

Critical Media Practices  
Intermedia & Aesthetics  
Research Creation



## Intermedia Workshop

"Insofar as form allows sense to appear to sentience, to paraphrase Aristotle, the role of aesthetics is to illuminate the ways in which the forms of knowledge provoke interpretation . . . Aesthesis, I suggest, allows us to insist on the value of subjectivity that is central to aesthetic artifacts—works of art in the traditional sense—and to place that subjectivity at the core of knowledge production" (Drucker 2009:xiii).

### lab - workshop - studio - seminar

Craig Campbell - Critical Media Practices

31318 • Fall 2019

Meets Fridays 9am-noon | SAC 5.124

Office hours: Mondays 11am-noon (or by appointment) | SAC 4.122

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#### **Course Description.**

Critical Media Practices explores the theoretical foundations for arts of immediacy and for encounters with sensible and sensuous worlds. This theme explores ways of knowing and evoking (which I prefer to 'representing') as they originate in the academy and from the art world and in the way these formations relate to their objects of study. The key words here (intermedia and aesthetics) are sites of current and enduring attention and coalescence in cultural studies and associated disciplines. Readings could include selections from Trinh T. Minh Ha, Jacques Rancière, Erin Manning, James Clifford, George Marcus, Susan Hiller, and others.

Half the classes will be spent actively workshoping projects directly (or indirectly) related to your own research. The other half will be dedicated to a few select readings that help to feel out the edges of emerging discourses on arts-based research, politics and aesthetics, and multi-sensory anthropology. This course combines creative practice in a variety of media with scholarly investigation and critical concept work.

## **Obstructions.**

Early on in the seminar you will propose an intermedia remediation of research you have already (or nearly) completed. You then work towards completion of this project over the span of the semester, regularly presenting on and workshopping your project. Over the semester I will give you a number of 'obstructions' -- challenges to re-imagine and re-design the research project according to set rules. These are essentially meant to be productive detours. These obstructions usually result in proposals rather than fully formed projects.

## **Who is this for?**

This class is designed for Graduate students and PhD candidates who are interested in estranging, defamiliarizing, and deconstructing their research projects with the goal of re-encountering their ideas and 'data' by re-assembling these matters through intermedia tactics. The first part of the seminar will establish a common language in sensory ethnographic and media theory.

## **Book to purchase.**

Loveless, Natalie. 2019. *How to Make Art at the End of the World: A Manifesto for Research-Creation*. Duke University Press.

## **Resources for Graduate Students.**

- Graduate School, services: <https://gradschool.utexas.edu/services-and-resources>
- Graduate writing center: <http://uwc.utexas.edu/grad>

## **Course Policies and Information for Students**

### Inclusive learning environment statement

The best learning environment--whether in the classroom, studio, laboratory, or fieldwork site--is one in which all members feel respected while being productively challenged. I recognize cultural antagonisms towards (and challenges faced by) people of color, women, LGBTQ identified folk, linguistic minorities and others. My goal is to help you feel safe to express your ideas, criticisms, and questions. I am dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences. I recognize my responsibility for maintaining this climate.

### Attendance policy

Regular attendance is required.

### Notice regarding academic integrity

- Honor Code or statement of ethics.
  - University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
- Web site for more information: <http://uwc.utexas.edu/academic-integrity>

### Religious Holy Days

- By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

### Behavior Concerns Advice Line (BCAL)

- If you are worried about someone who is acting strangely, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

## **Resources for Learning & Life at UT Austin**

The University of Texas has numerous resources for students to provide assistance and support for your learning.

- University Writing Center: <http://uwc.utexas.edu/>
- Counseling & Mental Health Center: <http://cmhc.utexas.edu/>
- Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>