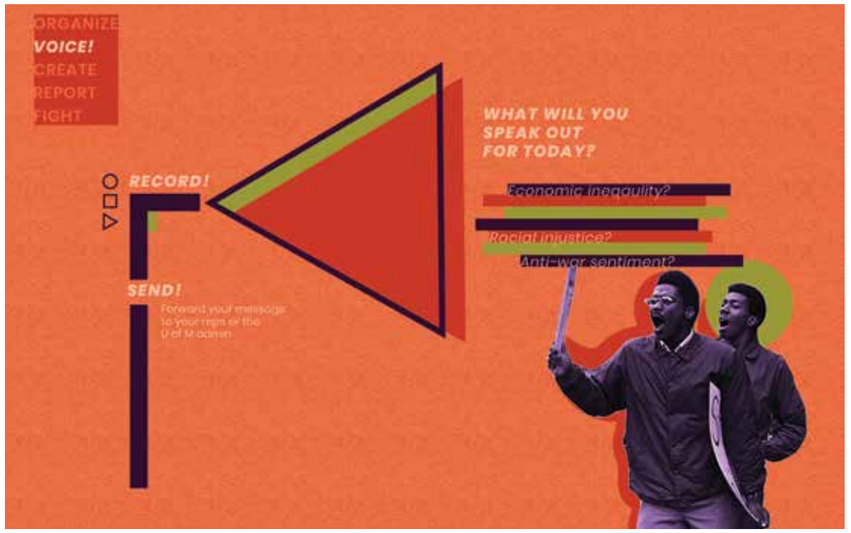

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STUDENTS FOR A DEMOCRATIC SOCIETY

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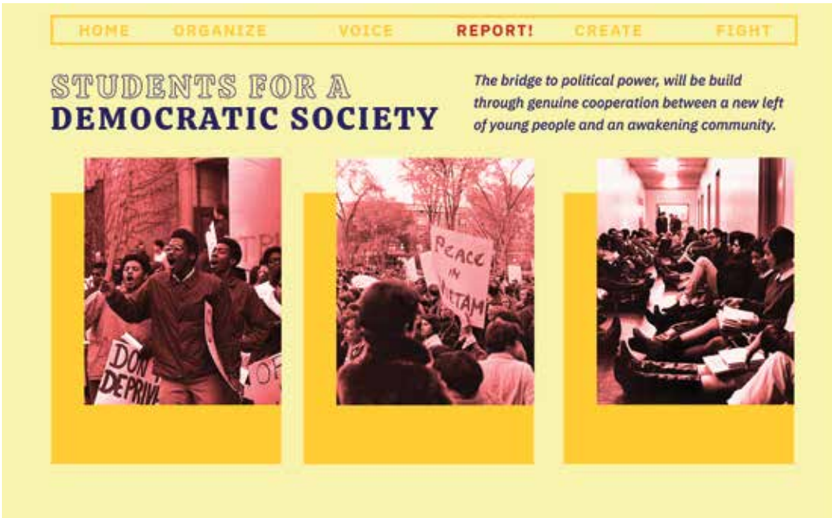

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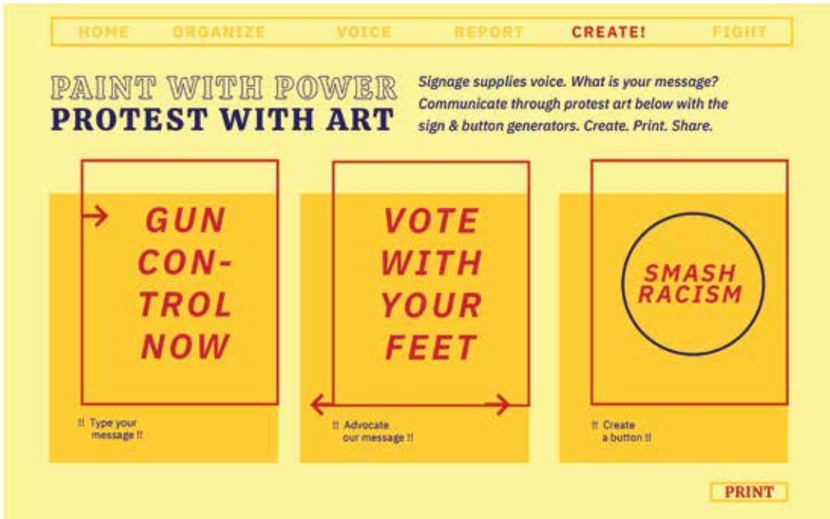

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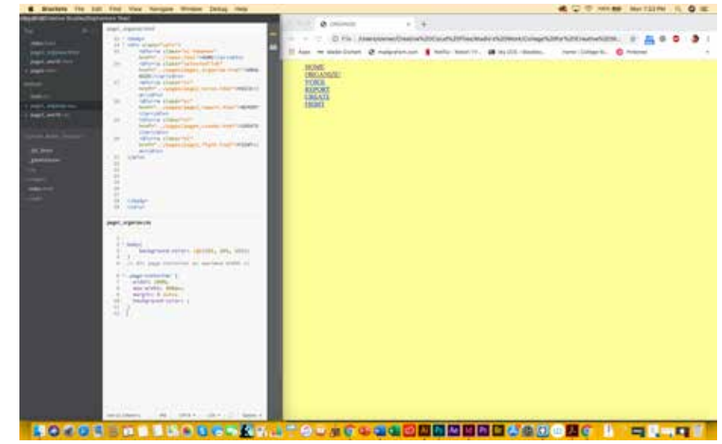

