



### SAIC Wired: Creating Culture and Community on the WWW

Delve into HTML and the vast possibilities that online media tools offer artists! This fourteen-week course introduces the basic strategies and techniques associated with using the World Wide Web as a tool for creating art, documenting artistic research and practice, and online collaboration. This course assumes an intermediate knowledge of digital imaging and Photoshop expertise. The course begins by introducing the basic syntax (HTML) for publishing word and image on the World Wide Web. Advanced programming techniques in javascript and java will be introduced. The course will also present a basic history of the WWW as well as analyze and test contemporary tools for research, collaboration, and production online.

#### Curriculum contact: SAIC Wired

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#### About SAIC Wired

This 1.5 credit hour course is intended to enhance the first year program curriculum by providing structured, targeted tutorials that introduce students to basic and advanced imaging and web authoring techniques in an academic context that is both critical and celebratory of the new media tools – both proprietary and open-source – to facilitate art production. The tutorials are also designed to assist first year core faculty in encouraging students to document and share their research and studio projects online with their peers. The web is a medium that now must be understood and managed by artists from any field; for this reason, the curriculum is focused on imaging for the web, and authoring (HTML) for the web. The course also provides a survey of new online collaborative research tools.

#### Requirements

- 10 electronic sketchbook assignments
- Website project: Documents 10 sketchbook assignments around a particular Chicago-specific subject that the individual artist selects
- Weekly readings
- Electronic post-survey; final examination

#### Attendance Policy

3 or more unexcused absences will result in an incomplete or a grade of “no credit.” Students may choose to make up 1 class in another instructor’s classroom at the MINIMUM.

#### Optional texts:

Noah Wardrip-Fruin and Nick Montforts (eds.) *New Media Reader* (NMR), MIT Press, 2003.  
Elizabeth Castro, HTML, XHTML, and CSS, Sixth Edition (Visual Quickstart Guide), 2006.

## Syllabus, SAIC Wired: Creating Culture and Community on the WWW

**Course Prerequisites** This course assumes an intermediate knowledge of Photoshop. If you do not know how to resize images, color correct images, add and flatten layers, create text on images, and save images for the web with 72 dpi resolution consider taking the WIRED imaging class instead of this one.

**Semester Project** Over the course of this 14-week studio, you will create a website that documents your artistic work, and documents some introductory experiments in HTML. However, the primary project is to use the website as a research tool to document, and report on a Chicago-related subject that you will be committed to for the entire semester.

**Suggested topics** Specific locations: Chicago alleys, lobbies, parks, statues, public art, el stops, lakeside spots, a particular angle of the skyline; Food types: hot dogs, pizza, etc.; Particular street intersections: what happens at this place every day? Various groups of people: suit-wearers, the homeless, Chicago traffic cops, etc. ANYTHING can be your subject as long as it's Chicago-specific and can hold your interest for the term.

### Introduction

#### Week 1

Introduction to HTML: BODY, HEAD, TITLE, H1, H2 and ANCHOR tags. Introduction of open source or free digital tools: Free Software and Open Source (FOSS, or FLOS - Free, Libre and Open Software)

#### >Sketch 1

Create a links page for your website. Don't worry yet about color and font choices, we'll get to that. Put four links under each of these categories: Chicago Links, Artist Links, Personal Favorites. Each link should be formatted in the default BODY text/

*>CHOOSE CHICAGO SUBJECT TO STUDY FOR THE WHOLE TERM; NEED FOR NEXT WEEK*

#### >Screening

Artists who do site-specific or place-based work: look at website design as well as specific works. Critique and compare design and ease-of-use of each site.

Mark Tribe, very simple index: <http://www.nothing.org/>  
Christo and Jean Claude: <http://christojeanneclaude.net/>  
Shelly Silver: <http://www.shellysilver.com/>  
Jason Salavon: <http://salavon.com/>

#### >Reading

Online: Intro to HTML by W. T. Monkey  
<http://www.webmonkey.com/96/53/index0a.html?tw=authoring>

### Syntax of WWW

#### Week 2

Introduction to HTML: IMG tag. Demo of image search tools: Google Image search, Flickr image tag search. Visit by Flaxman Library staff. Introduction to FTP (Secure FTP 2.5)

#### >Flaxman

Flaxman library staff visit

#### >Sketch 2a

Create a folder called "archive" that will hold all of the images

you collect over the course of the semester that has to do with your chosen Chicago subject. Feel free to snap your own pics with a digital camera, or use the image source tools online. Collect 3-5 images a week.

>Sketch 2b Create a working index page for your website to introduce your Chicago topic. If you like, you can set this up as a blog/journal, where each week you might add a few more images with captions.

