

02 Initial Assignments, Art Defn

Friday, January 19, 2024 4:59 PM

Today:

- Admin stuff
- Finish syllabus
- Initial Assignments
- Definition of Art

Admin stuff

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Aesthetics of Design

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- Table tents for in-person attendance. Write your name LARGE and DARK. First name and last initial. You can store them here. Grab them at the start of class.

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Syllabus Continued

Professionalism Expectations

A primary objective of the Mechanical Engineering Department is to prepare each of our students for careers in the engineering profession. As professionals, engineers must meet high standards of technical competence and ethical behavior. According to the Accreditation Board of Engineering and Technology (ABET) code of ethics, engineers uphold and advance the integrity, honor and dignity of the engineering profession by:

1. Using their knowledge and skill for the enhancement of human welfare;
2. Being honest and impartial, and serving with fidelity the public, their employers and clients;
3. Striving to increase the competence and prestige of the engineering profession.

The Department of Mechanical Engineering (ME) believes that it is essential for each of you to learn the professional behavior that will prepare you for your career after college. Therefore, in each mechanical engineering course you will be required to practice the professional behavior that will be expected by your future employers. This syllabus clearly outlines the ME policy regarding academic integrity and academic climate. These policies will be upheld in each of your courses throughout the mechanical engineering curriculum. However, we also expect that this culture of professionalism will pervade all of your University of Colorado experiences.

Academic Integrity in Aes Des

It is possible to cheat in this class, like any other. However, because your work is public, if you cheat you will be harming more than just yourself. The reputation of everybody associated with the class and the University of Colorado itself is at stake. In a previous semester, a student did

not complete their project, and posted an image of a similar design that they found online, pretending it was theirs. The author of the design ran a Google image search, found the deception and was outraged. He wrote to me, demanding that something be done. In truth, I could have revoked the student's course grade and even their diploma.

At the same time, design is not done in a vacuum. Instead, everybody's designs build on others' designs. The key here is that the influences of designs must be given credit, via proper citations. The author of very bit of image, design, text or idea that is not originally yours must be cited. To do any less is plagiarism, and will not be tolerated. If you can't find the proper author for something then avoid using it, or at least call out the thieves that preceded you. I'll be happy to help you trace original authors; please ask.

Diversity, Equity and Inclusion

I personally commit to making you welcome in this class, especially if you are not sure you belong. Please help me in this goal by chatting with me before or after class, or in office hours.

Initial Assignments

<https://www.aesdes.org/initial-assignments-202/>

- Start a design notebook. Carry it with you always. Continually doodle in it, sketch details of design that catch your eye, practice shading and rendering etc. We will often have short sketching activities and informal assignments during class, so please bring it.
- Read the syllabus: <https://www.aesdes.org/syllabus-202/>. Then state that you have read it and agree to the policies by midnight Monday Jan 22 in the Canvas assignment.
- Complete your login and **upload an image for your profile** on the course website, AesDes.org, which will allow you to post to the blogs. Due ~~wednesday~~ Jan 24 along with your first blog post. You'll get an email invitation for this. Contact Shrey on Slack if you have trouble with your login. Posts and critiques are due every week. Your first required blog post is described below. Required: read my [post](#) on Blog and Comments policies. For your image, consider something that represents you professionally; perhaps your face or your work? Design a logo for yourself? [Here's how to create a Gravatar](#). A Gravatar is a Globally Recognized Avatar. You upload an image and create your public profile just once, and then when you participate in any Gravatar-enabled site, your Gravatar image and public profile will automatically follow you there.
- We'll be using Slack for communications. Join the class workspace, AesDes2024, by midnight Friday Jan 26: https://join.slack.com/t/aesdes2024/shared_invite/zt-2a86dydj1-70JRWqWnpDjGITN7IP4aYA.
- Complete the CATME survey by midnight January 26. You'll get an email invitation. This survey will be used to put teams and pods (groups of teams) together. The teams will be used for support and critiques.
- Blog Post #1: Explore an aesthetic. We will go over the definition and examples in class, but keep this assignment in mind. For your first blog post, identify an aesthetic, include **at least 6 images** and/or videos illustrating it, and discuss the context a bit. When was it created? Who were the big players? What influenced it? What has it influenced since then? Be sure to find the original authors of your images and videos, and provide citations for all your information sources. This blog post will be due at midnight Jan 24. Be sure to categorize your post as 'Post 1 – 2024 Aesthetics Explorations'. Aim for around **500 words** in length.
- Critiques on Blog Post #1 will be due Sunday Jan 28 at midnight. Revise your post based on the comments on your post by Tuesday Jan 30 midnight. Details: [Blog and Comments policies](#)

