

ART, MEDIA, AND TECHNOLOGY (BFA)

Curriculum Chart

FIRST YEAR	Fall	Spring
Integrative Studio 1 and Integrative Seminar 1	6	_
Drawing/Imaging	3	_
Space/Materiality	3	_
Sustainable Systems	3	_
Time	_	3
Objects as History: From Prehistory to Industrialization	-	3
Integrative Studio 2 and Integrative Seminar 2	_	6
Program Elective	-	3
Total	15	15
SOPHOMORE YEAR	Fall	Spring
Core Studio 1: Narrative	4	_
Core Lab 1: Narrative	2	_
Dynamic Drawing and Letterforms	3	_
History of Art, Media & Technology	3	-
Program Elective	3	6
Core Studio: Spatial	-	4
Core Lab: Spatial	_	2
Art History Elective	_	3
Total	15	15
JUNIOR YEAR	Fall	Spring
Core Studio 3: Responsive	4	_
Core Lab 3: Responsive	2	_
Program Electives	6	3
Art History Electives	3	3
Core Studio 4: Topics	_	6
Collab Studio	_	3
Total	15	15
SENIOR YEAR	Fall	Spring
Thesis 1	6	_
Program Electives	6	3
Art History Electives	3	3
Thesis 2	_	6
Collab Studio	_	3
Total	15	15



ART, MEDIA, AND TECHNOLOGY (BFA)

First Year Course Descriptions

Integrative Studio 1

In Integrative Studio 1 students explore a range of visual, analytical, and making skills while working on projects that are collaborative and cross-disciplinary. How do we make sense of our ideas, the information we collect, and our hunches and theories? And what can this inquiry tell us about why we make certain decisions as creative thinkers? Students work independently and in teams to explore research, prototyping and the creative process. The studio integrates learning from other first year courses, especially in thematic links to Integrative Seminar 1. At various times in the semester, the two classes share concepts and assignments, bringing together reading, writing and making in a manner that is essential to the creative work of professional artists and designers. Course sections are thematic and include Memory, Avatar, Migrate and Fake.

Integrative Seminar 1

Integrative Seminar 1 has two important goals. First, it will prepare you to read and write at the university level. Throughout the semester, you will work toward questions of scholarly consequence as you acquire the authority you need to write your way into existing intellectual conversations. Second, its relationship with Integrative Studio 1 will result in critical dialogues between seminar and studio practice, or writing and making. This course shares a common theme with Integrative Studio 1 and at various times in the semester, the two classes share ideas, concepts and assignments through bridge topics. In this way, it will bring together reading, writing and making in a manner that is essential to the creative work of artists and designers in every discipline. The Parsons Learning Portfolio will be introduced and developed in the Integrative courses.

Drawing/Imaging

How is meaning constructed and communicated through visual images? In this course, students use traditional drawing and digital imaging methods to explore the conceptual, aesthetic and formal qualities that inform how ideas and impressions are expressed on a two-dimensional plane. Students explore visual organization, representational and abstract forms and engagement through observational drawing, photography, digital image creation, and the integration of a variety of media. The tools and methods acquired in this course form an introductory platform for students to build upon in their upper level disciplinary courses. Sections of this class may explore the following themes in relationship to the construction of form, function, identity and meaning: Language, Things, Places, People.

Space/Materiality

In this studio course, students learn through first-hand experience in Parsons' modeling facilities and hybrid studio/shop classrooms. Students explore concepts such as malleability, weight, texture, color, durability, smell, sound, taste, life cycle and ecological impacts through a wide variety of projects that privilege the close relationship of making to thinking. Other areas of inquiry range from space formation to environmental psychology to object exploration—and more—to discover how materials and their uses shape meaning. Discussion, critique and



written responses create class community and idea sharing, while helping students understand their work in historical and cultural contexts. The course will have a number of sections each following a particular theme: Habitat, Community, Culture, Body.

Sustainable Systems

This course surveys, from multiple perspectives, the sources of energy that designers make use of when designing better futures. Through a combination of lectures, seminars, fieldwork and experiments, students will be introduced to the physics, chemistry and biology of energy, and how these principles translate to our everyday experiences of food, devices, clothes, rooms, buildings, transport and cities, and more. Students will learn about issues surrounding societal energy sources, such as the pollution associated with their production and use, risks of climate change, and the challenges associated with infrastructural dependence on dwindling supplies. Students will focus on the energy systems associated with particular kinds of designing and through assignments that combine research, writing and making to discover how these systems impact the practices of art and design.

