The Ohio State University
Department of Art
Autumn Semester 2015

Art/Biology 4005HE: Passing Barriers: The Path of Becoming

Location: 362 Hopkins Hall or TBA
Days and Time: MW, 11:10 am - 2:55 pm
Prerequisites: Art2300 or Art2555 or permission of instructor
Professor: Robert Derr (Art) & Andrea Wolfe (Biology)
Office: 376 Hopkins Hall
Email: derr.34@osu.ed & wolfe.205@osu.edu
Phone: (614) 292-5072, Art Department Phone, Please Leave Message
Office Hours: TBD

I. Course Description

This team-taught interdisciplinary course will utilize different visualization strategies and media to produce art works exploring major themes in biology.

II. Honors Embedded (HE)

In an Honors-embedded (HE) course, Honors students attend a non-Honors class and work individually with the professor on special projects. The nature of these projects will vary across courses and professors. HE courses are designated in the Schedule of Classes, and students must receive instructor permission for enrollment in the Honors option. In general, HE courses count for Honors requirement, but students should confirm with their Honors advisor. Notify us during the first class day if you are taking this class as HE.

Honors Goals:

1 Provide appropriate intellectual challenges
2 Develop communication skills
3 Foster analytical and critical thinking
4 Build community among Honors students

HE requirements for Passing Barriers: The Path of Becoming

A. Creation and presentation of a new body of art work beyond the indicated course assignments.
OR
B. Writing a formal research paper outlining the project results with visual illustrations and drawing appropriate conclusions. Present research topic and findings to class with a corresponding slide lecture.
OR
C. Assisting the professor with the research and presentation of a new component for the class.
OR
D. Other: To be determined and agreed upon by the student and professor

HE contract is due by 3rd week outlining the student's personal honors work for the

semester. HE contract is at the end of the syllabus, one copy for professor and student.

Maximum additional 15% of the final grade will be based on the successful completion of this project.

Honors and Scholars link: http://honors-scholars.osu.edu

III. Course Goals and Objectives

1. Demonstrate an ability to communicate the biology theme(s) present in art work via artist statement or short article published on course blog.
2. Exhibit an advanced level of knowledge and understanding of the major biology themes.
3. Demonstrate and ability to synthesize the courses' major themes into visual manifestations.
4. Demonstrate an ability to work collaboratively on theme research and visualization.
5. Exhibit knowledge of historic and contemporary artists exploring themes of biology.
6. Demonstrate an ability to select subject matter with relevance to your personal interests in research and visualization assignments
7. Demonstrate an ability to output art work, either through the gallery wall, the book format, or the web.
8. Demonstrate an ability to respond critically to your own work and that of your peers through verbal and written components.

IV. General Education Goals and Expected Learning Outcomes

Visual and Performing Arts Goals:
Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.
Expected Learning Outcomes:
1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

Biological Science Goals:
1. Students understand the basic facts, principles, theories and methods of modern science.
2. Students understand key events in the development of science and recognize that science is an evolving body of knowledge.
3. Students describe the inter-dependence of scientific and technological developments.
4. Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

V. Student Learning Outcomes

1. Students demonstrate an ability to make successful art works exploring the various biology themes.

2. Students demonstrate an ability to discuss the connection of the biology themes to the art work created
3. Students demonstrate an ability to communicate theoretical and personal concepts through writing and art works.
4. Students demonstrate an ability to create considered art works for public presentation.
5. Students demonstrate an ability to successfully collaborate on research

VI. Course Content and Procedures

Class periods consists of lectures, demonstrations, slide talks about the connections between biology and art, slide talks about individual assignments, critiques, discussion of readings, student presentations of artists, student presentations of the assignments.

VII. Requirements and Evaluation of Art Works

For each assignment, each student team will be graded on the final art work created.
Art work will be evaluated by these general criteria:
1. Technical Proficiency: Technical excellence - the application of learned techniques.
2. Content: Clarity of conceptual approach, effectiveness of the work, and inventiveness of the work regarding your idea.
3. Creative sophistication and success of the final piece
4.Final presentation of projects – how the images are displayed

• Description of Assignments at the end of this syllabus.

