

Department of Film and Media Studies
Hunter College, CUNY

IMA 78014: Spaces Speak: Archives, Architecture, and Audio Augmented Reality Fall 2024, Thursday 10 am to 12:50 pm Room: 543 Hunter North Course website: https://www.andrewdemirjian.com/spaces	Instructor: Andrew Demirjian Office: 401-C Hunter North Office hours: Monday 1:30 – 3:30 pm (via Zoom) Thursday 1:30 pm – 2:30 pm and by appointment Email: ademirji@hunter.cuny.edu
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Course Description:

Spaces Speak will work with archival materials from the Center for Puerto Rican Studies at Hunter College (CENTRO) to collaboratively create a new publicly available artwork in East Harlem. We will explore the aesthetics of working from archival materials to assemble an engaging artwork. Of particular interest is the collection of FBI and NYPD documents detailing government-sanctioned surveillance of East Harlem community members throughout the 20th century.

In the class, we will engage with new scholarship that explores concepts of affect, heritage, atmosphere, ethics, and oral histories to inform and guide our creative inquiries as well as place our research in a broader social-historical context. This course will feature multiple guest lecturers from specialists working at CENTRO and across the field of Puerto Rican studies and activism.

During the semester, we will learn valuable techniques for examining large quantities of language to find intriguing patterns across interviews. We will parse transcripts to create semantic, sentiment, parts of speech analysis, and other linguistic approaches, for possible ways of framing language that can provide collective insights. In addition, we will examine an array of location-based artistic approaches to expand our knowledge of this emerging field. One of the outcomes of this course will be a collaboratively created publicly available audio augmented reality artwork, students may also choose other creative forms of working with material we encounter in the archives.

Expected Learning Outcomes:

By the end of the term, students should be able to:

1. Learn the methods, tools and techniques for doing archival research
2. How to record, edit, process and post audio for locative media applications
3. Understand the theoretical and aesthetic affordances of augmented reality
4. How to create computer programs to parse and examine texts from many linguistic and semantic perspectives
5. Understand the aesthetic systems artists, writers and musicians have used to create expressive artworks from archival material
6. Construct creative artwork that draws from archival research and organize material into a visceral experience

7. Develop a critical and theoretical framework for analyzing archival artwork and locative media

Method of Evaluation:

1. Reading Responses 30%
2. Research Presentations 15%
3. Computational Writing and Sound Collage Sketches 10%
4. Final Project 30%
5. Participation 15%

Detailed descriptions will be provided on the course website for each reading response, the research presentations, the Conceptual Writing/Sound Collage Sketch, and the Final Project.

Required Readings:

Our readings will be drawn from pdf's available on the course website and:

The Young Lords: A Reader, edited by Darrel Enck-Wanzer

The Young Lords: A Radical History by Johanna Fernández

Suggested Readings:

Puerto Rico: A National History by Jorell Melendez-Baillo

We Took to the Streets: Fighting for Latino Rights by Mickey Melendez

Academic Integrity

Academic integrity is a guiding principle of the Hunter College learning community because all students should have the opportunity to learn and perform on a level playing field. Academic dishonesty includes, but is not limited to, cheating, plagiarism, obtaining an unfair advantage, and falsifying records or documents, whether intentional or not.

Hunter College upholds the right to promote academic integrity on its campus as an educational institution of the City University of New York. The College has the responsibility to review all charges of academic dishonesty and implement sanctions, including, but not limited to, failing the course, official transcript notation, suspension or expulsion from the College when it has been determined that academic dishonesty did occur. Please click [here](#) to see a full list of disciplinary sanctions.

All assignments submitted in this class must be your original work and written by you alone. Copying and pasting from the Internet or another student's work without attributing the source is plagiarism, whether intentional or not. While you may use AI tools like ChatGPT or Grammarly for feedback on how to improve your writing, using any AI tools to write your assignments is strictly prohibited and will be treated as plagiarism. Anyone presenting someone else's writing as their own, whether from another student, the Internet or any AI tool generating text that is copied into your work, will receive a 0 for the assignment and will be reported to the Office of Student Conduct.

Accessibility

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of Accessibility located in Room E1124 to secure necessary academic accommodations. For further information and assistance, please call (212) 772-4857/TTY (212) 650-3230. If you have registered with the Office of Accessibility, please let me know at the start of the term.

Hunter College Policy on Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment, retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct or contacting the College's Public Safety Office (212-772-4444). All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123. CUNY Policy on Sexual Misconduct. Link: <http://www.hunter.cuny.edu/diversityandcompliance/repository/files/cuny-policy-on-sexual-misconduct.pdf>

Class Participation. By enrolling in this course and entering the classroom, each student makes the tacit commitment to participate in the class. Active class participation involves more than mere physical presence. Students are expected to be actively involved in the class. They should take the initiative in discussion and projects, ask relevant questions, and contribute to the overall learning environment of the class.

It is your responsibility:

1. To prepare for class by having read assignments, written papers and/or prepared projects
2. To actively participate in class discussion and activities;
3. To take notes on discussions, presentations, and activities conducted within the class;
4. To complete all course assignments, even if you are absent from a class meeting.

Rockowitz Writing Center:

The Rockowitz Writing Center offers students help with their writing at every stage of the writing process. You can make an appointment for a live video session at:

hunter.mywconline.com.