Time

This course is an introduction to the cultural and perceptual constructions of time. Learning to work with time involves more than simply editing video and sound into linear sequences. It entails the consideration of time as a designed idea that can function as a tool. How does this tool, in turn, affect how objects function, how environments are perceived, or how experiences are shared? Studio projects, readings, writing, and examples of many artists' work are used to examine how ideas such as frame, duration, and speed have evolved to impact our understanding of time. A variety of methods and media – from digital video, to drawing, to performance – are used to explore and represent different cross-disciplinary notions of time in the fields of art, design, science, and industry. The course will have a number of sections each following a particular theme: Composition, Embodied, Frame, Metropolis.

Objects as History

This course introduces students to major trends in world history and to the considered study of objects as expressions of a particular place and time. Its structure is roughly chronological, beginning in prehistory and continuing until the dawn of mass industrialization-a development that occurred at different times for different cultures. The focus will be on objects-from ordinary tools of daily life to extraordinary monuments of skill and design-on display in local museum collections. These objects will be explored in terms of how and why they were made, by whom and for whom, how they were used, what they meant to their users, and what social structures are embedded in them.

Integrative Studio 2

How many ways are there to explore an idea? In Integrative Studio 2, students fact-find individually and in groups to explore all types of discovery and documentation. Research often requires moving out into the world through field work, experimentation, failure, and creative problem solving. The studio integrates learning from other first year courses, especially in thematic links to Integrative Seminar 2. At various times in the semester, the two classes share concepts and assignments, bringing together reading, writing and making in a manner that is essential to the creative research of professional artists and designers. Course



sections are thematic and include Community Engagement, Fashion, Visual Culture and Constructed Environments.

Integrative Seminar 2

In Integrative Seminar 2, the skills acquired in Integrative Seminar 1 are expanded through the introduction of a wide variety of research methods—both digital and analog—and in projects that are shared with Integrative Studio 2. Students use digital tools and online platforms along with fieldwork to extend the research and creative problem-solving undertaken in class. Using methods such as interviews, visual research, online sources, libraries, experiments, and first hand observation, students are exposed to the multiple ways in which a topic can be researched. This course offers options that align with the research approaches used within the different schools at Parsons: Community Engagement, Constructed Environments, Fashion, and Visual Culture.

Program Elective

This course provides students an opportunity to complement and build upon their first year studio experiences with offerings that might include disciplinary studios, advanced skills studios, and exploratory studios. The course options give students the chance to bolster their skills, experience a topic related to a discipline of interest, or to simply explore an unfamiliar way of experiencing art and design.

Sophomore Year Course Descriptions

Core Studio 1: Narrative

The aim of this class is helping students to discover the concept and the power of storytelling. While students examine the history of visual narrative and contemporary practices in design and fine arts, they will appreciate the methodologies that art, media and technology offer to collect, structure and communicate relevant content and involve the audience. Through a series of works – some of them self-initiated – students will understand the technique and develop their individual approach to the topic.

Core Lab 1: Narrative

This course provides production skills and methodologies for projects in Core Studio: Narrative. Students will expand their knowledge and application of creative tools and media channels to publish their work within the creative industries.

Dynamic Drawing and Letterforms

This class offers an experimental approach to drawing and typography. It introduces students to the practice of drawing and its use in the creative process, and as a fundamental practice integral to all the media arts. While non-traditional elements, approaches, methods, & theories of drawing will be explored students will focus on the visual aspect of language and handcraft letters and alphabets. The fusion of drawing and language will be explored as a way of critical thinking and as a means for observation, storytelling and representation.

History of Art, Media, and Technology



This course examines the relationship between art, media and technology through an exploration of history and current practices in the field. The focus will be on art and design milestones that made use of technology to express new ideas and encouraged social change. Topics may include: Media Arts, The Public Space, Code and Art, Interactive Environments, Smart Materials, Game Design, Science and the Artist, Robotics and Hacking, Cultural Literacy and ethics in design and the arts.

Program Elective

This course provides students an opportunity to complement and build upon their sophomore year studio experiences with offerings that might include disciplinary studios, advanced skills studios, and exploratory studios. The course options give students the chance to bolster their skills, experience a topic related to a discipline of interest, or to simply explore an unfamiliar way of experiencing art and design.

Core Studio: Spatial

This course is an intensive project-based studio, focusing on the concept of space and its creative usage. This includes but is not limited to material, private and public, locative and mobile, interactive & immersive technologies at varying degrees of scale & contexts including tactile/sensory. Students will produce projects with increasing complexity, focusing on historic precedents, iterative design process and future developments. Emphasis is on a critical awareness of new technologies, an articulated creative process, thorough engagement with the medium and adaptation to interactive.

Core Lab: Spatial

This course provides production skills and processes for projects in Core Studio: Space. Students will expand their knowledge and application of physical computing for interactive environments, objects and processes.