Grading

10%	Attendance and active participation in all class meetings
10%	Written research paper and presentation to the class
10%	Exams
10%	Assignment #1 – Evolution
10%	Assignment #2 – Geometry
15%	Assignment #3 – Development
15%	Assignment #4 – Interactions
20%	Final Self-Derived Group Project

Grading HE

5%	Attendance and active participation in all class meetings
15%	Successful HE component
10%	Written research paper and presentation to the class
10%	Assignment #1 – Evolution
10%	Assignment #2 – Geometry
10%	Assignment #3 – Development
10%	Assignment #4 – Interactions
10%	Exams
20%	Final Self-Derived Group Project

Attendance/Late Submission of Assignments

You are allowed three absences during the duration of the course. Each subsequent absence will lower the final grade by 1/3 a letter grade. A student with seven excused and/or unexcused absences will receive an automatic E. Late assignments will lose one letter grade per class day (note: this penalty might be specified differently by your instructor.) Tardiness policy: 3 tardies = 1 absence. Attendance will be taken at Thursday lectures, if you miss a mass lecture that is an absence.

VIII. Grading Scale

A= outstanding work, understanding and effort; marked improvement over the quarter; consistent contributions to class discussions; original ideas; professional presentation
B=above average work; frequent class participation; good presentation; improvement
C=acceptable work, average presentation, some class participation; improvement
D=inferior work, no improvement, little class participation, unprofessional presentation
E= no or unacceptable effort, presentation, participation

IX. Recommended Texts

1. *The Geometry of Art and Life* by Matila Ghyka, 978-0486235424
2. *Art Forms in Nature* by Ernst Haeckel 978-0486229874
3. *Becoming Animal: Contemporary Art in the Animal Kingdom* by Nato Thompson, 978-0262201612
4. *Mr. Wilson's Cabinet of Wonder: Pronged Ants, Horned Humans, Mice on Toast, and Other Marvels of Jurassic Technology* by Lawrence Weschler, 978-0679764892

X. Disability Services

To register a documented disability, please call the Office of Disability Services (located in 150 Pemerene Hall, 1760 Neil Avenue) at 292-3307; or 292-0901 TDD, and notify the professor. http://www.ods.ohio-state.edu

XI. Academic Misconduct

Academic Misconduct (rule 3335-31-02) is defined as "any activity, which tends to compromise the academic integrity of the institution, or subvert the educational process." Please refer to rule 3335-31-02 in the student code of conduct for examples of academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentaffairs.osu.edu/info_for_students/csc.asp.

XII. Escort Service

For evening safety, please call the OSU Escort Service at (614) 292-3322.

XIII. Course Schedule

Schedule is subject to change.

Wednesday, August 27
• Introduction Lecture
• Review syllabus

Week #1
Monday, September 1
• Holiday, No Class
Wednesday, September 3
• Introduction to research from Robert Derr and Andrea Wolfe

Week #2
Monday, September 8
• Introduce Assignment #1 - Evolution (due Wednesday, Sept. 24)
• Lecture on Evolution
Wednesday, September 10
• Introduce the silhouette
• Work on designs

Week #3
Monday, September 15
• Select Artist from list for your research paper and presentation
• Discuss research paper and presentation
• Matting Presentation Demonstration
Wednesday, September 17
• Introduce Assignment #2 – Geometry (due: Monday, Oct. 13)
• Have students pair together, sketch, and brainstorm ideas. Bring sketch paper.

