93.830/93.430/64.830: Transformative Technologies in Arts Enterprises
(fka Disruptive Technologies in Arts Enterprises)
Fall 2024, 6 units A1
Meeting time/location:T/Th 11:00 - 12:20p; HbH 1202

Instructor: Dr. Brett Ashley Crawford
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Office Hours: Mondays & Wednesdays 2:30 - 4:30; Tuesdays 2 - 4:00pm
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Office: HbH 3023
TA: Hannah Brainard | hbrainar@

Course Description

The world is undergoing monumental change. These transformations are fueled by the aftermath of the entry of the personal computer to the mass marketplace and the introduction of the World Wide Web in the mid-1990s. These actions opened up opportunities for computing and creativity using modern technology akin to the Industrial Revolution. Richard Florida identified and coined the term *creative economy*. Some have also coined this time as the second Renaissance, noting that this era is changing our core frameworks for civilization. As in the age of the Renaissance, creativity and the arts are often at the cutting edge for creating and incorporating technologies in the world, even though some nonprofit institutions seem slow to adapt.

This seminar-style course provides students with multiple perspectives on how emerging technologies are transforming arts enterprises: **arts-making**, **audience engagement**, and **administration (also called producers, intermediaries, and consumers)**. From Artificial Intelligence to the Internet of Things to Virtual Reality, students will investigate what is happening in the field and what's on the fringe and about to break into the marketplace. Through class materials, hands-on activities, and individualized curiosity-fueled research, the course provides a breadth of understanding of multiple technologies. Additionally, each student leaves the class with a deeper understanding of one transformational technology and a hands-on experience with two technologies of their choice.

Please note: The material submitted for your review assignment or your rabbit hole ***may*** be considered for the content created for AMT Lab (www.amt-lab.org) Readers for the platform are arts management professionals working in the field. Approximately 150,000 individuals from around the world read the content annually (ages 25 - 40 on average, on desktop computers, 9 - 5:00pm). IF recommended for AMT Lab, the content is passed on to the Chief Editor of Research (Hannah Brainard), *who will work with you directly.* If you are interested in the potential for publication, please complete your interest in publication via the link on Canvas.

Course Objectives:

In the process of taking this course, you will	**Assessed by**
learn techniques for finding reliable and relevant information about emerging technologies	Weekly News, Rabbit Hole
Explore digital methods for sharing your ideas via the course WordPress platform with an option for those interested in podcasting	Rabbit Hole
Get hands-on experience with emerging apps, AI and immersive (VR/AR) forms of technology	Hands-Ons
Identify the current and future opportunities for technology in the arts-making and management	Weekly News, Rabbit Hole, Engagement
Gain perspectives on the intended and unintended consequences of the introduction of technologies to the arts-making and arts-management practice	Engagement and Preparation
Understand the core terminology and infrastructure of emerging technologies driving artificial intelligence, Web3 (blockchain), VR/AR, and other immersive tools.	Weekly News, Class Engagement, Rabbit Hole

Course Tools:

- **Shared Google Docs**
- **Course website and blog on WordPress**
- **Canvas: https://canvas.cmu.edu**

Useful Tools:

- **Grammarly: https://www.grammarly.com/**
- **Hemingway App https://www.hemingwayapp.com/**
- **Zotero: https://www.zotero.com**
- **Descript (podcasting tool) Descript.com or Audacity**
- **Software available (regular or through virtual andrew):**
  https://www.cmu.edu/computing/software/
  https://www.cmu.edu/computing/services/endpoint/software/virtual-andrew.html
- AP and Chicago Style guides
- Strunk and White's *Elements of Style* (book)

Course Texts:

- Book Chapters, Articles, Podcasts, Videos and research studies from leaders in the field accessible via Canvas or linked from Canvas.

External Reliable Sources (for use for In the Weekly News and Rabbit Hole). REMINDER: All of these are accessible through the library with your Andrew login. In addition, you can register using your CMU email for free access to the WSJ, and you can access *The Wrap, Variety,* and the *NY Times* through the library, library.cmu.edu.

