

San José State University
Department of Art and Art History
Art103, Art as System Section 1, Fall 2021

Contact Information

Instructor:	Steve Durie
Office Location:	Art Building 325
Telephone:	408-924-4590
Email:	steve.durie@sjsu.edu
Office Hours:	Tue 3:45pm - 4:45pm & Thursday 4pm - 5pm
Class Days/Time:	Monday & Wednesday 4pm- 6:50pm
Classroom:	Zoom Online & Room 237, Art Building (Mode 4 Hybrid)

Faculty Web Page

All course material including schedule and assignments corrections will found on my faculty web page at <https://cadre.sjsu.edu/steve/art103>

Course Description

This class concerns itself with the exploration of art and creativity as the content of an information system. Including strategic creativity, system based processes; simulation pre-visualization and various CNC related production techniques.

Course Goals

This course addresses conceptualization, design and production of art with respect to systems and creativity. The class focuses on exposing the context that systems enable in everyday life and their function in contemporary culture. Subjects addressed in the class include: general systems and complexity theory, the nature of creativity defined as a system, information mapping, gaming, visualization, and network aesthetics. In addition various tools and formal techniques are introduced related to CNC machines

and processes. The topic theme for this class focuses on systems related to community-based creativity, learning and distribution systems.

Course Learning Outcomes

Upon successful completion of this course students shall:

CLO1- Recite the role and function of systems theory in society and culture.

CLO2- Recite a working knowledge of different approaches and philosophies on the subject of creativity & systems.

CLO3- Develop systems based strategies to incorporate into their own art practice.

CLO4- Construct models for developing ideas utilizing various 3d and 2d software packages.

CLO5- Construct artwork strategies based on a variety of CNC processes

CLO6- Develop strategies to document artwork and creative process

CLO7- Submit and share artwork and proposals on the Internet for a community based process and feedback strategy.

Required Texts/Readings:

Various online text and video resources will be available on the class website for reading, Q&A's and for in-class discussions & assignments. Below is a selection of what we will be reading and discussing in class over the semester. The instructor reserves the right to add or change readings with proper notice to accommodate the course of content and pedagogy as well and to be more relevant to the course of the class and its reflection of current events, trends, etc.. This list is provided as a reference.

Gray A. "OBLIQUE STRATEGIES FOR ARTISTS WITH ACUTE DILEMMAS", 2017
<http://makeyourownrabbithole.com/blog/2017/12/13/oblique-strategies-for-artists-faced-with-acute-dilemmas>

Monti, G. "Chaos and Complexity" , 2010
<http://www.activegarage.com/chaos-and-complexity-5-chaos-vs-complexity>

Widewalls, "How did Tessellation Transform from Method to Art", 2016
<https://www.widewalls.ch/tessellation-mathematics-method-art/>

Wakkary R., Odom W., Hauser S., Hertz G. E Carr, H Lin, 2016, ACM
"A SHORT GUIDE TO MATERIAL SPECULATION: ACTUAL ARTIFACTS FOR CRITICAL INQUIRY"

<http://interactions.acm.org/archive/view/march-april-2016/a-short-guide-to-material-speculation-Actual-artifacts-for-critical-inquiry>

Conway J. , Koseman C.M., Naisch D. (2012). All Yesterdays: Unique and Speculative Views of Dinosaurs and Other Prehistoric Animals (1st Edition). lulu.com

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

Exercises, Projects & Documentation:

Assignment 1 – Oblique Strategies and Process

Create some art in a group based on a impromptu process and prompt system and then share your art with the class and something about how you see process in your own art. (Details TBA).

Assignment 2 – Modularity, Tessellation, and Complexity with Lasers

Use 2d Vector based software to use the laser, to cut multiple parts to create a construction system based on ideas introduced in Project 1 (Details TBA).

Assignment 3 – Your Mark, your Audience, your CNC router

A workflow exercise to learn CNC CAD /CAM software and the CNC router. Create a series of inscribed/carved objects, based on various techniques with the CNC router, that will be carved out based on a group theme. (Details TBA).

Assignment 4 -- The Model, the Object and the Artifact

A workflow exercise to learn 3d software and the 3d printer. Create a series of models that you then 3d print, document and publish on Thingiverse. Various themes maybe introduced given class feedback. (Details TBA).