- Upcycle Project. This will be your individual warm-up project. Create an artifact that **conforms to an aesthetic**, either the aesthetic you researched, or one that someone else in class posted about, or another one that you choose. Upcycle means that your artifact should be constructed of inexpensive or recycled material, something easy to manipulate using additive or subtractive techniques: cardboard (can be laser cut), foam core, drywall, sticks, plastic forks or plates, soda cans/bottles, Legos, bubblewrap or packing peanuts, stir sticks, paper cups, pine cones, cloth, papier Mache, tires, DVDs, PVC, food, plastic bags etc. Try to avoid buying new materials. (A hint: repetition is a common component of many artworks, so for example, if you use rubber bands, use a *lot* of rubber bands). [Here is a post](#) with places you might find materials. You'll be asked to document your design and construction process, so **keep track of where you find inspiration**. In particular, if you use an existing design you **must** document the source, but hopefully you will use this opportunity to create something new. Your artifact should be of moderate size, something between 0.5 and 8 cubic feet; can be small but must be viewable without a microscope, or up to as large as a chair. Plan to video the finished artifact for a short in-class presentation during the week of Feb 19, and a formal report will be due as a blog post 5 on Weds Feb 21. You might want to make one of those time-lapse assembly videos for extra awesomeness.
- Main Project. Deciding on your main project has been called the hardest part of this course, so don't wait. You can get started on it right away. You can make anything you want, as long as it has some sort of dynamic component; a moving part or something that changes with time. You are expected to pay for the materials (cost at least equivalent to a hardcopy textbook, say \$150) and the project is yours to keep at the end of the semester. Keep in mind your other constraints; limited access to manufacturing facilities, appropriate workspace, delays in getting orders filled, etc.

From <https://www.aesdes.org/initial-assignments-202_/>

Aesthetics

Prof. Jean Hertzberg

History of Western Art

- Science once was Art
 - All human endeavors were 'arts'
- Early university structure: liberal arts
 - Grammar, rhetoric, **logic, arithmetic, geometry**, music, and **astronomy**
- 18th Century: Fine Arts (and art criticism) were invented
 - painting, sculpture, architecture, music and poetry
 - Other endeavors (Science, Technology, Engineering, Math: STEM) are excluded from 'art'
 - Some 'arts' were demoted to 'crafts': creation of objects with a function

ar·ti·fice

/ˈɑːrdeɪfəs/

noun

noun: **artifice**; plural noun: **artifices**

clever or cunning devices or expedients, especially as used to trick or deceive others.

"artifice and outright fakery"

synonyms: **trickery, deceit, deception, duplicity, guile, cunning**, artfulness, wiliness, craftiness, slyness, chicanery; [More](#)

Origin



late Middle English (in the sense 'workmanship'): from Old French, from Latin *artificium*, based on *ars*, *art-* 'art' + *facere* 'make.'

<https://www.google.com/search?q=artifice&ie=utf-8&oe=utf-8#q=artificial>

ar·ti·fi·cial

/,ärdə'fiSHəl/

adjective

adjective: **artificial**

1. made or produced by human beings rather than occurring naturally, typically as a copy of something natural.

"her skin glowed in the artificial light"

- (of a situation or concept) not existing naturally; contrived or false.

"the artificial division of people into age groups"

synonyms: **synthetic, fake, imitation, mock, ersatz, faux, substitute, replica, reproduction;** More **man-made, manufactured, fabricated, inorganic;**

- **BRIDGE**

(of a bid) conventional as opposed to natural.

2. (of a person or a person's behavior) insincere or affected.

