

Today:

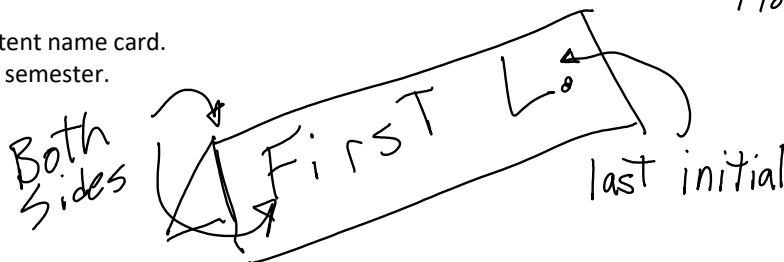
- Syllabus
- First Assignments (8? 9!?!)

4 handouts:

1. Syllabus
2. Schedule
3. Initial Assignments
4. Copyright Agreement

If you didn't get one of these, just print one out; links on FlowVis.org > Course Info

Please make a table tent name card. Use it every class, all semester.



What is flow visualization? Let's start with an example: <http://www.danielwurtzel.com/air.cfm> WurtzelPas de Deux

Prosaically: Flow visualization = making the physics of gasses and liquids visible

SYLLABUS

MCEN 4151/5151/ FILM 4200/ ARTF 5200/ ATLS 4151/5151

Flow Visualization: The Physics and Art of Fluid Flow

Fall 2019

Course Overview Goals

Both science and art can be described as being fundamentally based in our perception of the world around us. In science, clear observations lead to understanding, particularly of physics, which is a prerequisite to successful engineering. In art, creating and influencing our own and others' perception of the work, whatever it may be, is the whole point. Art may also be defined as an execution of a vision; an instantiation of an idea, 'making it so'. In this course we will focus on making the physics of fluid flow more available to perception, specifically, in a word, *visible*. You may also find that your perception of fluid flow in everyday life has been sharpened. In the process we will be creating both art and science.

Flow visualization is particularly suited to the interface between art and science. Many fluid physicists are motivated not only by the important scientific and engineering goals of their work, but also by a visceral fascination with their subject. Few scientists or engineers admit as much, but the existence of several venues for display of fluid flow art belies purely dispassionate motivations. Foremost among these venues is the Gallery of Fluid Motion [1], a poster and video competition which is held in conjunction with the American Physical Society Division of Fluid Dynamics (APS-DFD) annual fall meeting. Gallery entries are judged "based upon criteria of scientific merit, originality, and artistry/aesthetic appeal." (Some winners were works from this course.) Additional examples include the seminal *Album of Fluid Motion* [2], which can be found on the bookshelf of nearly every fluid dynamics researcher. In each of these examples, the sheer

Dynamics (APS-DFD) annual fall meeting. Gallery entries are judged “based upon criteria of scientific merit, originality, and artistry/aesthetic appeal.” (Some winners were works from this course.) Additional examples include the seminal *Album of Fluid Motion* [2], which can be found on the bookshelf of nearly every fluid dynamics researcher. In each of these examples, the sheer beauty of fluid flow is revealed and acknowledged to some extent. Thus we hope to encourage engineering students to gain a deeper perception of fluid flow by capitalizing on this previously unacknowledged motivation, that is, for aesthetic and creative purposes. In the case of art and other non-engineering students, our goal is to introduce students to the simple beauty and fascination of fluid flow, as well as a bit of exposure to the discipline of documented experimentation.

Another goal of this course is to perhaps give you a chance to work with students from different disciplines. Art, engineering and interdisciplinary students have been trained with different approaches and values. In this course you will work with a range of colleagues, and discover your differences and similarities. Hopefully, you'll see value in the range of perspectives.

