



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 present a basic history of the WWW as well as analyze and test contemporary tools for research, collaboration, and production online.

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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
- Weekly readings
- Final examination/evaluation

Attendance Policy

3 or more absences will result in an incomplete or a grade of “no credit.” Three late arrivals to class count as one absence. Students may choose to make up 1 class in another instructor’s classroom or at the end-of-term study session at the MINIMUM.

Plagiarism Policy

SAIC prohibits academic misconduct. This includes "both plagiarism and cheating, and may consist of the submission of the work of another as one's own; unauthorized assistance on a test or assignment; submission of the same work for more than one class without the knowledge and consent of all instructors; or the failure to properly cite texts or ideas from other sources." The penalty for plagiarizing may range from failure on the specific plagiarized assignment to failure in the class.

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	<p>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, javascript, and some sample applets (Processing). At the end of the semester, you need to link these experiments to your final website. However, as many of these experiments are really exercises to teach you about web protocols, you should feel free to revise your website after the Wired semester is over. That is to say, feel free to keep updating your website with FRESH information and artwork for the rest of your years at SAIC.</p> <p>This term, the primary project is to use the website as a research tool to document, and report on a creative interest that you will be committed to for the entire semester. Example themes or creative interests: documenting weekly street performances, re-working old masters paintings into contemporary photographs with live models in lieu of painted figures, an examination of food as art, be creative!</p>
Suggested themes	You may wish to select a theme that relates to a project in one of your research studio or core classes. ANYTHING can be your subject or theme if it can hold your interest for the term. Some examples of themes might be: Self-portraiture, digitally reinventing master paintings, re-imagining the spaces displayed on maps, digital self-portraiture, documenting hidden performances, etc.
Readings	The readings that have been selected for this class are intended to <i>supplement the technical component of the curriculum</i> . Many of these readings are tutorials or help files available online. Likewise, the handouts available on the SAIC Wired website are intended to promote understanding of the content presented in class. If you feel like you have technical mastery of all in-class skills then please, by all means, skip these readings and keep the URLs as resources. There are only four weeks of readings that will be targeted for in-class discussion. It is essential that each student read these articles carefully for these weeks: Week 8, Week 9, Week 10, Week 11.
Optional texts	Noah Wardrip-Fruin and Nick Montforts (eds.) <i>New Media Reader (NMR)</i> , MIT Press, 2003. Elizabeth Castro, <i>HTML, XHTML, and CSS, Sixth Edition (Visual Quickstart Guide)</i> , 2006 (used) or newer versions.
ArtBash	The most creative and interesting websites will be juried into an Internet kiosk to be included in ARTBASH, an exhibition of the first year students that happens every spring.

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 an experimental self-portrait that is exclusively text based. Don't worry yet about color, alignment, or font choices, we'll get to that. If you know how to make color and font size changes feel free to experiment. Each word or text-block that appears on your page must be linked to another location online. This is also part of your *self-portrait in text/URL*.

>CHOOSE THEME OR RESEARCH INTEREST TO STUDY FOR THE WHOLE TERM; NEED FOR NEXT WEEK

>Screening

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

Mark Tribe: <http://www.nothing.org/>

Shelly Silver: <http://www.shellysilver.com/>

Jason Salavon: <http://salavon.com/>

John Simon: <http://www.numeral.com>

Golan Levin: <http://flong.com/>

Tjerk Stoop: <http://www.bittek.nl/front.html>

>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 who will demonstrate use of art image databases. Introduction to FTP (Secure [FTP 2.5](#))

>Screen

Artists who do web work that is really a collaboration with viewers:

Miranda July and Harold Fletcher, *Learning to Love You More*:
<http://www.learningtoloveyoumore.com/>

>Demo

How to use Time Machine to back up your work on the computer (see "how to" handout online)

>Flaxman

Flaxman library staff visit. Flaxman Wired URL:
<http://libraryguides.saic.edu/wired/>.

>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 research. Consider asking others to participate in sourcing you with images (via Flickr, etc.) Feel free to snap your own pics with a digital camera, or use the image source tools online.

Go to Flickr (<http://www.flickr.com/>) and open an account if you don't already have one. Create a new "SET" and tag each photo in the set "saicwired" in addition to whatever tags you think make sense.

>Sketch 2b Create a working index page for your website to introduce your research focus/theme/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. (Free blog software: <http://wordpress.com/>)

>Reading Read FTP for Beginners:
http://www.webmonkey.com/tutorial/FTP_for_Beginners

Online: HTML Cheat Sheet: an invaluable resource
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*).

>Screen Artists who have websites with "statements" and descriptions of project-based research.
Camille Utterback: <http://camilleutterback.com/>
Martin Wattenburg: <http://www.bewitched.com/art.html>
Golan Levin: <http://www.flong.com/>

>Reading Webmonkey's Web Standards for Beginners:
http://www.webmonkey.com/tutorial/Web_Standards_for_Beginners

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.

