Dr. Timothy Richardson
English 4374: Rhetoric & Multimodal Authoring 2 – Writing the City
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...from the hand-held camera at the end of the 19th century to the mobile phone at the end of the 20th, the city has always been a mediated construct.

> —Eric Gordon, *The Urban Spectator*

More people now live in urban areas than live in rural areas (UN). This course considers how we talk about *the city*, how we argue about and describe it, in order to better understand what sorts of arguments are successful and what "successful" means while we read and write cities in several ways.

Readings will be various and may include work from rhetorical theory, design and human/computer interface theory, literature, and design fiction. Some of the coursework will be born-digital, but no prior knowledge or ability in specific computer applications is required. Class will be divided between seminar discussions and studio work and will consist of both solitary and collaborative projects, including several presentations.

We'll do all of these with the goals of:

- encountering new disciplines and draw connections among them
- becoming familiar with some of the ongoing discussion about the future of whatever
- beginning to develop new skills (web design, sound editing, 3D printing, etc.)

Required Accounts:

- a Tumblr page devoted to this course

Reading List:

- *Acoustic City* – eds. Matthew Gandy and Benny Nilsen
- *Mismatch* – by Kat Holmes
- *Deep Mapping the Media City* – by Shannon Mattern
- *Speculative Everything: Design, Fiction, and Social Dreaming* — by Anthony Dunne and Fiona Raby
- Articles, etc. linked in the schedule

Available University Resources:

- *Audio-Visual Recording Kit*
- *Sound Studio*
- *Computers & Tablets*
- *FabLab*

Readings:

Each student will sign up to be the "go-to" person for **4** readings we will be discussing. You should prepare a summary to be read aloud and at least three questions through which you may start discussion.

Projects:

Critical Tumblr-ing

Mostly, people post stuff on Tumblr because they like that stuff. Often, the page has a focus to start with. Sometimes, these posts start to create a context or focus outside of what the blogger intended. Use your course Tumblr account to gather anything course-topical that you find interesting and follow others in the course, too. It's a different, public way of taking notes and keeping track of inspiration. See what happens. Also, do the below for the course.

Make a minimum of one course post a week (title it COURSE POST #: SOME SNAPPY TITLE HERE) with the following criteria. Each of these posts must consist of a minimum of

- two images
- either a link or a quote relating to or commenting on the image(s)
- a text box in which you make clear the connection(s) to the course readings and/or "the city" as we're discussing it.

Your post may be in response to someone else's post, but you cannot repost someone else's image who is in the class. We'll have a master list so that we can all follow each other.

We will discuss some of the most engaging or thought-provoking of these Course Posts as a group.

Speculative Archaeology - Kickstarter

Find three (3) Kickstarter projects that have some relationship to concerns about "the city" (transportation, fashion, whatever) and that haven't closed yet and that you find particularly engaging, promising, whatever. Choose projects that you think you'll want to spend some time with. Be prepared to present them to the class and make an argument for what's special and deserving of attention therein (in 5 minutes).

After these presentations, you'll use class responses and discussions to choose ONE of these Kickstarter projects to use for the assignments below throughout the rest of the semester.

- Kickstarter Archaeology #1

  Pull together the information the Kickstarter pitch gives you. What need or desire is the project addressing? What do the different levels tell you of the organizers' expectations of audience? What do the actual numbers of backers at each level tell you? What

promises about the future des the pitch make? Do you think it will be funded? Why or why not? Prepare this as a presentation to the rest of the class (with slides, etc.).

- Kickstarter Archaeology #2

  Trace an incremental, speculative history for the project. In six (6) steps, extending 300 years back (so, from 1719 or so), trace the evolution of the technologies or innovations that made the proposed project possible. These could be products of engineering or invention, social changes, laws, population shifts, whatever. Make charts, timelines, reenactments, whatever. Make it "historical" and compelling.

- Kickstarter Archaeology #3

  Now, speculate in three (3) steps about advancements that will transform or otherwise affect the project in the next 20 years. Your final project should take the form of a design fiction (as most broadly understood) and may take a variety of forms: prototypes and sketches, a fake Kickstarter page, print advertising series, "serious academic article," product video, etc. Consider the population it is directed toward, what economic model it supposes, etc. You should append/include detailed rationalizations/evidence to support your project (with works cited; see Hyperrhiz 13 for examples). Feel free to work and present solo, or to combine your efforts with one or two other students whose subjects or explorations overlap your own in interesting and useful ways.

Grading

We'll be using a portfolio-based grading system called the Learning Record (LR). I'll provide written or spoken feedback on individual assignments, but not numerical or letter grades. Then, at midterm and during finals, you'll turn in written arguments for the grade you deserve based on the body of work you've done in the course, the grading criteria below, and dimensions of learning and course strands that we'll discuss during the second day of class. Those arguments are the midterm and final self-evaluations mentioned above. Here are the grading criteria:

A	Represents outstanding participation in all course activities, *perfect or near perfect attendance* (typically two absences or fewer), and *all assigned work completed on time*. Also represents *very high quality* in all work produced for the course. LR provides evidence of significant development across all five course strands. The LR at this level demonstrates activity that *goes significantly beyond the required course work* in one or more course strands.
B	Represents excellent participation in all course activities, near perfect attendance (typically three absences or fewer), and *all assigned work completed on time*. Also represents *consistently high quality* in coursework. Evidence of marked development across the five course strands.