- NYTimes Technology
- WSJ Technology
- Nonprofit Technology Network
- Techcrunch
- Beth Kanter Nonprofit Tech Blog
- Arstechnica
- Idealware
- Nonprofit Tech For Good
- https://www.museumnext.com/
- Center for the Future of Museums
- The Wrap
- Variety
- Entrepreneur
- ZDnet.com

Recommended Books:

- *The Creativity Code* by Marcus du Satoy
- *The Tech That Comes Next: How Changemakers, Philanthropists, and Technologists Can Build an Equitable World* by Afua Bruce & Amy Sample Ward
- *The Smart Nonprofit: Staying Human-Centered in an Automated World* by Beth Kanter & Allison Fine
- *Raising the Curtain: Technology Success Stories from Performing Arts Leaders and Artists* by Brett Ashley Crawford and Paul Hansen

PROFESSIONAL CONFERENCES:

- Engage in the world of the arts as you can online and in person (as it is safe)
- Engage at CMU in arts-tech locations via web-based opportunities (IdeATe, Create Lab and Frank Ratchye Studio for Creative Inquiry, Entertainment Technology Center sharings, CFA projects)

Course Requirements

Engagement

As a seminar, active in-class contributions are expected. Hence, engagement is assumed, but attendance is required to engage. Hence, roll-call will be used on Canvas to track attendance. Should such circumstances arise (hospitalization, earthquake, etc.), please make every effort to let me know before class begins. ***Illness* and *life events*** *are inevitable,* but recognize that your presence is important for our intellectual growth as a class as a whole due to the collaborative environment of the class. You must reschedule with the TA if you miss one of the share-out days. Attendance will be tracked in Canvas and taken at the beginning of class. If you attend less than 80% of the class, your final course grade will be dropped by 10%.

Active class participation is expected. The class will offer opportunities to learn in an active and synergistic and collaborative manner. Class time will include discussing preparation materials, in-class projects, platform critiques, oral presentations, and sharing thoughts and ideas.

Due to the depth of the content and the limited in-class time together, this course utilizes various technologies: Canvas, Google, and a course Wordpress site. You are strongly encouraged to use Zotero to track your research sources. Zotero workshops are available. The instructor is happy to demonstrate the tool during class or office hours.

- *Canvas* will serve as a conduit to the course website, it relays deadlines, and it is a place where you submit your work. It also is the hub for out-of-class conversations, class curation, and weekly news.
- *Google Drive* will be a location where we offer collaborative opportunities, including your Hands On Reports and possibly your final report (depending on *your* format choice)
- For private communication, Canvas mail or chat.google.com are always options.

Course time commitments
The course is a mini course. 12 hours per week are expected for mini-courses. A typical week would include:

- Preparing for class by reading the assigned article or watching videos, or listening to a podcast.
- Completing the Weekly News + questions for the week if it is one of your 3 weeks
- Attending class.
- Doing assignments
    - Doing a Hands-On with your partner OR
    - starting your rabbit hole research and bibliography OR experimenting with software for your review
    - Writing up your Hands-On experiment, review, or your rabbit hole (alternative recording your rabbit hole podcast)

We recommend that you schedule **your limited resource: time**. Try using a detailed (by-the-hour) planner to allot the time to accomplish the work needed for this course and other courses and life commitments. Time management is one of the most important elements of success as a graduate student at Heinz College.

Course learning assessments:

- **Weekly News + Question/Thought – Earn up to 21 points with one per week.** *No extra credit/no make-up for missed weeks.* For each week, you will look at the news covering emerging technology in your field that aligns with the topic for the day using one of the platforms provided (see assignment and list above). Why? Technology opportunities are evolving faster than any one person can track. As a group, we can keep up to date with the field together. The full assignment is provided separately and on Canvas including the grading rubric. **You will post your weekly news to Discussion Board by midnight on Wednesdays.** *50% loss of points if posted after that time. Zero if posted after class begins.*

    - **The post on discussion board should include:**
        - A link / the URL to the article (be sure it is clickable - add a space after you paste it in)

- Include a 2-3 sentence "remark" that explains what you found interesting in the article, how it relates to the day's topic, and how it is transforming your industry ecosystem. The news piece may be regarding arts, entertainment/media, arts management **or related** technology (for example – an article on RFID upgrades might not scream arts but it has use-value for the arts, e.g. Disney wristbands) AND where the technology affects the enterprise (program, internal, external, infrastructure)
- A question or thought from the materials provided for class discussion
- It is a graded assignment (3 points total NOTE: the assignment score is REDUCED by .5 points if the resource was published more than 18 months ago.)