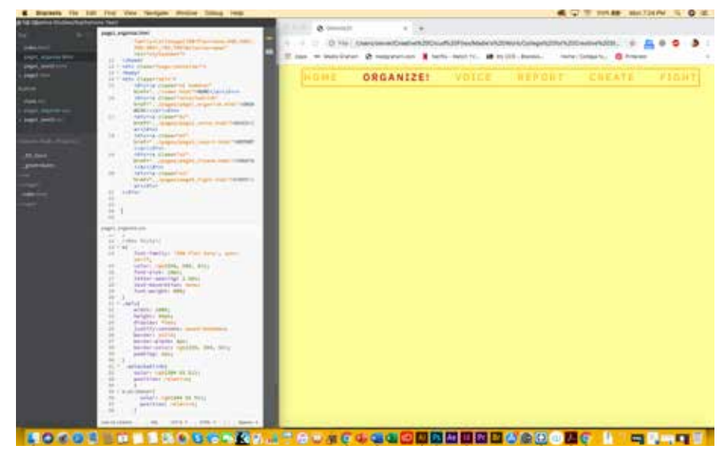

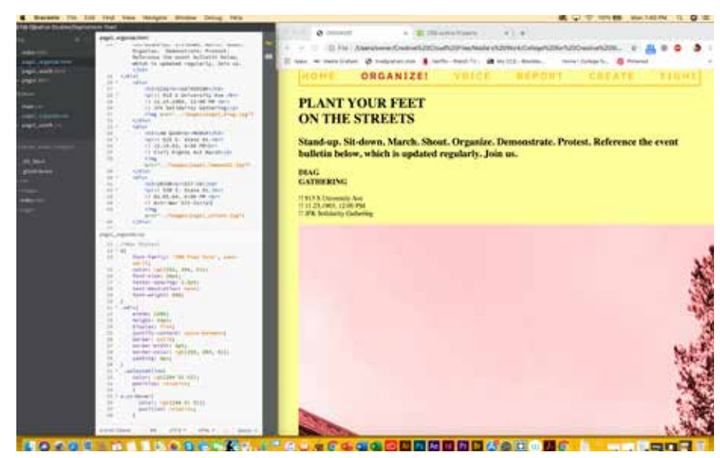

P1

STUDENTS FOR A DEMOCRATIC SOCIETY

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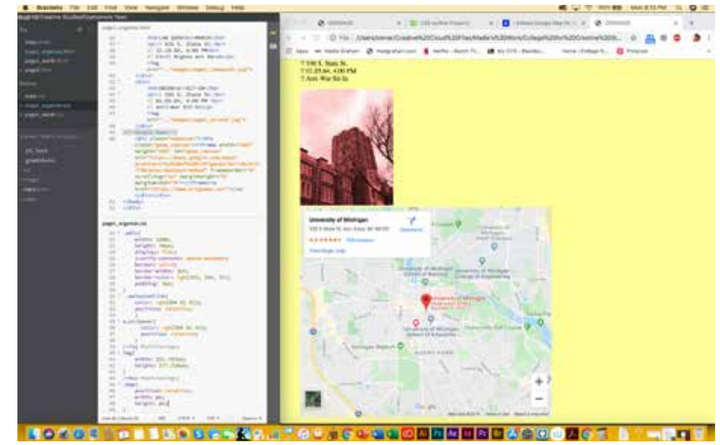

