



# S19 AHST6322 - From Warburg to Deep Learning

## Syllabus 2019-01-21 version

### Instructor:

Dr. Maximilian Schich, Associate Professor in ATEC

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**Time:** Monday 13:00 pm – 15:45 pm | **Room:** ATC 2.800 (EODIAH seminar room)

### Box folders

**Assignment upload:** <https://utdallas.box.com/v/S19-AHST6322-upload> (expires May 31, 2019)

**Material download:** <https://utdallas.box.com/v/S19-AHST6322-download> (expires May 31, 2019)

### Course Description

This seminar looks at the rise of computational art history, which increasingly complements and further enables traditional approaches. Aiming for actionable insight, we will look at cutting edge work and classic scholarly roots. We will ask: What can algorithms do for art history? Why do we need computation and measurement? And, what can we contribute and achieve as humans that machines can't?

The course is an instance of *AHST 6322 - Topics in Data-Driven Art History*. As such it is a master's seminar on a topic related to the integration of qualitative inquiry and observation with methods of computation, natural science, and information design. Courses with this number may be repeated for credit as topics vary (nine semester credit hours maximum). This instance of the course earns three credit hours.

### Learning Outcomes

By the end of this seminar, students will be familiar with a range of current computational approaches as applied within the study of art and cultural history. Students will practically engage in a research project, collaborating as a group, doing "image work" in the sense of Aby Warburg's Mnemosyne Atlas and reason about the potential of quantification, as related to their own core topic of interest.

### Required Materials

This course has no required textbook. Essential materials will be provided by the instructor. Further materials will be researched and obtained by the group throughout the semester. Be prepared to take notes.

## Course schedule & Assignments

Session	Date	Literature discussion	Group project
1	2019-01-14	<i>Instructor: Who is Aby Warburg? &amp; What is the Mnemosyne Atlas?</i>	
	2019-01-21	MLK (no session)	
2	2019-01-28	<i>Instructor: What is Deep Learning?</i>	Exemplary Mnemosyne plates
3	2019-02-04	Literature discussion 1	Group work 1
4	2019-02-11	Literature discussion 2	Group work 2
5	2019-02-18	Literature discussion 3	Group work 3
6	2019-02-25	Literature discussion 4	Group work 4
7	2019-03-04	Literature discussion 5	Group work 5
8	2019-03-11	Literature discussion 6	Group work 6
	2019-03-18	spring break (no session)	
9	2019-03-25	Literature discussion 7	Group work 7
10	2019-04-01	Literature discussion 8	Group work 8
11	2019-04-15	Literature discussion 9	Group work 9
12	2019-04-22	Literature discussion 10	Group work 10
13	2019-04-29	<i>Instructor: Course summary</i>	
	2019-05-03	Individual project report due	
	2019-05-15	final grades available in Orion	

### Assignment a1 - Literature Discussion

In the first half of each session we will engage in literature discussion. Throughout the semester students will be assigned with two topics, starting from a particular scholarly paper, which they will present in class to spark a constructive discussion. The list of topics will be finalized in group discussion during the second course session. The instructor will share the agreed topic assignment and essential literature via the Box download folder (see page one of this syllabus).

**Each time it is your turn**, please submit a slide-deck or other material to be projected in class to the Box upload folder, no later than one hour before the respective session. Submit a single PDF or ZIP\* archive using the following filename convention: **YYYYMMDD-YourNetID-discussion.pdf** or **.zip**

In the instructor's case the filename for session 1 would be: *20190114-mxs135130-discussion.pdf*

### Assignment a2 - Group project

In the second half of each session we will iterate towards a common result in a visual research project, inspired by the Mnemosyne Atlas. Throughout the semester we will agree on weekly tasks to be solved until the following session. The individual project contribution is mostly centered on the individual core interest, feeding into the individual MA or PhD project. Yet, at the same time, the project will make sense as a group presentation or exhibit.