Week #4
Monday, September 22

• Lecture on Geometry in Biology
Wednesday, September 24
•Critique Assignment #1 - Evolution

Week #5
Monday, September 29
• Research paper and Presentation on Artist and Biology Theme, group A
Wednesday, October 1
• Research Paper and Presentation on Artist and Biology Theme, group B

Week #6
Monday, October 6
• Introduce Assignment #3 - Development
(due Monday, Nov. 3 – Group A, due Wednesday, Nov. 5 – Group B)
• demonstration on -----

Wednesday, October 8
• Lecture on Development
• Groups work ---

Week #7
Monday, October 13
• Critique Assignment #2 - Geometry
Wednesday, October 15
• Introduce Final Project – Have students brainstorm ideas
• *Introduce assignment #4*
(due: Monday, Nov. 17 – Group B, and Wednesday, Nov. 19 – Group A)

Week #8
Monday, October 20
Individual meetings with pairs, Group A (Bring a typed description of your final project and 2 reference books FROM the LIBRARY on artists of influence and your biology theme. Your final project must not deviate too far from your typed intent.)
Lab Day, Group B
Wednesday, October 22
Individual meetings with pairs, Group B (Bring a typed description of your final project and 2 reference books FROM the LIBRARY on artists of influence and your biology theme. Your final project must not deviate too far from your typed intent.)
Lab day, Group A

Week #9
Monday, October 27
• Midterm Exam
Wednesday, October 29
• Introduce Assignment #4 - Interactions
• Performance tactics

Week #10
Monday, November 3
• Critique Assignment #3, Group A - Development
Wednesday, November 5
• Critique Assignment #3, Group B - Development

Week #11
Monday, November 10
• Class performances on interaction
Wednesday, November 12
• Class Reading

Week #12
Monday, November 17
• Critique Assignment #4 - Interactions - Group B

Wednesday, November 19
• Critique Assignment #4 – Interactions – Group A

Week #13
Monday, November 24
• Class Reading
Wednesday, November 26
• Report on Final Project progress, and needs for presentation

Week #14
Monday, December 1
• Lab Day
Wednesday, December 3
• Final critique on individual projects and artist statement, group A

Week #15
Monday, December 8
• Final critique on individual projects and artist statement, group B

Exam Week
Tuesday, December 16, 10:00 – 11:45am
Exam

XIV. Course Assignments
Assignment #1 – Evolution
Assignment #2 – Geometry

Assignment #3 – Development
Assignment #4 – Interactions

Honors research project

Final Group Project, A two person project of your choice in consultation with your instructors.

One suggestion would be to expand any one of the four previous assignments, or come up with a new topic. You will also be responsible for a written artist statement about the project. This is your chance to employ the techniques learned in this class into an art work that is meaningful to you.

There will be an individual meeting to discuss your project, in addition, you should check–in with us periodically throughout the semester to talk about your ideas and work progress.

For your first individual meeting, you must turn in a typed project description that explains your subject matter, conceptual desires, presentation, two artists of influence, and your influence surrounding your biology theme. Explain the significance of the artists to you and your project. You must also bring books that reference these artists of influence and your biology theme. THIS FINAL PROJECT CANNOT CONSIST OF WORK USED IN PREVIOUS ASSIGNMENTS.