Assignment 5 – Team group project

We are going to work on a team project where the expertise and cooperation of everyone's different skill sets will be used to create project around the system of product lifespans & consumers and makers.

- The team(s) will create a working process and system, utilizing one ore more of the tools and techniques introduced in the exercises to create their work. (Details TBA).

Assignment 6 – The Final: Integration of system and practice.

Create an art making system or process that incorporates ideas based on the material

presented in class and the software and hardware used in your previous projects. This system will be used to create your work or be the work. As part of the process you will have to form a partnership outside of the class, to get help and feedback from. (Details TBA).

Reading Assignments

- Reading feedback: You will be expected to post a series of summaries and review when we have our reading discussions. Provide a response to the material with arguments and other relevant issue and topics to what is being considered.

Project Portfolio Documentation

- Project documentation: Provide adequate documentation of ALL your solo projects. This is even more important for your Final project as the process needs to be well documented as well as the finished product.

- Group Project Documentation: Summarize your role in a project simple time-stamped list of the tasks that you did during the group projects. This will help me grade your work and participation in the group projects.

Class Participation Log

Participation in class discussions, events, critiques, helping others all contribute to this grade. In addition you will be graded on your help for a presentation event(s) at the end of the semester. You will create a log that records your participation over the semester.

NOTE: Documentation Required for Grading: All project to be accepted for grading must be posted on the class website and documented adequately to allow the instructor to find , assess and grade. **Failure to document your work will result in the material being counted as incomplete.**

Grading Policy

Project Grading Criteria:

- A. Review of Planning skills, Comps and “Demoing”
- B. Formal and Technical Achievement
- C. Innovative Response and Conceptual Approach

Assignment Grading for students:

assignment 1 - 3%

assignment 2 - 12%
assignment 3 - 13%
assignment 4 - 12%
assignment 5 - 13%
assignment 6 - 25 %

Readings Assignments - 10%
Portfolio (documentation of projects, readings, and participation) -2%
Participation Log (Lectures, in-class exercises, etc.) -10%
Class Total: 100%

Extra Credit (research, field work) -- TBA, Instructor consent is required.

The Grade Scale

A plus = 1000 to 970 points
A = 969 to 940 points
A minus = 939 to 900 points
B plus = 899 to 870 points
B = 869 to 840 points
B minus = 839 to 800 points
C plus = 799 to 770 points
C = 769 to 740 points
C minus = 739 to 700 points
D plus = 699 to 670 points
D = 669 to 639 points
D minus = 639 to 600 points
F = 599 points or lower

Classroom Protocol

Readings, Discussions:

There will be reading assignments related to each project given out over the semester.

We will have class discussions about the material. You will be expected to contribute to the issues brought up. Remember, reading the material is not enough; you have to communicate your thoughts on the matter in class.

Participation:

Participation is a large component of the class. Involvement in the readings, discussions, critiques, class collaborations, field trips and final presentations are critical for each student and the class to excel. You will be graded on your engagement in the ideas and your interaction with the instructors and other students.

Collaboration:

Students may collaborate with each other on the Final projects. However the resulting collaboration will be evaluated expecting a higher degree of achievement. Students doing collaborative projects must plan out what their roles will be and keep a journal about the project so they can be graded individually in terms of their technical and conceptual skills. Important: Collaborations must be approved by the instructor and will not be accepted otherwise.

Field trips:

We will be going offsite at least once. It might be gallery shows, presentation of projects, parade, lecture series, etc. The instructor will give ample notice on the time and place of these field trips.

Class Dynamics and consideration:

For the class to function well and for everyone to understand material and participate in the class accordingly, that every effort should be made to be considerate for both the instructor and other students while in class.

So please come to class understanding the following:

- You will come to class on time
- You will be prepared with your laptop computer and all teaching material ready
- Cellphones off, this means no texting as well.
- No food except when instructor allows it. Drinks ok.
- No playing of video games, movies, & music outside of the class context
- Refrain from excessive social software use while class is in session.
- No excessive socializing when class is in session.
- No Disruptive behavior, when conflicting with the class instruction or activities.
- Leave the classroom better then you found it; please don't leave papers, other class projects or any kind of mess behind. Be fancy and put some chairs under the desk, and tidy up the place.

Disregarding these rules gives the instructor the option to ask you to leave the class until the next session.