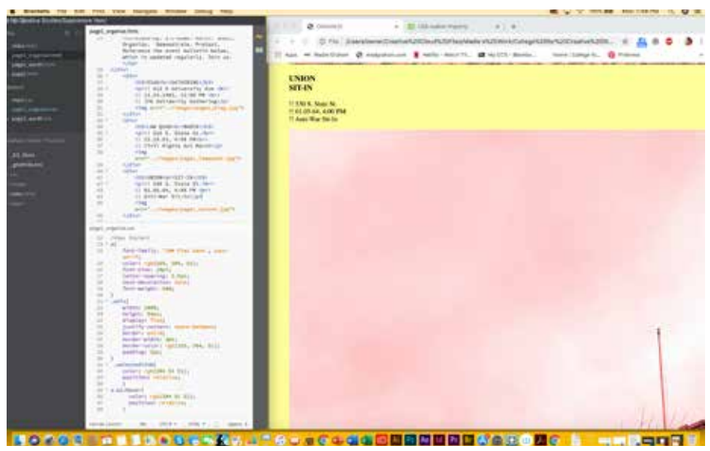

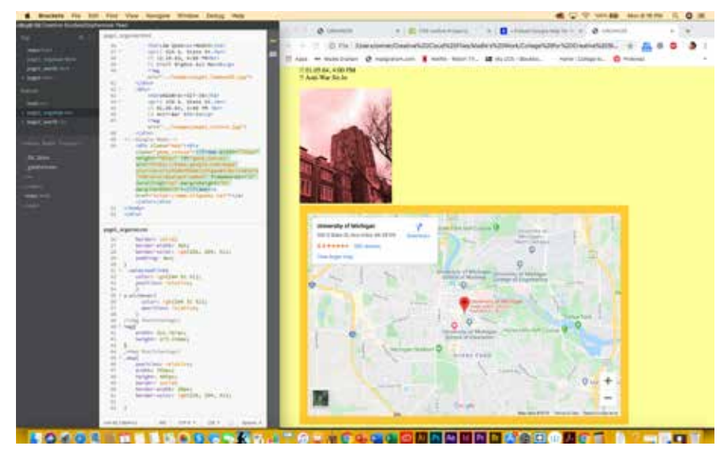

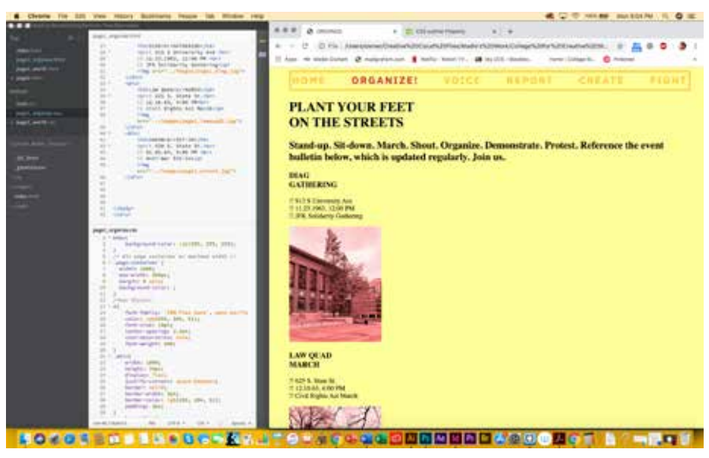

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STUDENTS FOR A DEMOCRATIC SOCIETY

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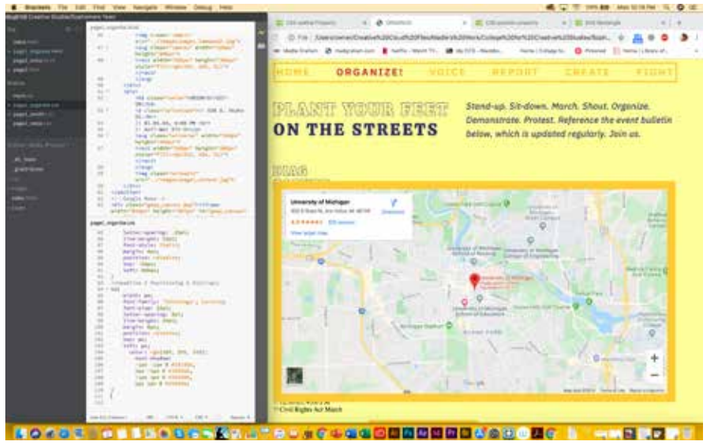

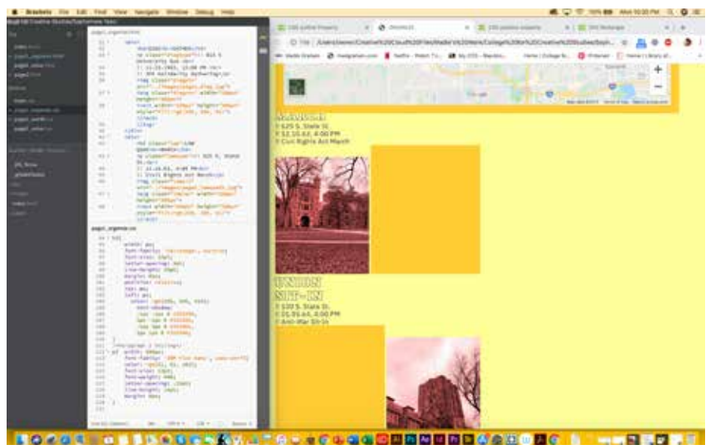

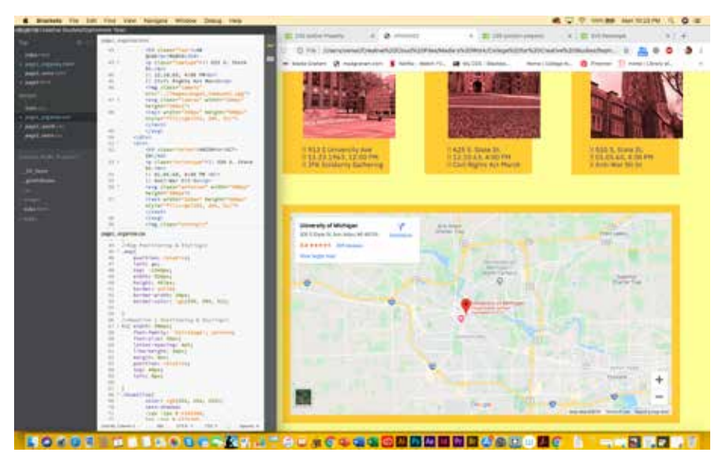

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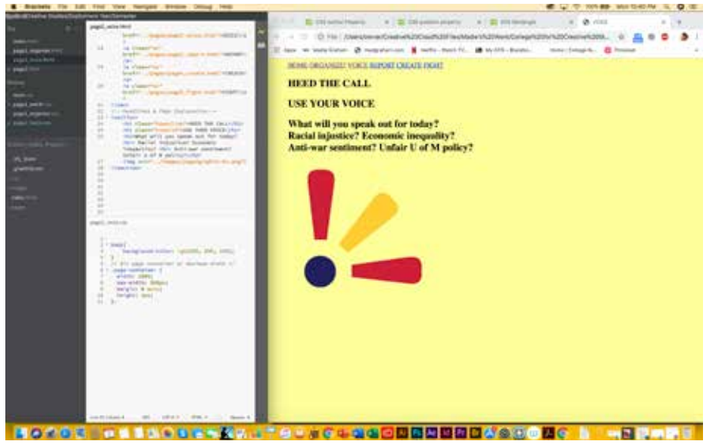