Research Paper and Presentation on Biology Themes and an Artist

Monday, September 29
- Research paper and Presentation on an Artist, group A

Wednesday, October 1
- Research Paper and Presentation on an Artist, group B

Choose from the below list of artists:
Leonardo da Vinci, Albrecht Durer, Anna Atkins, Motohiko Odani, Stelarc, Jane Alexander, Gegory de la Haba, Mark Dion, William Kalf, Georgia O'Keeffe, Ann-Sofi Siden, Roxy Paine, Kiki Smith, Rachel Berwick, Kathy High, Olafur Eliason, Eduardo Kac, Eadweard Muybridge, Wolfgang Laib, Patricia Piccinini, Matthew Ritchie, Sam Easterson, Ana Mendieta, Henri Rousseau, Damien Hirst, Richard Long, Manuel, Natalie Jeremijenko, Andy Goldsworthy, Edward Burtynsky, Robert Smithson, Eliot Porter, James Turrell, Brian Conley, Anne Brigman, John Pfahl, Edward Weston, Karl Blossfeldt, Eva Hess, Antonio Gaudi, Robert Erwin, Susan Rothenberg, Dennis Oppenheim, Eva Sutton, Sue Coe, Jan Dibbets, Michael Oatman, Catherine Chalmers, Arno Minkkinen, Gary Schneider, Walter De Maria, Lucas Foglia, Nicolas Lampert, Tim Hawkinson, Peter Beard, Peter Fischll & David Weiss, Orlan, Suzzane Anker, Bob Flanagan, Richard Misrach, Doug Aitken, Liz Lerman Dance Exchange, Wim Delvoye, Justine Kurland, David T. Hanson, Tracey Moffatt, Dan Holdsworth, Perry Hoberman, Diana Thater, Jeppe Hein, Pipilotti Rist, Mario Merz, Walton Ford

Part A. = Research Paper
This research paper should be 6-10 pages (**10-20 for graduate students**) double-spaced and properly footnoted. This is a writing assignment, so proof read your essay.

For this research paper you will explore a biology theme and connect that theme to one of the above artists. Your research must explore the specifics of the biology component, as well as address why you are intrigued by this concept. Regarding the artist component, you must give background information about the artist as well as critically examine <u>two</u> of his or her art pieces (listing the titles of the art pieces and incorporating 2" size images of the pieces). You should also examine why you are interested in your chosen artist and compare and contrast his or her style with your own creative and biology inspired interests.

When examining the two art pieces you should describe the particular piece, while also interpreting the piece. What was the artist's intention? What was the social, political, and artistic climate of the time? How do the pieces resonate with you?

Be sure to include quotes in your paper and presentation of your chosen artist. Quotes will help you understand the perspective of the artist, which will help you examine his

or her pieces. It is also important to write about why the particular quote was important for you to single out in your paper.

Part B. = Visual Presentation
Prepare a Powerpoint lecture, which includes at least 10 images from the artist. Include title, size, and date in the slideshow. Your presentation should be 10-15 minutes as you talk about your chosen artist and the importance of the selected pieces.
Burn your Powerpoint on a CD along with high-resolution jpegs of your selected images. Each jpeg should be labeled as follows: lastname_title.jpeg.

Honors Embedded Project Contract, **Art/Biology 4005HE: Passing Barriers: The Path of Becoming**

Name _____ Date _____
Email _____

The enhanced learning experience of an honors embedded course requires a clearly defined honors project contract agreed upon by both the student and professor assuring agreement on the project parameters. To that end please complete the following sections and submit it for review by the conclusion of the third week of class.

For my honors embedded experience I propose the following: (max 500 words)

The physical manifestation of this project will be one of the following:

____ Creation and presentation of a new body of art work beyond the indicated course assignments. Project includes:

_____Writing a formal research paper outlining the project results with visual illustrations and drawing appropriate conclusions. Present research topic and findings to class with a corresponding slide lecture.

____ Assisting the professor with the research and presentation of a new component for the class.

____ Other

Maximum additional 15% of the final grade will be based on the successful completion of this project.

Approval

Student _____ Date _____

Professor _____ Date _____

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Professor _____ Date _____

THE OHIO STATE UNIVERSITY

Department of Art
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128 North Oval Mall
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Phone 614 292 5072
Fax 614 292 1674
art.osu.edu

DATE: January 13, 2015

TO: Steve Fink, Associate Executive Dean

FROM: Professor Robert Derr (derr.34@osu.edu) and Professor Andrea Wolfe (wolfe.205@osu.edu)

SUBJECT: Team Teaching Proposal Rationale

1. its interdisciplinary nature;

Biology has served as inspiration to art since humans first explored the meaning of life. Art informs biology as scientists have become more closely attuned to structure and form of organisms. The course will be interdisciplinary in that students will research the biology of organisms or structures and visualize these through art making with a focus in techniques of art media, creative problem solving, and art historical, contemporary, and theoretical concepts. Student teams will explore these biological topics using a variety of media from cut paper, drawing, photography, sculpture, and performance to name a few.