- **Hands-On Play Time***Earn up to 30 points (15 per Hands-On)
  - 2 Hands-on experiments will be completed and documented (model and form for each hands-on provided via Canvas. The format is provided through google drive with a linked Google doc for you to copy). Results will be turned in via pdf in Canvas and shared out through an in-class round-robin exercise. The round-robin consists of a < 3 minute share of your experiment to a subset of your peers who will give you individualized feedback.
  - This work is to be done in *randomized pairs*. Each Hands-On has an engage-with portion and a maker portion.

    1. AI: engage with a chat bot on Facebook or on a website. How do you know when is it real and when is it a bot? How can you tell? Now create a chatbot for a performance or exhibit OR create a small robot. Tools/Demos provided.

    2. Pick 1 of 3: VR or VR or 3-D printing: Engage in a VR arts performance or AR art experience or 3-D touch tour (local museums have a plethora of opportunities as does the web). What was it like? What worked? What didn't? Now, try making your own). Tools/Demos provided.

- **Rabbit Hole Project (earn up to 35 points)**
  - Your focus for your project will be topics relevant to your industry, complex enough to be worthy of deeper research, and something you're highly curious about from the content areas of the class. Weekly news can serve as a resource for ideas or starting points for your rabbit hole, but final topics will be determined in conversation with the professor. You will submit ideas for review several weeks prior to due dates. NOTE: The key is finding a topic and then asking a question that you want to find the answer to. Your work can be a case study, a literature review of impacts or opportunities in your field of a particular technology, or even a comparative product review of the technology itself. (samples below)
  - The goal is to share your findings digitally and in a form that is academic and professional while being digitally advanced, not solely text-based. Data-informed, digital storytelling skills should be used, and you will find that you improve them as the course proceeds. Students are encouraged to use multimedia and interactive tools to enhance communication of the findings in their rabbit holes. All rabbit holes will be turned in via Canvas.
  - We have 3 core modules and 1 rabbit hole. Your rabbit hole mustrelate to one of them.

- Everyone's rabbit hole will move through a similar process at the beginning:
  - Submit 3 topic areas and possible questions you'd like to investigate. You will receive feedback and advice from the instructor and/or TA.
  - Once selected, you will create a preliminary ANNOTATED BIBLIOGRAPHY using Chicago Style that documents the what you are finding in your adventure. It should include at minimum 12 significant and reliable resources with 2 – 3 sentence summaries. If you have over 20 items you have gone too far ☺ None of the items can be Wikipedia entries although it is a useful resource for reliable sources. Examples of annotated bibliographies are available here:
    - https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html or https://www.scribbr.com/chicago-style/annotated-bibliography/
  - Determine which of the three reporting modes you want to use: 1) Create a Podcast (a short podcast primer of how is provided on Canvas and include a 'show notes' document)or 2) Video with visuals/slides to support your argument, OR 3) create a final report on a google doc or google site.
    - The full assignment with rubric is provided via Canvas.
  - A 2-minute share-out 'elevator pitch' during class that explains (hard stop at 2 minutes)
    - **what** the technology is
    - **how** it is being used in your rabbit hole's focus
    - how it is **transforming** the arts as covered in the rabbit hole.
  - Turn in a final report/podcast/video that will effectively communicate the technology and its impact on the field. If your rabbit hole is a comparative app review, it should still be written but with a slightly different format with takeaways and a writing style relevant to a professional in the field. The report should include digital storytelling techniques (graphs, images, etc.), even if it is a podcast (think show notes), to convey the concepts and reach a length of anywhere from 1200 - 2000 words or 15 – 20 minutes. The length is suggested but not a formal boundary. Work with your professor and TA to ensure you are achieving the reporting depth and rigor expected.
  - Read your "Rabbit Hole Partner" and give feedback as a comment on their work in Canvas. Your comment should include:
    - Something you liked about their research
    - Something you liked about their report
    - Something you would recommend they try next time to improve their research and/or their approach to sharing their findings

    Helpful hints:
    - ***How do I pick my rabbit topic and question?*** Using course topics or inspiration from Weekly News, you will work with the instructor/TA to refine research topic. The following are sample questions with linked answers.
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- Samples:
  - What is the best reader app?
  - How do you understand facial recognition software in the world of data security
  - What are the streaming trends in media?
  - How do arts organizations write privacy policies?
  - How can digital technologies support choreography or dance?