Additional Polices for Mode 4 Hybrid Online Classes (Zoom and Campus)**Zoom Class**

- The class will be meeting unless otherwise twice a week 'on' Zoom teleconference software at the normal date and times posted for the class. The Link invites and other details will be provided by the Instructor.
- The student is expected to come prepared with a suitable working webcam and audio solution to be seen and communicate with the rest of the class.
- Given this is synchronous class there is an expectation that the class is to perform together as a group at the appointed times.. Therefore each student is responsible for attending the class zoom events to participate in lectures, critiques, as well as group assignments. This will be one of a several of ways you can earn your participation grade.
- In addition, you must present your work in class on the assigned date(s) to get full credit for the assignment. Failure to do so will result in a lowering of the grade.
- A failure to not present your Final Project in class on the date of the final meeting will not be accepted for a grade (F).
- Lastly, students are also required to show their face in class, when the class is interacting, in all class related functions. A certain percentage of the participation grade will be counted from your video presence and interaction exercises.

Material Pickup and on Campus Activities

- There will be several projects over the course of the semester requiring students to come on campus to pick up materials or to use specialized machinery and/or meet and work with other students and also share show the results of their physical projects with the Instructor.
- There will be a schedule provided (see below) for all on campus meetups.
- All meet ups in classrooms will be conducted with a 6 person limit and 45 minute rotation schedule for the classrooms we will be working in.
- All students must wear face masks that completely cover the nose and mouth. They must maintain at least 6-foot distances from other students and the instructor at all times. They must refrain from coming to campus if they feel sick or have a fever.
- The Instructor will work with students to accommodate various challenges regarding traveling time, etc. details tba.

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/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources (Optional)

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Art103 Schedule

The schedule is subject to change, check the class website for the latest information. Where it says **On Campus Day** that is a day where you are required to be in the classroom or on campus. details tba.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 23 Aug. 25	First day – Introduce class and Introduce Assign1 Assignment 1 progress, discussion & presentation
2	Aug. 30 Sep. 1	Assignment 1 due into Reading 1 Reading 1 lecture

Week	Date	Topics, Readings, Assignments, Deadlines
3	Sept. 6 Sept. 8	Labor Day (No Class) Reading 1 progress and intro Assign 2
4	Sept. 13 Sept. 15	Reading 1 due and Assign 2 On Campus DayWork on Assign. 2
5	Sept. 20 Sept. 22	Assignment 2 lecture and progress Assignment 2 work and intro Reading 2
6	Sept. 27 Sept. 29	On Campus Day Assignment 2 due Reading 2 and intro Assign 3
7	Oct. 4 Oct. 6	Assignment 3 lecture On Campus DayWork on Assign. 3
8	Oct. 11 Oct. 13	Assignment 3 working progress On Campus Day Work on Assign. 3
9	Oct. 18 Oct. 20	On Campus Day Assignment 3 is due intro Assignment 4 Assignment 4 working progress
10	Oct, 25 Oct. 27	Assignment 4 working progress On Campus Day Assignment 4 is due
11	Nov. 1 Nov. 3	Read 3 is due Assignment 5 intro (Final Project) Assignment 5 lecture
12	Nov. 8 Nov. 10	On Campus Day Work on Assign. 5, On Campus Day Work on Assign. 5,
13	Nov. 15 Nov. 17	Present Final presentation & report On Campus Day Work on Assign. 5
14	Nov. 22 Nov. 24	On Campus Day Work on Assign. 5 Pre-Thanksgiving day (No Class)
15	Nov. 29 Dec. 1	On Campus Day Work on Assign. 5 On Campus Day Work on Assign. 5
16	Dec. 6 Dec. 7	On Campus Day Work on Assign. 5, — last normal day 1 on 1 Conference day @ 3pm – Optional -- NO CLASS
Final Exam	Weds Dec 8 2:45pm-5pm	Final Presentation for Final Project all Remaining Work Due This an On Campus Day event