>Reading Online: HTML Cheat Sheet: an invaluable resource  
[http://www.webmonkey.com/webmonkey/reference/html\\_cheatsheet/](http://www.webmonkey.com/webmonkey/reference/html_cheatsheet/)

**Week 3** Introduction to HTML: WSIWYG interfaces: Dreamweaver.  
Demo: how to set up a table to align images.

>Sketch 3 Add another page to your site that would function like an “artist’s statement.” Include a short statement (200 word minimum) that explains verbally your interest in your chosen Chicago topic. Consider having your artist’s statement at the top of a table of images from your archive (Sketch 2a).

>Reading Webmonkey’s Dreamweaver Walk-thru, Lesson 1  
<http://www.webmonkey.com/authoring/tools/tutorials/tutorial1.html>

**Week 4** Cascading Style Sheets (CSS)

>Sketch 4 Re-work your 3 pages (index, the links page, and the artist’s statement page) to link up to a single external CSS stylesheet. All of these pages should link together.

>Reading Mulder’s Stylesheets Tutorial, read overview and Lesson 1.  
<http://www.webmonkey.com/webmonkey/authoring/stylesheet/tutorials/tutorial1.html>

**Week 5** *CRITIQUE*: Show website progress to date

>Sketch 5 Make edits/change on your website design based on critique

>Reading Zen Garden, wonderful resource displaying the power of CSS  
<http://csszengarden.com/>

## Web programming

**Week 6** JavaScript: Interactive slideshow; Discuss Vannevar Bush article

>Sketch 6 Add a page to your website that introduces an interactive JavaScript slideshow. (If time remains instructor may demo other JavaScript methods)

>Reading Webmonkey’s Javascript slideshow  
<http://www.webmonkey.com/webmonkey/03/18/index3a.html?tw=programming>

**Week 7** Introduction to Processing: Geometric primitives (ellipse, rect, line, triangle), basic interactive functions (mousePressed, keyPressed), etc.

	>Screen	Instructor selects: <a href="http://www.processing.org/exhibition/index.html">http://www.processing.org/exhibition/index.html</a>
	>Sketch 7	Applet #1: students create an interactive sketch of their choice
	>Reading	Introduction to Processing Josh Nimoy <a href="http://www.jtnimoy.com/itp/p5/workshop/">http://www.jtnimoy.com/itp/p5/workshop/</a>
		Sample code: <a href="http://www.processing.org/learning/basics/index.html">http://www.processing.org/learning/basics/index.html</a>
	<b>Week 8</b>	Introduction to Processing : Review of interactive functions; uploading images using PImage.
	>Screen	Instructor selects: <a href="http://www.processing.org/exhibition/index.html">http://www.processing.org/exhibition/index.html</a>
	>Sketch 8	Applet #2; can be 2 versions of Applet #1.
	>Reading	Vannevar Bush, <i>As We May Think</i> , 1945 (NMR, p.35-48), on line: <a href="http://www.theatlantic.com/doc/194507/bush">http://www.theatlantic.com/doc/194507/bush</a>
	<b>Week 9</b>	<i>Discussion:</i> Vannevar Bush <i>Clarify:</i> Requirements for final project (see last page of syllabus)
	<b>Week 10</b>	<i>Critique:</i> Show website progress to date. Discuss website as Documentation Tool: Creating a web page to document an installation, performance, etc.
	>Sketch 9	Add a “projects” or “current work” link to your index.html page so you can begin archiving your own artwork you are producing in other classes.
	>Reading	Jorge Luis Borges, <i>The Garden of Forking Paths</i> , 1941 (NMR, p, 29-34); PDF available from your instructor.
<b>WWW Community</b>	<b>Week 11</b>	Social bookmarking, folksonomies, collaborative archiving as a research tool. Case study: <i>delicious</i> . Discussion: Borges, metaphor and significance to the WWW.
	>Sketch 10	Create a delicious link archive. Add your delicious link to your “links” ( <i>Sketch 1</i> ) page on your website. Be prepared to show this page in class.
	>Reading	Jodi Dean, <i>Multiple Reality</i> , 2001. <a href="http://www.mediamatic.net/article-200.5904.html">http://www.mediamatic.net/article-200.5904.html</a>

**Week 12**

Studio workday. Discussion: Jodi Dean.

>*HOMEWORK* Finalize final web site for publication.

- >**Minimum**
1. Index page (*Sketch 2*) with links to:
    - a. Links (*Sketch 1*) with link to your delicious link archive (*Sketch 10*)
    - b. Artist's statement (*Sketch 3*)
    - c. JavaScript slideshow (*Sketch 6*)
    - d. Processing applet (*Sketch 7 or 8*)
    - e. "Projects" or "current work" page (*Sketch 9*)
    - f. Be prepared to discuss you're your external CSS controls (*Sketch 4*)
    - g. Be prepared to discuss what has changed over the course of the site's development (*Sketch 5*)

**Final critiques**

**Week 13** Final critiques

*Read + study* Terminology for final examination

*Begin critiques* Add to your online archive of del.icio.us bookmarks

**Final critiques,  
course survey**

**Week 14** Final critiques, final examination and course survey.