- **Final Reflection (earn up to 7 points)**
- **History of the Future / Technology Reflection (earn up to 7 points)**
  - The prompt is provided foron Canvas. You may submit a 3 - 5 page (double spaced) thoughtful reflection or a video conversation of up to 5 minutes.

Extra Credit (potential 1.5% to final grade):

- Complete your FCE's. 80% completion rate will earn an extra .5% for your final grade. And an additional .1% for each completion point above up to a max of 1.5%.

Grading Scale (100 Points):

- Weekly News + Question / Thoughts 21%
- Hands-On 30%
- Rabbit Hole 35%
  - 7 points for a thorough annotated bibliography
  - 5 points for the elevator pitch
  - 3 points for partner feedback
  - 20 points for final report digital storytelling post OR podcast
- Reflections 14

Due Date Summary (excluding weekly news – due every Wednesday)

September 1	Reflection: History of the Future / Tech Reflection
September 12	*Homework:* Hands on #1 + share out
September 15	Rabbit Hole Topic ideas
September 24	*Homework:* Hands on #2 +share out
September 29	Annotated Bibliography
October 8	Rabbit Hole Due
October 10	Rabbit Hole Share Out
October 12	Rabbit Hole Feedback to Partner & Final Reflection Due

Late work: Rabbit Hole, Reflections, and Hands-Ons have a 48-hour grace period, recognizing that conflicts happen. **No request is required but it is always good to keep your professor and TA aware of your circumstances**. HOWEVER, the elevator pitch for the Rabbit Hole and hands-on share-out is expected ON TIME or you will receive a grade of zero unless due to illness an alternative plan has been created and approved by the professor PRIOR to the due date. All work received after grace period loses 10% of the final grade every day. Rationale: You cannot turn in a grant late, and in an IRL environment, you are expected to let your supervisor know if you are going to miss a deadline.

Grading Scale:

A+	99-100%	C+	78-80.9%
A	94-98.9%	C	74-77.9%
A-	91-93.9%	C-	71-73.9%
B+	88 - 90.9%	R	70.9% and below
B	84-87.9%		
B-	81-83.9%		

Course & Classroom Policies and Expectations

Recording Class Sessions. Classes will not be recorded unless there are external requirements from the administration, for example, if we have Covid Protocols, and are moved to a Zoom environment. If you are provided with an accommodation that requires recording, please notify the professor immediately. Should we pivot, we will also be following a shared set of Digital Agreements for Zoom protocols.

Food/Drink. You are permitted to eat and drink in class as long as you do not disrupt others in the class, and you clean up after yourself.

Cell Phones. MUST be kept **in your bag with notifications turned off.**

Computers. Computers or tablets should be charged and available for every class meeting. Sometimes we will be using them during class. Sometimes we need to be focused on interpersonal interaction with a direct request to put our computers away.

Citation Guidelines: This class uses Chicago Style 17, Notes & Bibliography format: https://www.chicagomanualofstyle.org/tools_citationguide.html

Intellectual and Professional Integrity

This course is an integral part of your graduate education, an education that is designed to provide you with the tools for a successful, professional career. Assumed within is a high standard of ethics and integrity. You are expected to have read and understood the Student Handbook. Plagiarism and other forms of academic misrepresentation are viewed as extremely serious matters. Misrepresentation of another's work as one's own is widely recognized as among the most serious violations. Cases of cheating and plagiarism will receive a grade of zero and, per requirements, be submitted to and reviewed by the Dean's Office, where more severe penalties may be imposed, up to and including expulsion from the Heinz School. If any academic integrity violation occurs during this course, the

assignment will receive a zero for all those involved, and the violation will be reported to the Dean of Heinz College and CMU Office of Students.

Generative AI Tools will be used in the classroom. You are welcome to use generative AI programs (ChatGPT, DALL-E, etc.) in this class. These programs can be powerful tools for learning and other productive pursuits, including completing some assignments in less time, helping you generate new ideas, or serving as a personalized learning tool.

However, your responsibilities as a student remain the same. **You must follow the academic integrity guidelines of the university and this class**. If you use one of these generative AI tools to develop content for an assignment, **you are required to cite the tool's contribution to your work. In practice, cutting and pasting content from any source without citation is plagiarism. Likewise, paraphrasing content from a generative AI without citation is plagiarism.** Similarly, using any generative AI tool without appropriate acknowledgment will be treated as plagiarism. The university's policy on plagiarism applies to all uncited or improperly cited use of work, whether that work is created by human beings alone or in collaboration with a generative AI.

