San José State University  
Department of Art & Art History  
Art 104 Interdisciplinary Seminar in Digital Media  
Spring 2019, Room ART 237  

Instructor: Andrew Blanton  
Office: Art 311  
Email: andrew.blanton@sjsu.edu  
Office Hours: T 4-6 or by appointment  
Class Day/Time: T 6-8:45  
Class Website: switch.sjsu.edu and https://github.com/ablanton/SJSU_ART_104_S19  

Course Description  
This semester’s Interdisciplinary Seminar in Digital Media will work toward bringing SWITCH back online. Through a combination of lectures, presentations, and research, this class will explore old SWITCH articles and rebuild the web platform for a new distribution of SWITCH journal. The core premise of the class will address individual and collaborative writing exercises, seeking to critically understand cultural normative assumptions about modernity and the use of technology while considering multiple alternatives to the current technological status quo. These assignments will build into the first issue of the re-launch of SWITCH.  

Learning Outcomes  
Upon successful completion of this course, students will be able to:  
LO1: understand the context of digital media art within contemporary art and society  
LO2: develop skills in creative research and problem-solving, brainstorming, and visual communication  
LO3: deploy their skills for artistic achievement  
LO4: demonstrate familiarity with the language of visual critique  
LO5: expand their skills in writing to include analysis, and critical review  

Required Texts/Readings  
Readings will be assigned throughout the class. No textbook is required for the class and all readings will be presented through the class blog.  

Suggested texts include:  
SWITCH internet archive  
Expanded Cinema - Gene Youngblood  

Library Liaison  
Gareth Scott  
email: gareth.scott@sjsu.edu  
phone: (408) 808-2094  
Dr. Martin Luther King, Jr. Library, 4th Floor Administration Offices
Classroom Protocol

Participation:

• Participation in class discussions for readings, material that we watch in class, giving feedback to your peers on their work is mandatory. Remember that 20% of your grade is based on your participation in class + topic presentation and you are expected to actively participate in such discourses as they are some of the most important sections of our class.

• On Presentation days you must be able to explain and give a clear presentation of the topic, research, and concepts. If you have a hard time talking in front of a crowd or remembering your points, use a notebook, powerpoint, sketches or bullet points for your presentations.

• For readings that I will be assigning in this course you are required to post your reading response (500 word two pages double spaced) response to our class blog. You are asked to think critically and post something that questions, criticizes, endorses, and/or adds to the reading. See the course outline chart for deadlines for these responses.

Grading Policy:

Seminar Participation = 10% + 10%

It is required that you attend and participate regularly in seminar discussion, this will account for 10% of your grade. The course includes engaged group dialogue and student-lead presentations of the assigned readings along with visual material. The student-lead presentations will be assigned at the beginning of the semester and your presentation and preparedness will account for an additional 10% of your grade. Students will be assessed based upon their individual level of engagement in seminar and the quality of student-lead presentations as defined in the grading policy/ rubric below.

Weekly Reading Responses = 60% (12 x 5% each response)

Required weekly reading and writing assignments must be submitted on the day they are due. Students will submit a double-spaced typed written response per reading assignment (see course schedule for details). Reading responses will illustrate your brief summary of, along with your questions and challenges to, the text. Please use paragraph format, and spell-check - no bullet points. Reading responses will be assessed based upon quality and specificity of your response, as well as attention to key ideas from the assigned readings.

Final Paper and Research Presentation = 20%

The class will conclude with a 7-page written paper. Final papers and research projects must demonstrate comprehension of, and engagement with, at least two of the primary seminar themes and topics. Research leading to the final presentation will begin in early November when the final project assignment is given.
Grading Scale
Your coursework will be assessed according to the following rubric,

**A = 100 - 90% ~ Exceptional.** Student exhibits exemplary effort at comprehension and analysis of the required materials. All written and creative work is lucid and engaging.

**B = 89 - 80% ~ Strong.** Student completes assignment, and demonstrates a grasp of the key themes of each topic, but not all. Detail, creativity and critical analysis are present.

**C = 79 - 70% ~ Average.** Student completes the assignment but may lack enthusiasm or drive to push the work into a detailed creative or critical space. Student performs little or no creativity or analysis. Problems exist: the work is underdeveloped or incomplete.