**Each week**, please submit your group project slide(s) or other group project material to the Box upload folder, as agreed in class. Submit a single PDF or a ZIP\* archive using the following filename convention: **YYYYMMDD-YourNetID-project.pdf** or **YYYYMMDD-YourNetID-project.zip**

In the instructor's case the filename for session 2 would be: *2019012-mxs135130-project.pdf*

### Assignment a3 - Individual project report

At the end of the semester each student will hand in a final project report or paper. It should document your own thoughts and contributions related to the group project. The final report should include a title, an abstract, a main text of no more than 5000 words and not more than 40 references. Given the visual nature of the group project and individual contributions you are encouraged to include a portfolio of figures. Indeed think of the text as a complement to your visual argument, not vice versa.

**At the end of the semester, no later than May 3, 11:59 pm**, please submit a single PDF using the following filename convention: **YYYYMMDD-YourNetID-paper.pdf**

## Course-specific policies

### *Grading Criteria:*

All work should conform to professional and ethical standards, so “proofread” and edit work that you submit in this class for clarity, mechanics, and style issues. This applies to graphics/visuals or any other chosen genre of expression, much like text. Professionalism also means that you use appropriate source citations wherever and whenever necessary. You should not submit any work for this course that you developed for another course without written permission from both course instructors. While you may explore topics across courses, the work you submit for this course should be substantially different from the work that you submit in any other course. All individual grades are scored out of 100 points. Because the grades are weighted, a simple average will not determine your grade.

### *Relative Shares Contributing to Your Grade:*

50% Participation & Attendance + 50% Group project contribution = TOTAL 100%

### *Grade Rubric for Assignments:*

To make a B- or less, simply do not follow the assignment instructions, refuse to collaborate in groupwork, disregard filename and file format conventions, and/or turn it in after the deadline. To make a A-, follow the assignment instructions, avoid “spelling and grammar errors” in writing and graphics, follow filename and file format conventions, turn it in on time, and include academic references where necessary. To make an A, aim for excellence in terms of presentation and content, including references and graphical layout.

### *Participation & Attendance:*

More than just attendance, this grade reflects how you share your ideas, participate in classwork, engage your classmates, and behave with respect toward them. Your comments and insights contribute to the class’ success, so you must attend class prepared to discuss material as a public, interactive process. Everyone benefits when you engage alternative perspectives, challenge interpretations, and invite constructive arguments as long as you do so respectfully. This grade explicitly includes civility and professionalism in all course communication and behavior, such as contributing to conversations, respecting others’ opinions, working together in a spirit of cooperation, and actively listening to those who are speaking. Some of the ways you can demonstrate your skills in this area include (but certainly are not limited to): Keeping the class in the foreground of your attention; Showing respect to your peers and to the instructor in your listening and communicating behaviors; Participating actively in class rather than simply waiting to be called on; Adding value with your contributions to discussion, such as connecting disparate ideas, bringing topical information to the table, and asking insightful questions; Taking responsibility for the consequences of your choices and actions; Demonstrating a strong work ethic by engaging all ungraded work (such as completing assigned readings, minor homework, and in-class exercises) with a mindfulness and timeliness to reflect a professional approach to the class.

### *Late Work:*

If a personal situation arises during the semester that may affect your classroom performance, please talk to me sooner rather than later. In other words, be proactive. If you wait until the end of the semester, I cannot help you. I can work with you more easily if you speak to me when the situation arises. I can’t help you if I don’t know you need help. You can have make-up privileges for university-specified circumstances, including religious holy days and university-sponsored activities. If you must miss class or deadlines for such reasons, you must make arrangements with me in advance.

### *Digital Devices:*

You may use laptops, tablets, cell phones, and other digital devices so long as you use them responsibly and respectfully and particularly if you use them to enhance the class-experience. If your digital device disturbs other students or interferes with your ability to participate meaningfully in class activities, you may be asked to remove the distraction and/or leave class, thus losing credit for any of the day’s activities. Please silence device notification settings before class begins and refrain from accepting calls in class. However, if I see you are texting or emailing with a friend, watching a movie, or playing video poker, I will not be happy and may ask you to leave from that day’s class.

### *Standard UT Dallas policies:*

The course-specific policies complement the standard UT Dallas policies that you must know and follow. (available at <http://go.utdallas.edu/syllabus-policies>)

*These descriptions and timelines are subject to change at the discretion of the professor.*