2. an explanation of how the course will benefit students, how it will advance the participating departments' academic goals, and how it will fit into each department's curriculum map;

Benefit Students
In teaching the students simultaneously about biology and art, they will learn about biological and art concepts, visualization concepts, instruction in various media, and class critiques that examine the success of the students' projects in visual execution of the biology and art topic, creative problem solving, and contemporary and historical contexts in biology and art. This class promotes a dynamic atmosphere of dialogue and discovery in both biology and art. It will be beneficial to the students, if this class were to count for a science credit for an art student, and humanities/art credit for a biology student, being a GEC or elective.

Honors Goals:
1. Provide appropriate intellectual challenges
2. Develop communication skills
3. Foster analytical and critical thinking
4. Build community among Honors students

Course Goals and Objectives:
1. Demonstrate an ability to communicate the biology theme(s) present in art work via artist statement or short article published on course blog.
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General Education Goals and Expected Learning Outcomes:
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Biological Science Goals:
1. Students understand the basic facts, principles, theories and methods of modern science.
2. Students understand key events in the development of science and recognize that science is an evolving body of knowledge.
3. Students describe the inter-dependence of scientific and technological developments.
4. Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

Departments' Academic Goal
For the art department majors, this course helps to achieve one of the art department's academic goals by offering a scientific inquiry focused in the making of art objects for educational exploration and possibly, public presentation, and vice versa for biology majors.

Curriculum Map
It would be beneficial and attract more students, if this class were to count for a science credit for an art student, and humanities/art credit for a biology student, being a GEC or elective. However, in the art department, this course will fit as just a studio elective too. Given the scope, this course will appeal to other related departments of scientific inquiry, not just biology.

For the first run of this class, we will begin with 20 students from biology and art. The biology professor, Andrea Wolfe is interested in teaching this class through the next 10 years, the art professor, Robert Derr is interested in teaching this class 2 – 3 times, and then it can be turned over to another art department colleague. Given the breadth of art media covered in the syllabus, any of the art department faculty could teach the course in the future. Likewise, with the introductory survey into biology, another professor could take Professor Wolfe's place.

This proposed course establishes a sound and broad foundation for team teaching between art and biology with a flexible syllabus into the future. It is suggested that this course run every other year. For sustainability of this course, there would need to be at least 40 interested students to make this class lucrative for the art department.

3. an explanation of the added value that team teaching brings to the course;

Having a biologist involved in the course allows the students to have individualized instruction and guidance on biological themes. The inclusion of an artist will help the students visually manifest their ideas using a variety of media through creative problem solving with contemporary art making concepts and theoretical considerations that marry formal rigor with scientific inquiry. The art professor trains not only the mind, but also the eye and hand, and with the biologist, the class can delve deep into the subject of biology.

4. an explanation of the form that team teaching in the course will take.

The value of this team taught class is that the two of us will be present each class time, offering two unique perspectives to the students. There will be times in which each of us will lecture individually on specific topics, and other times we will jointly lecture to effectively present the material to the students. In teaching the students simultaneously about biology and art, instruction will focus on biological and art concepts, visualization concepts, instruction in various media, and class critiques that examine the success of the students' projects in visual execution of the topic, creative problem solving, and contemporary and historical contexts. Having two instructors in the classroom throughout the semester will make for a dynamic atmosphere of dialogue and discovery.