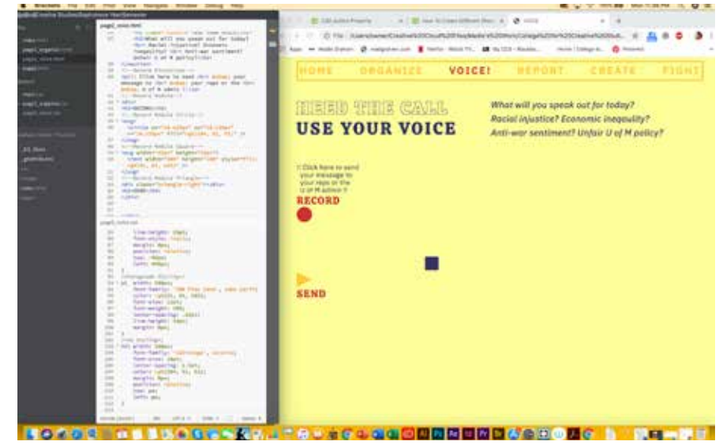

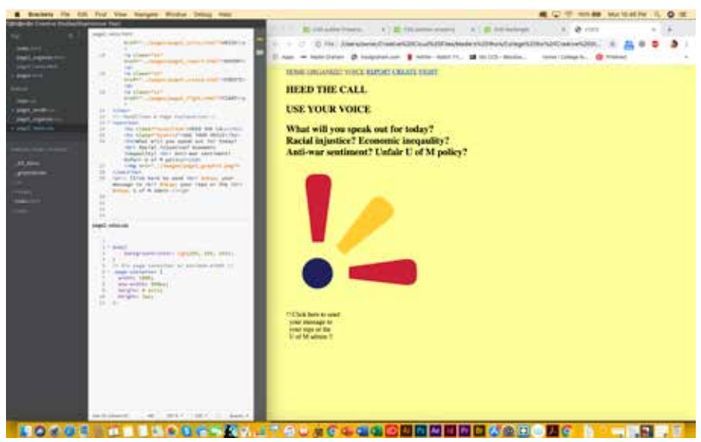

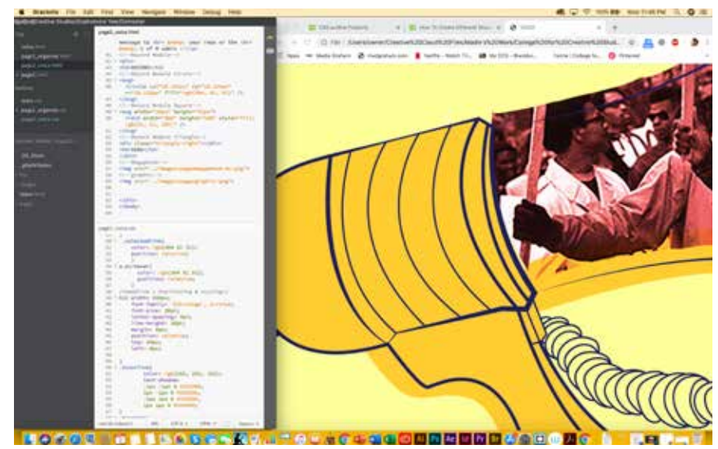

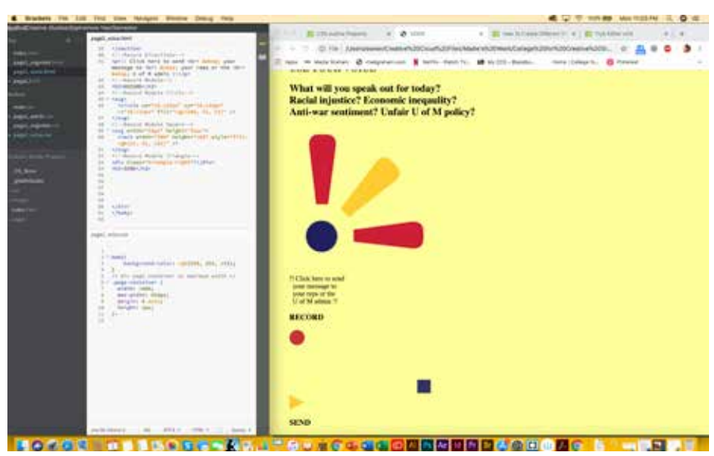

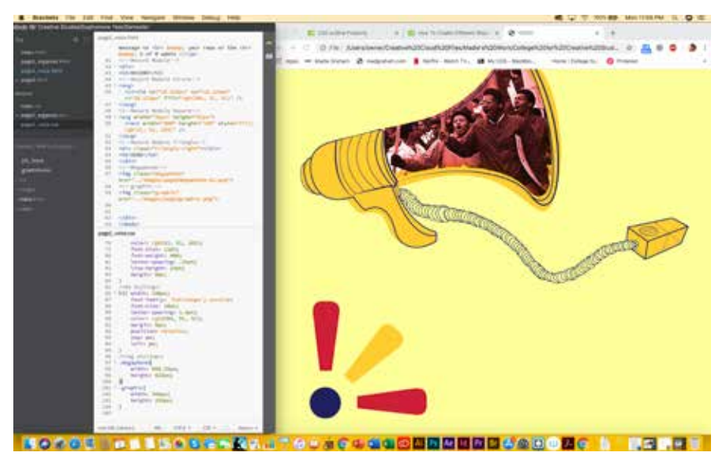

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