>Screen Interesting artist websites, some complex layout, some simple, some using blogs, some HTML:
Institute for Infinitely Small Things:
<http://www.ikatun.com/institute/infinitelysmallthings/>
Scott Snibbe: <http://snibbe.com/>
FutureFarmers: <http://www.futurefarmers.com/>

>Reading Mulder's Stylesheets Tutorial, read overview and Lesson 1.
http://www.webmonkey.com/tutorial/Mulders_Stylesheets_Tutorial_-_Lesson_1

	Week 5	<i>BRIEF CRITIQUE:</i> Show website progress to date then use class time for in-class editing based on feedback.
	>Demo	<i>How to create and link a DIFFERENT stylesheet to view your website.</i>
	>Class visit	<i>Service Bureau</i>
	>Sketch 5	Make edits/change on your website design based on critique. Create two different external <i>stylesheets</i> to control the look and feel of your website. Using the screenshot (Command + Shift + 3) take at least two screenshots of your site using Stylesheet #1 and two screenshots using Stylesheet #2. Print the 4 screenshots at the Service Bureau using the self-service color laser printer. These prints will be used for a brief comparative critique for Week 6.
	>Reading	Zen Garden, wonderful resource displaying the power of CSS http://csszengarden.com/
Web programming	Week 6	JavaScript: Interactive slideshow.
	>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: http://www.processing.org/exhibition/index.html <i>Recommend:</i> Golan Levin's <i>The Dumpster</i> , a data-visualization of romantic breakups online: http://artport.whitney.org/commissions/thedumpster/ <i>Recommend:</i> John Simon's <i>online works</i> http://www.numeral.com/appletsoftware/online.html
	>Sketch 7	Applet #1: students create an interactive sketch of their choice
	>Reading	Introduction to Processing Josh Nimoy http://www.jtnimoy.com/itp/p5/workshop/ Sample code: http://www.processing.org/learning/basics/index.html
	Week 8	Introduction to Flash: Basic animation and motion tweening (if time, shape tweening), and export to swf

>Optional	Online flash tutorial: http://www.kirupa.com/developer/mx/basic_animation3.htm
>Screen	Joshua Davis http://www.once-upon-a-forest.com/ http://www.joshuadavis.com/ About: http://www.apple.com/pro/profiles/joshuadavis/ About: http://www.apple.com/pro/profiles/joshuadavis/
>Sketch 8	Time-based Flash animation with motion or perhaps shape tweening; Mount .swf on website.
>Reading	Vannevar Bush, <i>As We May Think</i> , 1945 (NMR, p.35-48), on line: http://www.theatlantic.com/doc/194507/bush Kelly, Kevin. "Wired 13.08: We Are the Web." <i>Wired News</i> : http://www.wired.com/wired/archive/13.08/tech.html
>Resources	<i>Other Flash tutorials online:</i> http://www.kirupa.com/developer/flash/index.htm YouTube! http://www.youtube.com/watch?v=PXu6AKePXkQ
Week 9	<i>Discussion:</i> Vannevar Bush's significance in 1945 and now. Pop quiz at discretion of instructor. <i>Clarify:</i> Requirements for final project (see last page of syllabus). Show Sketch 8 (SWE, motion tweens) if time permits.
>Reading	Select an artist's website and/or a designer's website whose layout and interface you admire. Be prepared to show this in class/and/or upload to the Portal as a resource.
Week 10	<i>Critique:</i> Show website progress to date; and show websites you browsed for Week 9's homework. 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 this class and in your other classes.
>Reading	Udell, Jon. "Tag mania sweeps the Web" InfoWorld Column 2005-07-20 By Jon Udell." InfoWorld - Information Technology News, Computer Networking & Security. 2 Jul 2005. http://www.infoworld.com/article/05/07/20/30OPstrategic_1.html Barnes, Susan. "A privacy paradox: Social networking in the United States." <i>First Monday</i> . 1 Jan 2006. http://www.firstmonday.org/issues/issue11_9/barnes/index.html
WWW Community	Week 11 Social bookmarking, folksonomies, newsfeeds as a research tool. Discussion: Udell, the significance of user-generated

tags, and Barnes, privacy issues in younger generations of web users.

Demoed in class: How to set up a delicious.com URL archive, how to set up a Google or Yahoo news reader. Discuss: How are these tools relevant to artistic research? If time remains have class display blog links that are of interest to them.

>Art/design
blogs

<http://www.we-make-money-not-art.com/>
<http://www.artletter.com/index.html>
<http://ecoviz.org/>
<http://infosthetics.com/>
<http://design-milk.com/>
<http://transition.turbulence.org/blog/>

>Sketch 10

Begin to create a delicious link archive. Please add at least 2 blogs that you deem relevant to fine art or design and tag with the “saicwired” tag. Add your delicious link to your “links” (Sketch 1) page on your website.

>Reading

Jay Rosen. "PressThink: The People Formerly Known as the Audience." *Department of Journalism at New York University*. 27 Jun 2006. 16 Jul 2007
http://journalism.nyu.edu/pubzone/weblogs/pressthink/2006/06/27/ppf_frmr.html

Mattathias Schwartz, "The Trolls Among Us," *NYTimes Magazine* August 3, 2008.
<http://www.nytimes.com/2008/08/03/magazine/03trolls-t.html?ex=1376366400&en=9ef46c2d72b245ec&ei=5124&partner=permalink&exprod=permalink>

Week 12

Discussion: Jay Rosen and Mattathias Schwartz, ethics of audience conduct and significance of audience. Studio work-day.

>HOMEWORK

Finalize final web site for publication.

>Minimum

1. Index page (*Sketch 2*) with links to:
 - a. Self-portrait in Links (*Sketch 1*) with link to your delicious link archive (*Sketch 10*). *If you prefer you can go ahead and make a more standard "links" page in lieu of the "self-portrait in url" assignment.*
 - b. Artist's statement or project description and overview (*Sketch 3*)
 - c. JavaScript slideshow (*Sketch 6*)
 - d. Processing applet or Flash animation (*Sketch 7 or 8, you choose*)
 - e. "Projects" or "current work" page (*Sketch 9*)

- f. Be prepared to discuss 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 (individual instructors may give final test a different week)

Begin critiques

Add to your online archive of del.icio.us bookmarks

Final critiques

Week 14

Final critiques and course survey.