Counseling and Wellness Services:

Counseling and Wellness Services (CWS) is another campus resource and service center for all matriculated students that is operating remotely for counseling services at no cost to all Hunter students. You can make an appointment at:

<http://www.hunter.cuny.edu/student-services/counseling-and-wellness>.

Schedule

Please be advised that the schedule below is subject to change. You are responsible for coming to class and/or checking the course website for any changes to our schedule.

WEEK	TOPIC	Deliverables [these happen after class for the next session]	READING
1 8/29	Introduction Young Lords screening Rutgers	Reading response 1 due prior to class on 9/5	<i>Acid Communism</i> , by Mark Fisher <i>The Dream of Puerto Rican Independence</i> <u><i>The House Archives Built</i></u> <u>Archives Have the Power to Boost Marginalized Voices</u>
2 9/5	CENTRO 1 (class takes place at Silberman School of Social Work at Hunter College 2180 Third Avenue, Room 120)	Reading response 2 due prior to class 9/12	CENTRO website research: choose a person or org to investigate <i>La Brega, An Encyclopedia of Betrayal</i>

	Introduction to working with archives Class discussion of readings		“Interview with Cha Cha Jimenez”, “Origins of the Young Lords” from <i>The Young Lords: A Reader</i>
3 9/12	CENTRO 2 (class takes place at Silberman School of Social Work at Hunter College 2180 Third Avenue, Room 120) Ways of reading an archive Individual research – primary sources	Reading response 3 due prior to class 9/19	<i>Fighting Black Power-New Left coalitions: Covert FBI media campaigns and American cultural discourse, 1967–1971</i> by John Drabble
4 9/19	Reading discussion Art from archives	Reading response 4 due prior to class 10/10	<i>Augmenting Reality: The Markers, Memories, and Meanings Behind Today’s AR</i> by William Uricchio “Young Lords Platform and Rules” (all sections), “The Ideology of the Young Lords” (Introduction, Definition of Terms, & The Party and the Individual) from <i>The Young Lords: A Reader</i>
5 9/26	Research Presentation #1	Feel free to include these thoughts on these readings for 10/10	Read Ch. 3 ‘The Garbage Offensive’ from <i>The Young Lords: A Radical History</i> &

			“Revolutionary Health Care Program for the People”, “TB Truck Liberated” from <i>The Young Lords: A Reader</i>
6 10/10 [no class on 10/3 Hunter is closed]	Regular Expressions Artists working with computation text and archives Locative Art	Computational writing sketch: work with Regular Expressions on archival text – submit analysis text file on 10/10 Reading Response 5 due 10/17	Read Ch. 4 ‘Building Blocks’ from <i>The Young Lords: A Radical History</i> & “Julio Roldan People’s Defense Center Opens in the People’s Church” p. 215 from <i>The Young Lords: A Reader</i>
7 10/17	Computational Writing with RiTa Discussion of reading	Computational writing sketch: RiTa POS analysis and an audio file of your favorite poem/conceptual writing piece so far. P5 Programming Sketches: Parts of speech To remove double blank spaces (or more) and line break spaces To see complete sentences with your search word A revised version of our Concordance/KWIC program. I've added a print out to the console that removes brackets and numbers, so you can copy and paste the output easily into a new document. This program should display	RiTa video Tutorial (passcode: #9MVH4AQ) and audio editing tutorial (passcode: 9tjA**2s) Choose some of the FBI files or NYPD files and read them. Turn pages or excerpts into .txt docs and apply our programming to them. Feel free to start at the end or beginning of these files so we are not all working on the same texts. Optional: Watch: <i>Palante, siempre palante!</i> : <i>the Young Lords</i> by Iris Morales it is a PBS doc Iris made on the Young Lords. Just search Iris’ name in our Library search online and you’ll see it there

		your text unjumbled if you use the 'double blank space and line break remover above'.	
8 10/24	Guest Speaker: Iris Morales	Post Audio to RoundWare (watch video tutorial for details) No reading response for 10/31 Consider going to NYC municipal office of records or CENTRO	Research Phase 2 Begins – Liberation and Suppression Beyond the YLP, self-guided research Listen to Kerning Cultures podcast, ‘Operation Boulder’
9 10/31	Field research - listen to our preliminary poems in East Harlem using RoundWare	Reading Response 7 due 11/7	Read Ch. 6 ‘The Church Offensive’ from <i>The Young Lords: A Radical History</i>
10 11/7	Guest Speaker: Johanna Fernández Posting audio to Roundware	Prepare for Research Presentation #2	Research Phase 2 – Liberation and Suppression Beyond the YLP, self-guided research
11 11/14	Research Presentation 2 (Group 1)	Just do research - get lost in documents and possibilities 😊	[you may want to get a jump start and read the text below about Affect]
12 11/21 [Thanksgiving 11/28]	Research Presentation 2 (Group 2)	Create small audio sample trying a sonic/textual approach that you think is promising Reading Response 9 on Affective Atmospheres due 12/5	Affective Atmospheres by Ben Anderson

13 12/5	Test Audio sample in East Harlem	Work on final project	
14 12/12	Final Project tweaks	Work on final project	
15 12/19	Final Project Assessment	Listen to final projects on location	