THE OHIO STATE UNIVERSITY

Center for Life Sciences Education

260 Jennings Hall
1735 Neil Ave
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614-292-9861 Phone
614-292-4390 Fax

clse.osu.edu

January 14, 2014

Andi Wolfe
Robert Derr
College of Arts and Sciences
Ohio State University
Columbus, OH

Dear Andi and Robert,

I am writing to confirm my strong support and concurrence for the new interdisciplinary course you are proposing, Art/Biology 4005HE: Passing Barriers: The Path of Becoming. This course will be a wonderful addition to the curriculum at Ohio State, bringing together artists and biologists to collaborate on projects that will deepen their understanding of concepts in both areas.

Because we often cannot see what we study, visual representations of biological organisms, systems, structures, processes, *etc.* are essential ways of communicating biological knowledge. Often these representations help us reinforce our understanding of the concepts they illustrate, and in many cases they help us pose additional research questions by exposing gaps and limitations in our understanding of biological concepts. Students who take this course will be well-prepared to communicate biological concepts and research findings with other scientists and members of the public with interests in the life sciences.

We are happy to recommend this course as an elective for students majoring in biology, many of whom are Honors students. The course learning objectives align well with some of the learning goals for the biology major, and will provide opportunities for biology students to advance their knowledge of biology and to demonstrate achievement of the following major program goals:

- *Explain major biological concepts and discuss how these are connected with various areas of the biological and physical sciences*
- *Demonstrate problem solving, analytical, and communication skills that will provide the foundation for lifelong learning and career development*
- *Value biology as an integral part of society and everyday life*

I hope to have an opportunity to see some of the projects the students in your course develop – I am sure they will be thought-provoking!

Regards,

Caroline Breitenberger

Caroline Breitenberger
Associate Professor, Chemistry & Biochemistry
Director, Center for Life Sciences Education

THE OHIO STATE UNIVERSITY

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DATE: January 23, 2015
TO: David Manderscheid, Executive Dean and Vice Provost
FROM: Rebecca Harvey, Interim Chair, Department of Art
SUBJECT: Team Teaching Proposals

This letter of support is for the team teaching proposal from Professor Derr, Art and Professor Wolfe, Biology for the course **Art/ Biology 4005HE: Passing Barriers: the Path of Becoming**

Art and Science have long been linked, both conceptually, as a way to describe and understand the world and systematically, as a way to test and measure one result against another. Both fields rely on observation and experimentation to ask questions and solve problems. The skill sets developed for one field can be useful for the other particularly if this parallel development is nurtured at the beginning of the students focus, setting up and laying the foundation for more flexible pathways and points of intersection as the students progress more deeply into their major.

This course will lay that groundwork well and it is set up in a way that is sustainable long term, both in terms of personal and budget. Professor Derr will teach the first several offerings and then allow it to rotate among several of the Art faculty whose work is closely linked to the sciences and the exploration of the Natural world. The expectation is that it will be offered as a GE course, allowing students outside of either Art or Biology more curricular flexibility. On the Art side it will count as one of our area required Studio electives, see attached curricular map. It will function as an intermediate studio elective, meaning that students will have already indemnified one of the 7-program area emphases of painting, ceramics, photography, etc. In this way it becomes an interesting space for these students to bring the technical skills and concepts they are learning and developing to a broader thematic table, enriching and enlivening the discussion beyond any specific media. Making the class Honors embedded only increases the diversity of class pool, we have been running HE courses

in the Art Department for a number of years now and appreciate the depth and breath the Honors students add to our course offerings

This sort of cross-pollination of media specific area is increasingly important in the arts, not only on a graduate but undergraduate level. We have had many discussions as a faculty about productive ways to bridge this gap, to allow both our students and faculty more spaces in which to operate collaboratively, this course does this both with in our department and more importantly allows us to reach across the University and engage students and faculty in broader discussions about questions and challenges in our disparate fields, and to give these students tools that they will need to be able to broach the increasingly complex problems of the next few decades.

In short, I heartily support the addition of Art/ Biology 4005HE both for next term and into the future. Please do not hesitate to contact me if you have any questions.

Best,

Rebecca Harvey

Rebecca Harvey
Professor, Interim Chair
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