"an artificial smile"

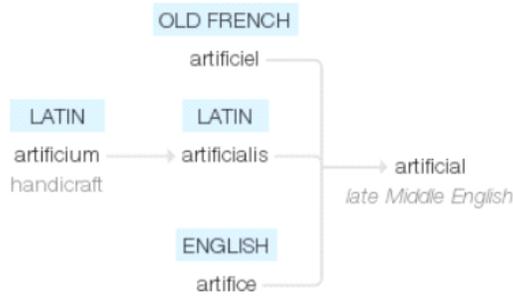
synonyms: **insincere, feigned, false, unnatural, contrived, put-on, exaggerated, forced, labored, strained, hollow;** More

informal **pretend, phony, bogus**

"an artificial smile"

antonyms: **genuine**

Origin



late Middle English: from Old French *artificiel* or Latin *artificialis*, from *artificium* 'handicraft' (see [artifice](#)).

Art and Aesthetics

What is art? What *good* is art? What is the purpose of art?

- Art theory

What is good art?

- Aesthetics

Major Art Theories

What is art? What good is art?

- Realism
 - Plato (500 BC): Representations should be truthful. Beauty = truth. Human perceptions are fallible, invisible true world has ideal 'Forms'.
 - Aristotle: Beauty = both appearance (order, harmony, symmetry) and functionality. Form is inseparable from the purpose of art: to represent.
- Expressionism (1850's)
 - Art is to embody and stimulate emotion, often through metaphor.
 - Cognitivism: Art can teach. Dewey's 'aesthetic experience' gives meaning and value.
- Formalism (1900's):
 - Only the form is important. Emotion, narrative, functionality are irrelevant.
 - Abstract art context
- Postmodernism (1968)
 - Art and aesthetics cannot be separated from the social, ethical and political world.
 - Pluralism. No theory is absolute; context is essential.

Barrett, Terry. *Why Is That Art?: Aesthetics and Criticism of Contemporary Art*. 2nd ed. Oxford University Press, USA, 2011.

Plato hated art; can never attain truth

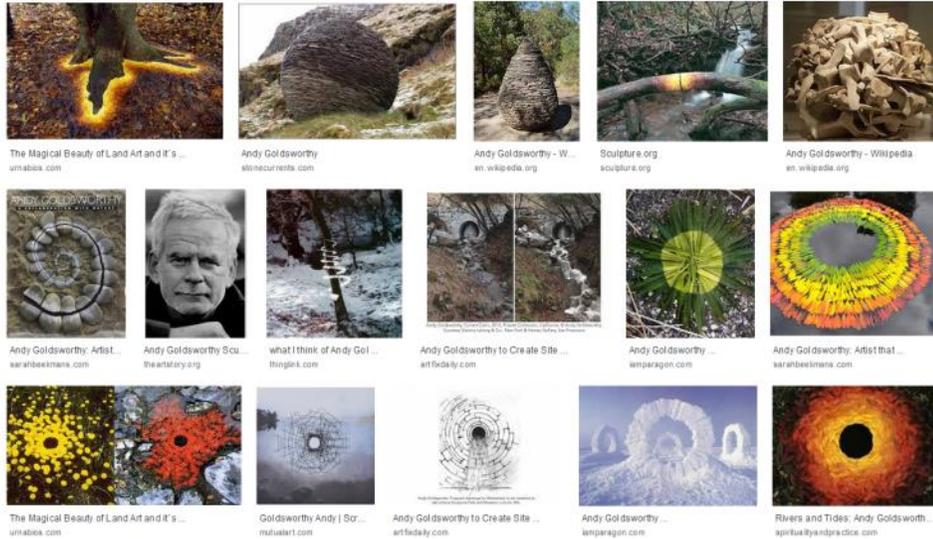
Forsey (*Aesthetics of Design*), pg 23: Formalism (Clive Bell's) is

response to the 'demise of mimetic definitions of art'

Pg26 Clive Bell, 1881-1964: to be art, must have 'significant form', and trigger an 'aesthetic emotion' = an emotion separate from all others. Barrett pg125. Evokes the 'yum'. Art is defined by this reaction.

Forsey says defining art as possessing a (this) characteristic is too narrow. Don't confuse definition with evaluation.

Andy Goldsworthy = example of Formalism and upcycling



Breakout rooms: Which art theory is closest to your beliefs?

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