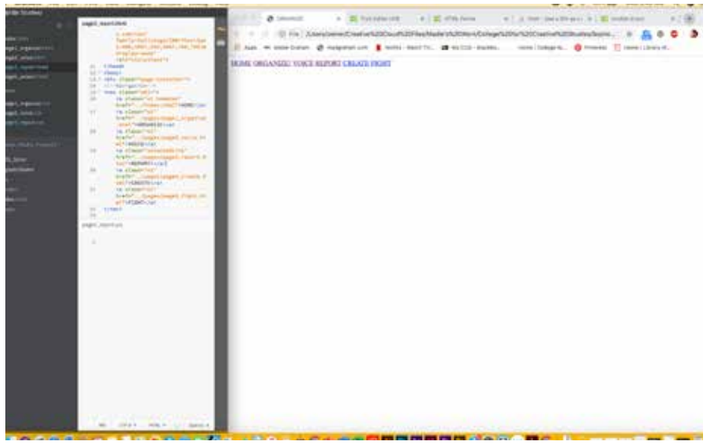

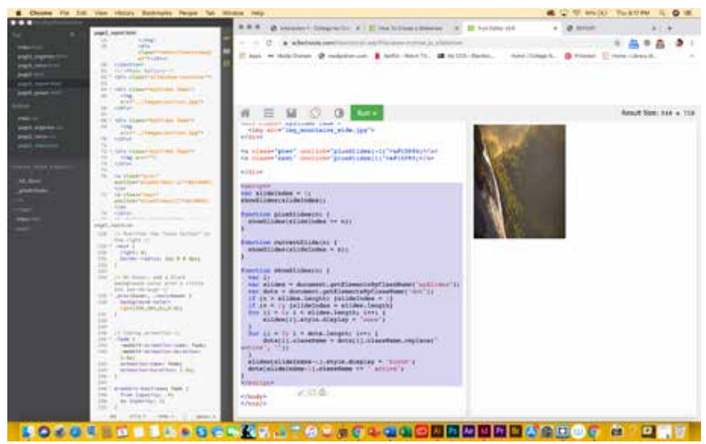

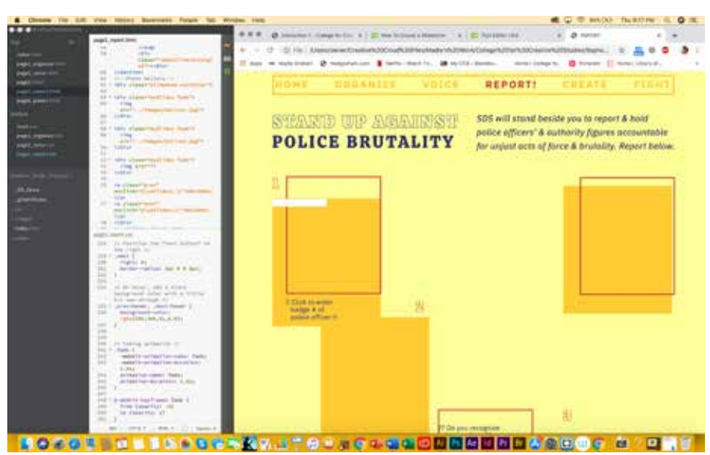

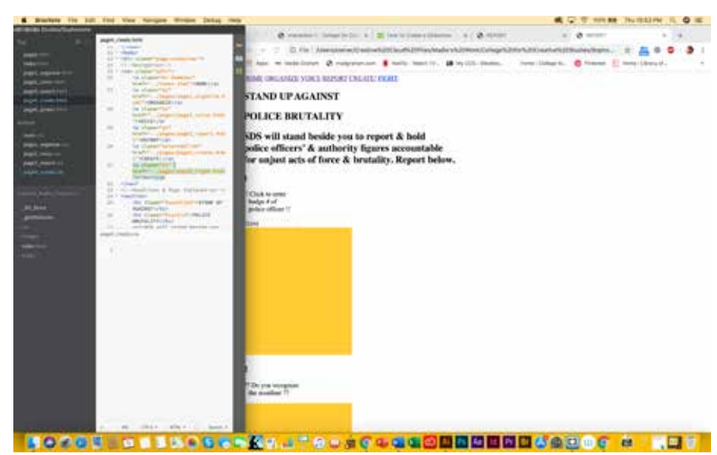

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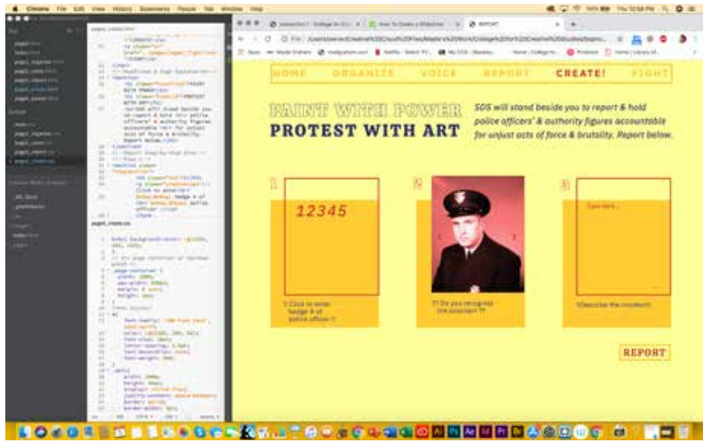