Art History Elective

These elective lecture courses will introduce students to the methodologies of the dynamic intersection between design studies and visual studies. It will familiarize students with the key terms and debates of the area of study or discipline in question, and will consider their historical relevance. For example in visual studies, students will study the relationship between visual culture and the subjects that look at it and create it, as well as the social, cultural, and historical significance of this exchange. Using the rhetorical methods acquired from the readings and the examples from visual culture that are studied in class, the class interrogates taken-for-granted practices of looking.

Junior Year Course Descriptions

Core Studio 3: Responsive

This course exposes students to thorough and elaborate interactive concepts and techniques for responsive systems in the context of design and fine arts. It is an extensive investigation of the interface, the mechanism, the controls and the aims of responsive works. Students will learn how to design and develop complex interactive projects and understand how to



undertake a comprehensive research and direct their thinking process from brainstorming to final outcome. They will be given the tools to conceive, plan and develop an interactive system and they will become aware of the importance of their role in the development of responsive media. In the context of this class, the study of interaction can range from digital products to installations that trigger a social or behavioral response.

Core Lab 3: Responsive

This course serves as a complement to Core Studio Responsive. The assignments are built to work in tandem with the projects students are developing in the studio class. The lab is designed around a series of small workshops that teach beginning and intermediate interaction design through a hands-on engagement with relevant tools for designer and artists.

Program Elective

This course provides students an opportunity to complement and build upon their junior year studio experiences with offerings that might include disciplinary studios, advanced skills studios, and exploratory studios. The course options give students the chance to bolster their skills, experience a topic related to a discipline of interest, or to simply explore an unfamiliar way of experiencing art and design.

Art History Elective

These elective lecture courses will introduce students to the methodologies of the dynamic intersection between design studies and visual studies. It will familiarize students with the key terms and debates of the area of study or discipline in question, and will consider their historical relevance. For example in visual studies, students will study the relationship between visual culture and the subjects that look at it and create it, as well as the social, cultural, and historical significance of this exchange. Using the rhetorical methods acquired from the readings and the examples from visual culture that are studied in class, the class interrogates taken-for-granted practices of looking.

Core Studio 4: Topics

This course is an advanced studio for students particularly interested in developing more complex projects with a specific domain of media design, focused within the city of Paris. Emphasis is on critical thinking, iterative design methodologies and synthesis of research, design production and presentation. Students will complement historic and theoretical readings with their own research, and will develop a larger independent project of their own areas of interest.

Collab Studio

This course is a project-driven studio that emphasizes collaboration between team members working on an external problem. Ideation, prototyping, collaboration, and iteration are practiced within a variety of contexts that are chosen each year, some generated from within and some in partnership with an external company, institution, or nonprofit.

Senior Year Course Descriptions



Thesis 1

Thesis 1 and Thesis 2 are a year-long self-driven investigation into the research, prototyping and design of an identified problem, providing an opportunity for creative innovation following an appropriate methodology, and building the project in different ways and on various trajectories. The goal of the first semester is to research, develop and articulate the thesis problem and goals towards the deliverables of an initial prototype, including designed presentations of research and process from the entire semester. Thesis requires a finished project or proposal along with a written component to communicate the public presentation of the work.

Program Elective

This course provides students an opportunity to complement and build upon their senior year studio experiences with offerings that might include disciplinary studios, advanced skills studios, and exploratory studios. The course options give students the chance to bolster their skills, experience a topic related to a discipline of interest, or to simply explore an unfamiliar way of experiencing art and design.

Art History Elective

These elective lecture courses will introduce students to the methodologies of the dynamic intersection between design studies and visual studies. It will familiarize students with the key terms and debates of the area of study or discipline in question, and will consider their historical relevance. For example in visual studies, students will study the relationship between visual culture and the subjects that look at it and create it, as well as the social, cultural, and historical significance of this exchange. Using the rhetorical methods acquired from the readings and the examples from visual culture that are studied in class, the class interrogates taken-for-granted practices of looking.

Thesis 2

In this senior course level students develop their final year Thesis 2 project based upon a previously approved topic proposed in Thesis 1. Emphasis is placed on students' ability to translate their cumulative knowledge into relevant creative projects. Students need to develop a competence in cross media processes and understand the nature of all available communication channels in the creative industries. The senior studies are initiated by topics and not by media or technology therefore the focus in this course is on research and critical thinking. This course is taught through a multi-faceted in-depth project, critique sessions and a series of juries.

Collab Studio

This course is a project-driven studio that emphasizes collaboration between team members working on an external problem. Ideation, prototyping, collaboration, and iteration are practiced within a variety of contexts that are chosen each year, some generated from within and some in partnership with an external company, institution, or nonprofit.