	Excellence (A)	Above Average(B)	Average (C)	Below Average (D)
Conceptual approach to work	The Student is able to take the essence and spirit of the conceptual ideas for the assignment and interpret, synthesize and contextualize with great facility. The student demonstrates a keen understanding of the content of the course material, and is able make it their own idea with their own personal style. The final work not only meets the criteria but it exceeds it.	The Student demonstrates a sincere attempt to engage in the conceptual ideas of the assignments. Most of the details and nuance of the conceptual idea behind the assignment is addressed in the work. the student clearly has understood what was expected, and the quality of the response is good but not stellar in its insight to the ideas. The work shows an understanding of the ideas but perhaps not a facility that creates a more thoughtfully realized solution.	The Student demonstrates a limited amount of understanding of the assignment and the idea(s) that reflect this in the work is only a mostly superficial interpretation of the requirements of the work. More thought and more consideration of how the ideas of the assignment could be used with their own experience and perspective.	The Student only shows the slightest understanding of the assignment and can only demonstrate a cursory understanding of the intent of the assignment. There is a general failure to follow the intent and nuance of the assignment and has made something that can only be described as something that needs a great deal of work before its considered something that is complete and meeting the requirements.
Technical accomplishments in work	The Student demonstrates a clear mastery of the material and is able to demonstrate exemplarily capabilities with creating the technical aspects of the assignments. The student demonstrate a great facility for not just doing basic constructions but are able to tackle more advanced implementations and succeed in there functionality. The Student demonstrates a independence and a work ethic that is reflected in refined work and technical abilities of someone who is	The Student demonstrates a clear capability with the tools and material. The majority of the assignment is well crafted, and assembled to completion. Some parts could be refined and with further work the assignment could better reflect the intent of the idea. The work can be thought of as a good example of what is required to complete the assignment.	The Student demonstrates only a modest amount of skill in the production of the assignment. Several details key to the assignment or either missing, or represented in the most basic implementation. The assignment lacks a sense of finesse, and appears to be constructed with out much attention to detail and nuance.	The works is clearly either incomplete or demonstrates a complete lack of understanding the tools and approach to completing the assignment. There is no evidence that the student has gained much skill in the required tools needed to complete the assignment.

<p>Organizational approach to work</p>	<p>All the student assignments are described and communicated with clarity and detail for every step of the assignment. Student shows a multitude of sketches at initial stages, and shows tangible progress up until the final version is presented. All correspondence with instructor and other classmates is clear and in a timely matter. They participate in all phases of the assignment and contribute a great deal to the social and critical evaluations of everyone's work.</p>	<p>The Student makes clear attempts to show progress on their assignments to not just the instructor but to the class as well. There is regular participation in all the phases of the assignment and</p>	<p>the Student shows limited engagement in the process of each assignment. There is a modest amount of participation with the assignment, and a minimum amount of effort to share progress with where they are in the process of the assignment.</p>	<p>The student all but abandons any attempt to coordinate and demonstrate their work with the instructor and class with their intension and ideas put forth in the assignment. there is no sharing of rough drafts or first attempts, nor is their much attempt to get feedback or share their thoughts on the assignment with anyone.</p>
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<p>documentation</p>	<p>the Student is able to collect and present thoughtful documentation with all assignments well described, with complete text descriptions, a good amount of nicely placed images that are compressed and sized properly. When able there is a simple but effective video of how the projects behave and sound. There is also an abundance of links to various sources that are appropriate for the material. Lastly, there is a real degree of facility and design awareness to the documentation. Aesthetic are chosen that compliment the documentation of the assignments. Additional images and documents that help clarify each assignment and the process that went into making them are all well articulated in the documentation. Lastly, there is a good description and insight of how they and others worked together in collaborative work.</p>	<p>The Student is able to share good representations of each of the assignments, and a good effort is made to share the intent of what they made. They include pictures and text description, with links when appropriate. The text descriptions are in complete sentences, and there is some effort put into making the images in the proper compressed formats. Video clips are also present when needed to describe the projects with more detail. There is also a good effort put into how they collaborated with others in group project.</p>	<p>the Student gives a simple form of documentation, with a modest amount of time on preparing the images and giving good text description. The documentation although representing the work, lacks clarity and details to the approach the student took on a given assignment. The student might also mention Collaborative roles but shared the minimum amount of info on how they worked as a team.</p>	<p>The Student has a poorly designed, and conceived form of documentation, that is missing the proper formatting of the text and image, and is missing many elements and details from the documentation. for example incomplete descriptions on their approach. Images that are not compressed and sized properly. also a lack of giving a account of their role in collaborative projects.</p>
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