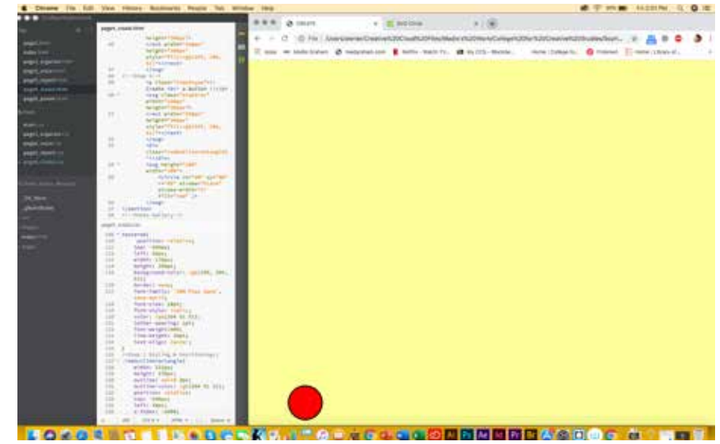

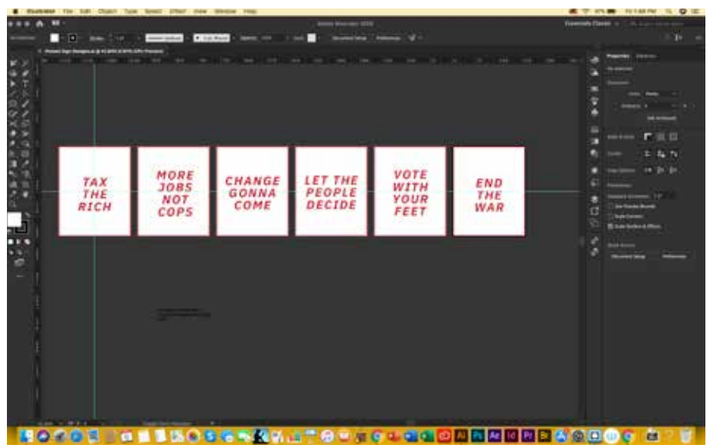

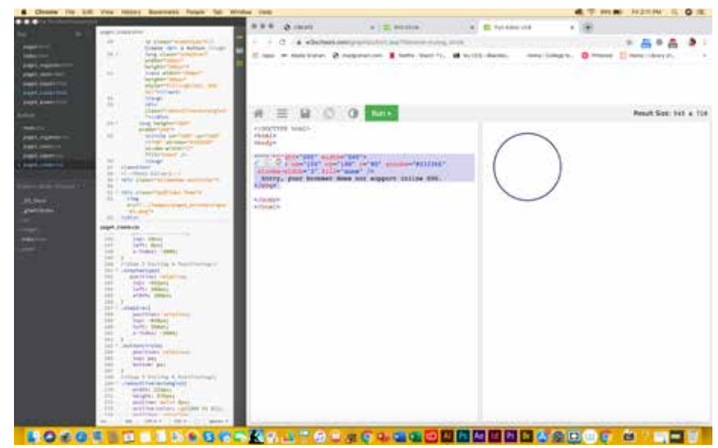

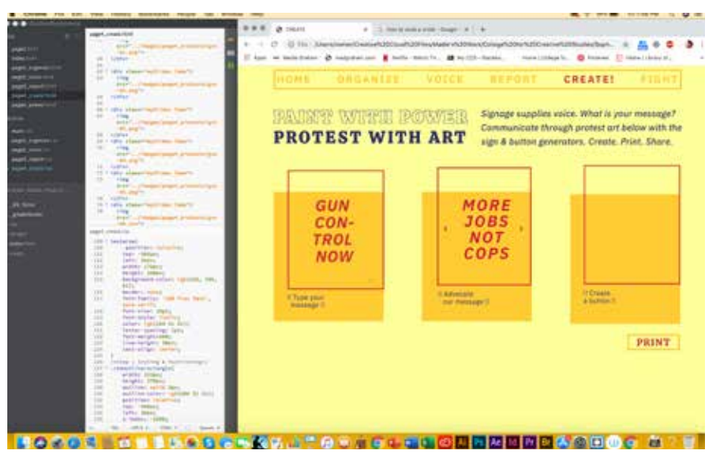

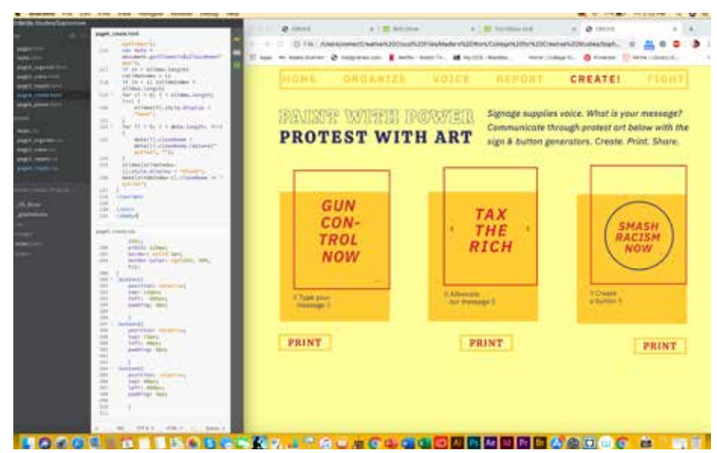

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