**D = 69 - 60% ~ Poor.** Student does not complete the work as assigned. Substantial problems exist in student’s work.

**F = < 60% ~ Fail.** Student does not submit work, or work is below unsatisfactory level.

Rubric:

<table>
<thead>
<tr>
<th>Overall artwork Quality</th>
<th>exceptional</th>
<th>strong</th>
<th>average</th>
<th>poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension of medium, history and cultural context</td>
<td>Challenges Medium technically and conceptually</td>
<td>Strong Technical and conceptual work</td>
<td>Technically working with a concept</td>
<td>Project working with no concept or Full concept with a model that does not work</td>
</tr>
<tr>
<td>Engagement with work</td>
<td>Multiple ideas and approaches considered in the creation of a unique work</td>
<td>Multiple ideas and approaches considered in the creation of an aesthetically strong work</td>
<td>An idea executed with expected outcome in a medium</td>
<td>Insufficient engagement to produce proposed work</td>
</tr>
<tr>
<td>Deliverable</td>
<td>Turned in on time with outstanding documentation on process and concept, portfolio ready</td>
<td>Turned in on time with full documentation of process and concept with superior reference and image, text video etc</td>
<td>Turned in on time with full documentation on process and concept</td>
<td>Turned in late with strong documentation of process and concept</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1    | Tue 1/29| Course Introduction /Overview of Syllabus<br>Introductions (Instructor-Students) Git Registration

**Reading 1: Assigned in Class**

<table>
<thead>
<tr>
<th>2</th>
<th>Tue 2/5</th>
<th>Reading 1 Due&lt;br&gt;Presentation + Discussion&lt;br&gt;<strong>Reading 2: Assigned in Class</strong>&lt;br&gt;Introduction to HTML</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Tue 2/12</td>
<td>Reading 2 Due&lt;br&gt;Presentation + Discussion&lt;br&gt;<strong>Reading 3: Assigned in Class</strong>&lt;br&gt;Website Setup and Git Pipeline</td>
</tr>
<tr>
<td>4</td>
<td>Tue 2/19</td>
<td>Reading 3 Due&lt;br&gt;Presentation + Discussion&lt;br&gt;<strong>Reading 4: Assigned in Class</strong>&lt;br&gt;HTML 2</td>
</tr>
<tr>
<td>5</td>
<td>Tue 2/26</td>
<td>Reading 4 Due&lt;br&gt;Presentation + Discussion&lt;br&gt;<strong>Reading 5: Assigned in Class</strong>&lt;br&gt;Forming SWITCH Groups and Begin Working on site design</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Event Details</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| 6    | Tue 3/5  | Reading 5 Due
      |           | Presentation + Discussion
      |           | Reading 6: Assigned in Class
      |           | Final Paper Requirements Posted to the git. |
| 7    | Tue 3/12 | Reading 6 Due
      |           | Presentation + Discussion
      |           | Reading 7: Assigned in Class
      |           | Final Presentation Proposals
      |           | Group Work Beginning Research For Final |
| 8    | Tue 3/19 | Reading 7 Due
      |           | Presentation + Discussion
      |           | Reading 8: Assigned in Class
      |           | Research and in class work on papers |
| 9    | Tue 3/26 | Reading 8 Due
      |           | Presentation + Discussion
      |           | Reading 9: Assigned in Class
      |           | Research and in class work on papers |
| 10   | Tue 4/2  | Spring Recess — no class! |
| 11   | Tue 4/9  | Reading 9 Due
      |           | Presentation + Discussion
<pre><code>  |           | Research and in class work on papers |
</code></pre>
<p>| 12   | Tue 4/16 | Reading 10: Assigned on git |
| 14   | Mon 4/22 | ATC 9-12:30 MLK 225 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue 4/23</td>
<td>ATC 9-12:30 MLK 225</td>
</tr>
</tbody>
</table>
| Tue 4/23 | Reading 10 Due  
Presentation + Discussion  
Reading 11: Assigned in Class |
| Tue 4/30 | Reading 11 Due  
Discussion + Critique of Final Papers |
| Tue 5/7 | Final presentations  
Final 7-page paper due no later than Sunday, December 17th  
The final paper and project format will be assigned in class on Wednesday, November 4th and available online in PDF format |
| Final Paper | The final exam is a 7-page written paper and research project  
due no later than Sunday, May 20th |

**Department Advising**
For information about majors and minors in Art & Art History, for change of major/minor forms and a list of advisors: [http://www.sjsu.edu/art/](http://www.sjsu.edu/art/) or the Art & Art History department office in ART 116, 408-924-4320, art@sjsu.edu

**Art Building After Hours Access Policy**
Please see the attached document for further information. Contact Bill Alley (Bill.Alley@sjsu.edu) or Lydia Black (Lydia.Black@sjsu.edu) if you have questions.

**University Policies**

**Dropping and Adding**
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at [http://www.sjsu.edu/aars/policies/late_drops/policy/](http://www.sjsu.edu/aars/policies/late_drops/policy/). Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/).
Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students’ Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.