You may use generative AI programs to:

- Brainstorm new ideas
- Develop example outlines or approaches to your work
- Research topics, or generate different ways to talk about a problem

You may not use generative AI programs to:

- Generate content that you cut and paste into an assignment with a written component without quotations and a citation
- Generate content that is not adequately paraphrased without a citation
- Generate bibliographies for topics that you haven't researched yourself
- Generate other content (images, video, others) unless expressly permitted and following provided guidance
- Otherwise, use or present generative AI content that you pass off as your own work, when really it is not

Here is a citation model for GenAI
https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html

Finally, it is important that you recognize that large language models frequently provide users with incorrect information, create professional-looking citations that are not real, generate contradictory statements, incorporate copyrighted material without appropriate attribution, and sometimes integrate biased concepts. Code generation models may produce inaccurate outputs. Image generation models may create misleading or offensive content.

While you may use these tools in the work you create for this class, it is important to note that you understand **you are ultimately responsible for the content that you submit.** Work that is inaccurate, biased, unethical, offensive, plagiarized, or incorrect will be penalized.

Collaboration and discussion around the projects will be frequent and common **during class only**. Your hands-on experiments should be with your partners only, while your weekly news, rabbit holes, and reflections are solo.

In addition to the guidelines concerning work materials, you are expected to behave in a supportive and professional manner towards your colleagues/classmates; this includes sharing resources for mutual benefit, protecting information told in confidence, and helping to create a general classroom climate of honesty and respect.

Respect and Support

In addition to the guidelines concerning work materials, you are expected to behave in a supportive and professional manner towards your colleagues/classmates; this includes sharing resources for mutual benefit, protecting information told in confidence, and helping to create a general classroom climate of honesty and respect.

It is my intent that students from all diverse backgrounds, identities, and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and the pronouns by which should be used to refer to us. I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

To support this framework, all in the class will agree to a set of Inclusive Behavior tenets as shared on Canvas. If you do not agree or have suggestions for improvement, please contact the professor as soon as possible.

Special Needs and Interests

My goal is to provide the most effective educational atmosphere for all students. Please let me know, in confidence, early in the semester if you have any special needs (broadly defined). Also note that the university provides significant support should you find yourself struggling with time management, writing or other practical concerns. Please avail yourself of the Student Success Center.

Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus, and an important part of a professional education experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, please seek support or help your peer do so. Counseling and Psychological Services (CaPS)

is here to help: call 412-268-2922 and visit their website at http://www.cmu.edu/counseling/. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

Course Schedule (also available via Google Sheets)

Week 1 - Introduction to class and AI
August 27 - Introduction to the class

DUE: Weekly News Discussion Board Wednesday at Midnight

August 29 – Overview of the many forms of AI (it's not just generative)
PRIOR to class - Read / view on Canvas

- Can Monociulture Surve the Algorithm
- The State of AI in 13 charts
- Robots are AI too
- AI - an Ideology
- Machine Learning and Creativity

In class we will discuss your weekly news and uncover AI's many forms and implications for our fields

DUE: Sept 1History of the Future video and tech article with a reflective exercise

Week 2 - AI Artists and AI in Organizations
Sept 3 CLASS MEETS IN HUNT LIBRARY 106A for a tour of IDeATe
PRIOR to class - Review Canvas to articles to explore how artists are engaging AI.

- "What makes an artist in the age of algorithms?"
- AI art by Sougwen Chung
- AI and the Arts - Toward Computational Creativity
- Social app for creatives
- Refik Anadol quantum memories

In addition, listen to the podcast on Sign up . Come to class prepared to discuss what you learned and questions you have.
In class we will continue to explore how artists are using AI and explore AI tools ourselves

DUE: Weekly News Wednesday at midnight

Sept 5 How do businesses incorporate AI? In many, different ways!
PRIOR to class - Review the following on Canvas. In class we will discuss these and your weekly news.