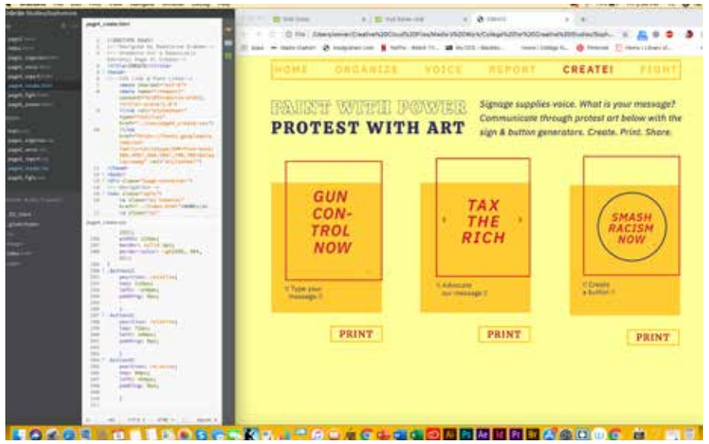

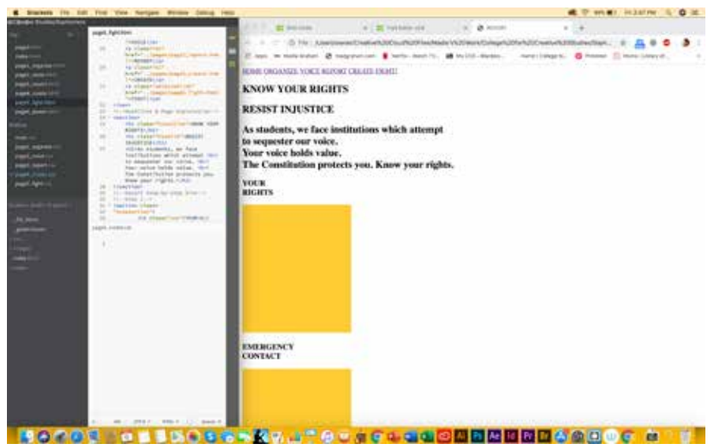

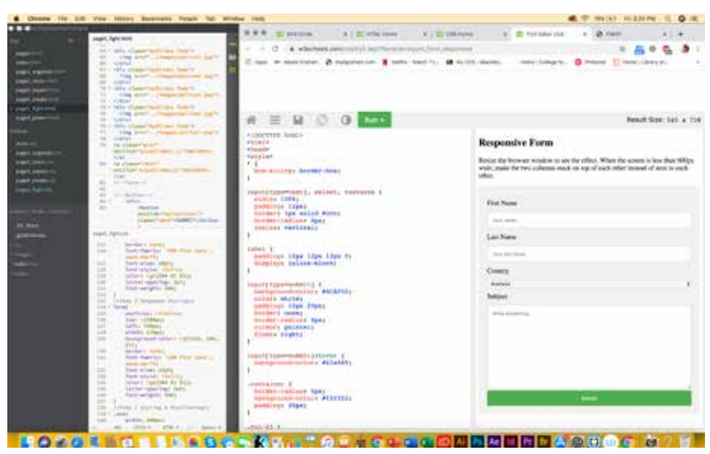

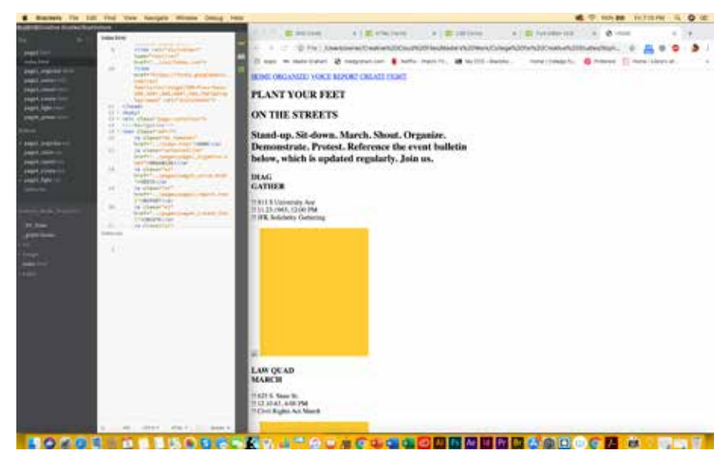

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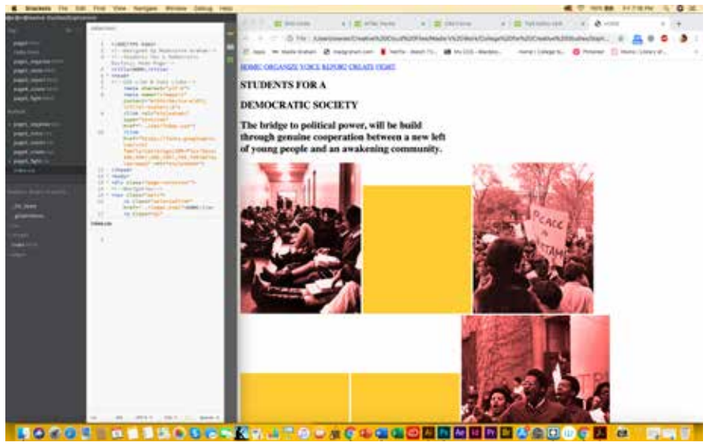

