

San José State University

Department of Art & Art History

Art 104 Interdisciplinary Seminar in Digital Media

Fall 2020, Online

Instructor: Andrew Blanton

Office: Art 311

Email: andrew.blanton@sjsu.edu

Office Hours: W 1-3 or by appointment

Class Day/Time: W 3-5:45

Class Website: switch.sjsu.edu and https://github.com/ablanton/SJSU_ART_104_F20

Course Description

This semester's Interdisciplinary Seminar in Digital Media will explore our increasingly mediated reality through a combination of lectures/presentations, in class student led discussion, and writing/media exercises. Centered around ideas of perception, media, and digital identity, we will study key texts addressing media and its relationship to embodiment and consciousness. 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.

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

[Radical Software](#)

[Expanded Chnema](#) - Gene Youngblood

Library Liaison : Aliza Elkin

email: aliza.elkin@sjsu.edu

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:

Overall artwork Quality	exceptional	strong	average	poor
Comprehension of medium, history and cultural context	Challenges Medium technically and conceptually	Strong Technical and conceptual work	Technically working with a concept	Project working with no concept or Full concept with a model that does not work
Engagement with work	Multiple ideas and approaches considered in the creation of a unique work	Multiple ideas and approaches considered in the creation of an aesthetically strong work	An idea executed with expected outcome in a medium	Insufficient engagement to produce proposed work
Deliverable	Turned in on time with outstanding documentation on process and concept, portfolio ready	Turned in on time with full documentation of process and concept with superior reference and image, text video etc	Turned in on time with full documentation on process and concept	Turned in late with strong documentation of process and concept

Schedule:

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wed 08/19	Course Introduction /Overview of Syllabus Introductions (Instructor-Students) Git Registration Reading 1: Assigned in Class
2	Wed 08/26	Reading 1 Due Presentation + Discussion Reading 2: Assigned in Class Introduction to HTML
2	Thur 08/27	DMA BFA Orientation 12 noon! DMA Mentorship Info Session 7:30PM!
3	Wed 09/02	Reading 2 Due Presentation + Discussion Reading 3: Assigned in Class Website Setup and Git Pipeline
4	Wed 09/09	Reading 3 Due Presentation + Discussion Reading 4: Assigned in Class HTML 2
5	Wed 09/16	Reading 4 Due Presentation + Discussion Reading 5: Assigned in Class Forming Final Groups and Begin Working on site design
6	Wed 09/23	Reading 5 Due Presentation + Discussion Reading 6: Assigned in Class Final Paper Requirements Posted to the git.

Week	Date	Topics, Readings, Assignments, Deadlines
7	Wed 09/30	<p>Reading 6 Due</p> <p>Presentation + Discussion</p> <p>Reading 7: Assigned in Class</p> <p>Final Presentation Proposals</p> <p>Group Work Beginning Research For Final</p>
8	Wed 10/07	<p>Reading 7 Due</p> <p>Presentation + Discussion</p> <p>Reading 8: Assigned in Class</p> <p>Research and in class work on papers</p>
9	Wed 10/14	<p>Reading 8 Due</p> <p>Presentation + Discussion</p> <p>Reading 9: Assigned in Class</p> <p>Research and in class work on papers</p>
10	Wed 10/21	<p>Reading 9 Due</p> <p>Presentation + Discussion</p> <p>Research and in class work on papers</p> <p>Reading 10: Assigned on git</p>
11	Mon 10/26	ATC 9AM-2PM
11	Tue 10/27	ATC 9AM-1:15PM
11	Wed 10/28	<p>Reading 10 Due</p> <p>Presentation + Discussion</p> <p>Reading 11: Assigned in Class</p>
12	Wed 11/04	<p>Reading 11 Due</p> <p>Presentation + Discussion</p> <p>Reading 12: Assigned in Class</p>
13	Wed 11/11	No Class - Veterans Day
14	Wed 11/18	<p>Reading 12 Due</p> <p>Discussion + Critique of Final Papers</p>

Week	Date	Topics, Readings, Assignments, Deadlines
15	Wed 11/25	No Class - Thanksgiving
16	Wed 12/02	Final presentations Final 7-page paper due no later than Thursday, December 10th <i>The final paper and project format will be assigned in class on Wednesday, September 23rd and available online in PDF format</i>
17	Final 12/10	The final exam is a 7-page written paper and research project due no later than Thursday December 10th at 2:00pm.

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/> 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](http://info.sjsu.edu/static/catalog/policies.html) 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/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/late_drops/policy/) is available at 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/) at <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), <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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (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](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.