C	Represents good participation in all course activities, no more than four absences, and all assigned work completed. Also represents generally good quality overall in coursework. Evidence of some development across the five course strands.
D	Represents uneven participation in course activities, uneven attendance, and some gaps in assigned work completed. Represents inconsistent quality in course work. Evidence of development across the five course strands is partial or unclear.
F	Represents minimal participation in course activities, poor attendance, serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available.

It is difficult to overstate the importance of you familiarizing yourself with these criteria. Note that the "significantly" in the "A" category doesn't just mean doing everything required for the course really, really well. It means doing *more*. Taking thorough reading notes on every reading we cover this semester, for instance, does not necessarily constitute going "significantly beyond the required course work." You will have to demonstrate that you've done something or some things that have required time and energy beyond what the course requires and that what you've done has resulted in demonstrable learning.

Late Work

Because they generally contribute to what we are doing in class on the day they're due, I will not accept any late homework or responses to course texts. However, I will give you a no-questions-asked, 48-hour extension on one preliminary exercise *and* one reflective writing assignment. I would advise you not to blow these extensions early in the semester. I give them to you because I know technology fails and emergencies arise, but you only have one of each. No extensions on podcast episodes.

Attendance

You are expected to attend class, to arrive on time, and to participate in all in-class work and discussions. Should you miss the equivalent of five class meetings, excused or not, you will fail the course. If an unavoidable problem has prevented or will prevent you from attending class, contact me as soon as possible, preferably ahead of time, to let me know. If you are late to class or leave early, it will count as half an absence. If you arrive after I take roll, you are responsible for making sure I mark you as in attendance.

Technology

We are fortunate to be in a room equipped with computers. We will use those computers often, and in many cases it will be fine if you use a personal laptop or tablet instead.

As for smartphones and other cell phones, there may be some times when it will make sense for us to use them. In general, though, they aren't a good fit for the sort of work we do in this class. For instance, their screens are too small to engage with readings in the detail-oriented way we will during this course. For that reason, don't plan on using them in class unless we decide otherwise during a particular activity. If you have a particular reason for wanting to make use of your phone in class, let me know.

Please Note

I am often only able to respond to student e-mail during regular scheduled office hours. Please plan accordingly.

Course Schedule:

Jan 14, 16, 18	Course Introduction Discussion sign-ups	Watch in-class: Jonathan Rose, "The Well Tempered City"	Jussi Parikka, "Introduction: Cartographies of the Old and the New." *What is Media Archeology?* Wendy Hui Kyong Chun, "Crisis-Crisis-Crisis; or, The Temporality of Networks"
Jan 21, 23, 25	**NO CLASS**	Joichi Ito, "Resisting Reduction: Designing our Complex Future with Machines" Kickstarter Pitches	Kickstarter Pitches
Jan 28, 30 Feb 1	**Sound Walk** (homework: sometime in the next two weeks, work through Chow, *Learning Audacity* on Lynda)	*Acoustic City* 1. Urban Soundscapes	*Acoustic City* 2. Acoustic Flânerie
Feb 4, 6, 8	*Acoustic City* 3. Sound Cultures	*Acoustic City* 4. Acoustic Ecologies	*Acoustic City* 5. The Politics of Noise
Feb 11, 13, 15	Wagner, "City Noise Might Be Making You Sick" "Interactive Maps That Reveal What Cities Sound Like"	**Kickstarter Archaeology #1 presentations**	**Kickstarter Archaeology #1 presentations**
Feb	*Mismatch* C1-2	*Mismatch* C3-4	**studio time**

18, 20, 22			
Feb 25, 27 March 1	*Mismatch* C5-6	*Mismatch* C7-8	**studio time**
March 4, 6, 8	*Mismatch* C9 Shannon Mattern, "A City Is Not a Computer"	Hanna Hurr, "Panic City" Maureen Meadows and Matthijs Kouw, "Future-making: inclusive design and smart cities"	**studio time**
March 11, 13, 15	SPRING BREAK	SPRING BREAK	SPRING BREAK
March 18, 20, 22	**Midterm LR Due** Tiziana Terranova, "Platform Capitalism and the Government of the Social"	Astra Taylor, "The Automation Charade" Steve Rose, "Minnesota Experimental City"	**studio time** (homework: sometime in the next two weeks, work through How to make cool stuff in Unity tutorial and 3D Printing Basics)
March 25, 27, 29	**studio time**	**Kickstarter Archaeology #2 presentations**	**Kickstarter Archaeology #2 presentations**
April 1, 3, 5	*Deep Mapping the Media City* C1-2	*Deep Mapping the Media City* C3-4	Rogério De Paula, "City spaces and spaces for design" McKenzie Wark, "From Architecture to Kainotecture"
April	Anthony Dunne & Fiona Raby - *Speculative Everything* C1-3	Anthony Dunne & Fiona Raby - *Speculative Everything* C4-6	Anthony Dunne & Fiona Raby - *Speculative Everything* C7-9

8, 10, 12			
April 15, 17, 19	**studio time**	**studio time**	**studio time**
April 22, 24, 26	**studio time**	**studio time**	**studio time**
April 29 May 1, 3	**Kickstarter Archaeology #3 presentations**	**Kickstarter Archaeology #3 presentations**	**Final LR Portfolio due**

UTA Policies

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, [insert your attendance policy and/or expectations, e.g. "I will take attendance sporadically" or "I have established the following attendance policy: ..."] However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS)   www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX *or contact* Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381