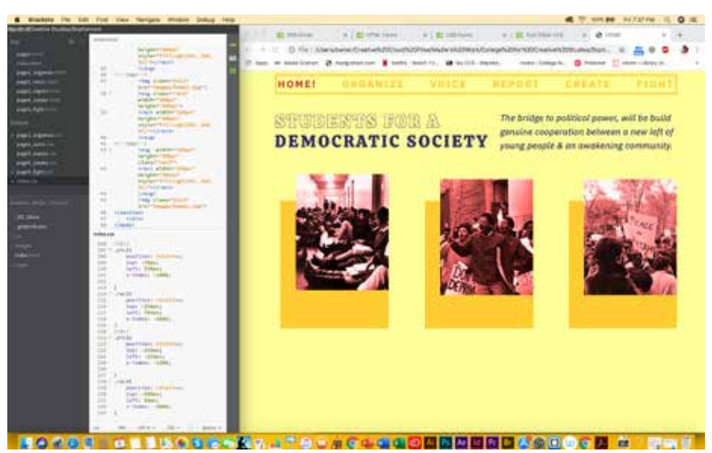

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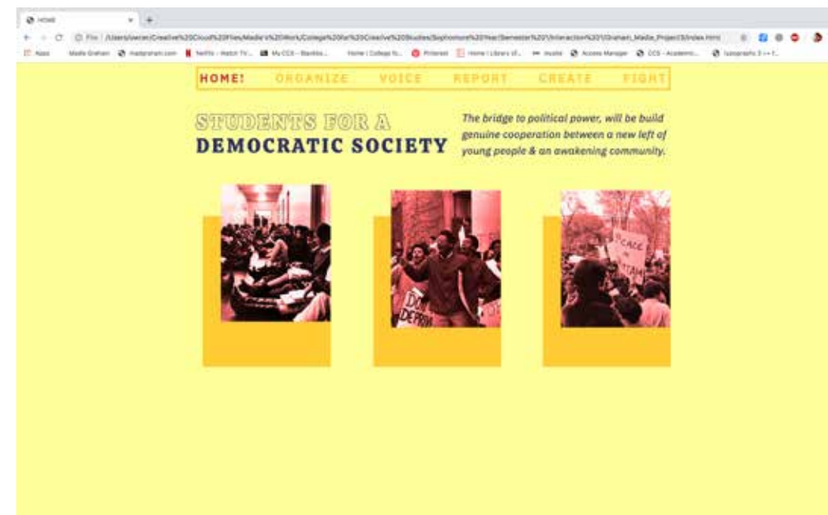

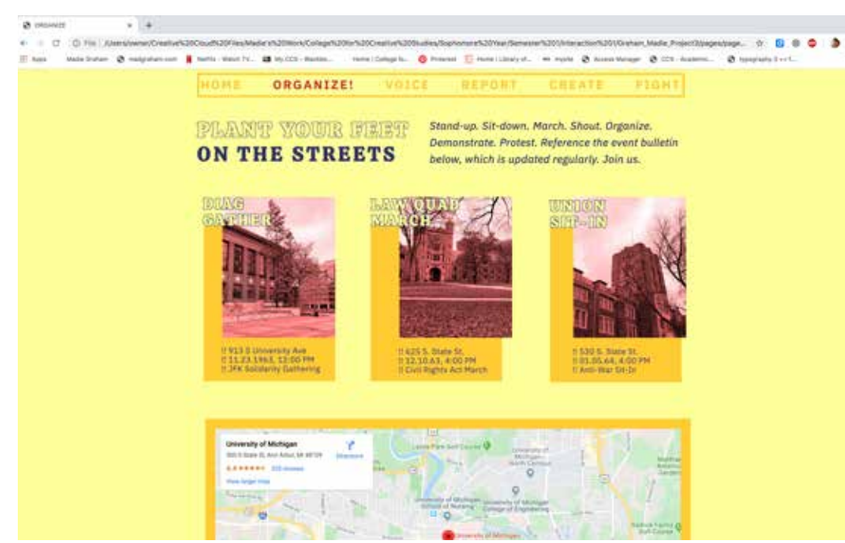

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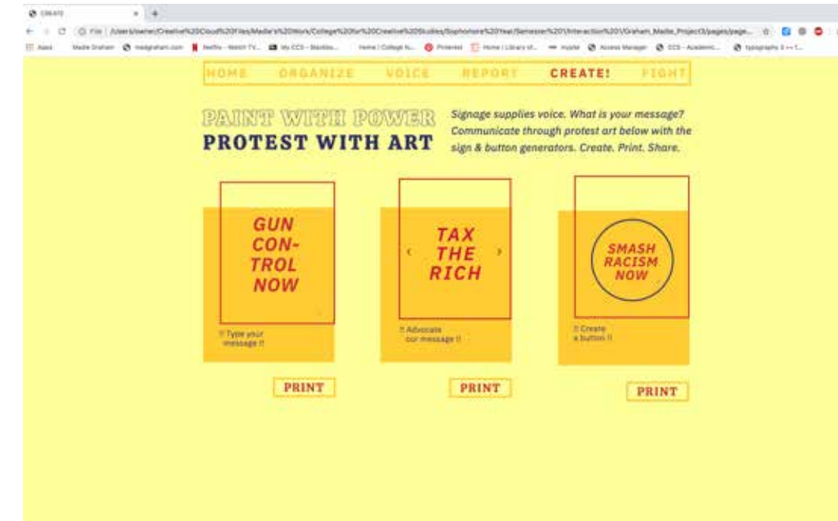

P3

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