- The Artificial Intelligence Show Podcast (episode 109 or 110)
- CRMs and Machine Learning
- Alexa and other robots your business shouldn't ignore
- AI and theatre tickets
- Machine learning and marketing

During class we will discuss these and your weekly news to uncover the opportunities and obstacles for organizations

Week 3 AI Ethics & Immersives overview
Sept 10 AI Policy and Ethics
PRIOR to class - Explore the articles on Canvas

- AI Comic deemed ineligible for copyright protection
- AI and google's bias
- California's AI Bill SB1047
- AI workers

During class we will debate WHAT should be covered and HOW by copyright (or other artists rights) in an age of AI

DUE - Weekly News Wednesday at midnight

Sept 12 AR/VR/XR/MR are all emerging opportunities for artists and organizations. What are these technologies and their artistic opportunities and costs?

DUE Hands on #1

PRIOR to class - Review the random examples and hopefully weekly news will continue to expand our exploration.

- VR – and its failure?
- Artist ClaireSophie
- Artist Roi Lev
- Should arts managers implement immersive technologies?
- AR - scan these works and they will come to life

During class we will share out our Hands On #1 (AI) then we will explore the many modes of AR/VR/XR/MR, etc., many of which are dependent on some forms of AI

DUE Sept 15 Rabbit Hole topics of interest

Week 4 - The Metaverse(s) and Immersives, Interactives and the Theory of Play
Sept 17 - The Metaverse (promise, reality and future)
PRIOR to class - review the following

- An interview with VP of Unreal Engine on the promise of the metaverse
- Digital Identity in the metaverse
- Digital Twins and the metaverse
- VR's business reality

During class we will discuss and investigate the metaverse as entertainment and as a business tool

DUE - Weekly News Wednesday at midnight

Sept 19
PRIOR to class - review the board sampling of what gamification is and how it is playing out (pun intended) in our industries

- Explore AR and GIS – play Pokemon Go! or perhaps you've used something like this on NYC's Highline?
- Maps for engagement IRL (Denver)
- Video Games and new new normal of immersive entertainment

- What is gamification? (read one of 2)
- Play / investigate 2 arts-centered apps

During class we will consider and engage with how gamification is affecting how we live, work, and play

Week 5 - Immersives Futures and on to Blockchain
Sept 24
PRIOR to class - Review the following on Canvas

- AR Uses for Business continue to expand
- Movie Theatres and the performing arts new immersive model
- Art with no limits and Artechouse

During class we will engage in a futurist exercise and consider the wants and likelihoods of immersives futures (what will or won't support particular trajectories)

DUE - Weekly News Wednesday at midnight
Sept 25
DUE: Hands on #2
PRIOR to class - Review the core structure of blockchain and its uses as linked on Canvas

- How many blockchains are there?
- What Web3 means for business?
- What is a DAO?
- How blockchain can simplify partnerships (and many other things)

During class we will share out Hands on #2, then review the core technology and business model that defines blockchain and begin our exploration of how it is being used across the globe. Weekly news about blockchain will be discussed as well.

DUE Sept 29 Annotated Bibliography

Week 6
October 1 - Cryptocurrency and Collaboration
PRIOR to class - Review on Canvas the implications and importance of cryptocurrency from a couple of perspectives:

- How blockchain is about to change the music industry
- How it can simplify partnerships
- How americans are using cryptocurrency
- How cryptocurrency is / can fund film

During class we will discuss cryptocurrency and investigate crypto wallets aka DAPPS

DUE - Weekly News Wednesday at midnight

October 3 – NFTs
PRIOR to class - review on canvas how NFTs are not dead, and may still be a player as blockchain and the metaverse continue to grow

- JayZ and the law
- NFTs and the metaverse
- NFTs and fundraising
- NBFTs and museums

During class we will investigate the NFT marketplace(s) and how they are currently being used in various industries.

Week 7 - Policy, Technology and the Economy | Rabbit Hole Share Out
October 8
PRIOR to class - review 3 perspectives on Canvas (national and international) that will affect technology and the future of work.

- Rethinking tech policies for the 21st century
- The future of technology
- EUs policies and the Future of society

During class we will discuss these and anything that has been added to these thoughts in the past 2 months (things move fast)
REMINDER: Rabbit Hole Report is due by midnight

DUE - Weekly News Wednesday at midnight

October 10
PRIOR to class - work on your short share out
During class we will share our rabbit holes and discuss final weekly news (in small groups)

DUE October 12: Peer feedback to Rabbit Hole and Final Reflection