Learning Objectives

- 1) Increase your perception of fluid physics in the real world
- 2) Employ aesthetics (art) as a valid and useful motivation for exploring fluid physics
- 3) Demonstrate the ability to communicate both aesthetics and fluid physics to a wide audience
- 4) Critique your peers using supportive but substantive techniques
- 5) Master basic skills of scientific and artistic imaging
- 6) Design, carry out and analyze flow visualization experiments

¹. <https://qfm.aps.org/> .

². Van Dyke ed. *An Album of Fluid Motion*. Parabolic Press, 1982.

Course Format

The course will consist of lectures on visualization techniques, fluid physics, critique sessions, and a guest lecture. Emphasis will be placed on the production and critique of student images; there will be six assignments consisting of an image or video, and an accompanying report. A final showing will be produced in the Engineering Center Lobby (or maybe Fiske Planetarium) and students will be encouraged to submit work to the American Physical Society's Gallery of Fluid Motion annual competition, as well as other art/science competitions. There are no formal lab sessions; instead students are expected to treat assignments as they would for any other course. **Team members are expected to make effort to meet with their teams outside of class. Students are expected to attend all critique sessions**, and bring their laptops or smartphones to offer online comments on each image.

Course Content

This course will reveal the techniques of making laboratory and everyday fluid flow physics visible for both scientific and aesthetic purposes. Students will create images using photographic and video techniques, and document their work in written reports, focusing on "why does it look like that?". Questions such as "what makes an image scientific? What makes an image art?" will be explored, but this is largely a technical course. Students will also gain technical expertise in a range of flow visualization and photographic techniques drawn from the following list. Quantitative applications and analysis will be considered where appropriate.

Partial lists:

Possible fluid media:

- liquid dye or particles in water
- smoke or fog in air
- water in air; sprays, clouds, free surface waves
- temperature or concentration gradients in air and water
- many combinations of everyday fluids such as milk, vegetable oil, alcohol, shampoo, etc. **Caution, do not combine anything with a bleach product.**

Fluid phenomena:

Atmospheric clouds and optical phenomena
Vortex dominated flows, including rings
Buoyancy induced flows
Surface tension driven flows
Multiphase flows (fountains, bubbles, sprays)

Laminar or turbulent flow

Wakes, Jets, and Shear layers

Immiscible effects

Combusting flows. **See posted safety guidelines for working with flames.**

Ultrasonic driven flows (fountain/fog generators)

Visualization techniques:

Marker techniques including dyes, light emitting fluids and particles

Laser sheet visualization

Refractive index techniques such as

Schlieren and shadowgraphy

Oil flow techniques (wind tunnel applications)

Imaging techniques:

Photography (digital or film, stereo or mono)

Video/movies (analog, digital or film)

Post processing of above.

Safety Considerations: If you want to work with combustion, you must follow the combustion guidelines posted on the website. When working with household materials, you are pretty safe if you stick to personal hygiene (i.e. soaps and shampoos) and food products. If you are working with cleaning or medical products, or lab chemicals, you must discuss them with me first, and you may be required to submit a safety proposal.

Assignments, Assessment and Grading

"Big" assignments will consist of images or videos paired with written technical reports, and must be submitted digitally via the Flowvis.org blog site and Canvas (Videos must also be posted to Vimeo or Youtube). Typically there are one or two individual assignments, two more individual cloud photography assignments and three team project assignments. All students are expected to

provide written reports and self-assessments with their images, but expectations for the level of science discussed vary with the student's standing. The required image and report formats are detailed in other documents which will be posted on the Flow Vis website. You will also be expected to critique other students' work.

Detailed grading of your work will not be done, although it will be checked for completeness and quality, and you will be expected to revise and resubmit your reports in response to critique. Instead, you will be motivated to achieve excellence by the actual meaning, context and quality of your work. Qualitative feedback will be provided publicly during class critique sessions, by your peers and the instructor. Your reports will be constructively critiqued by your peers. In addition, your work will be publicly archived on the high-visibility Flow Visualization site (just Google 'flow visualization'). Employers in years to come may view this work when they Google your name.

Your grade for this course will be largely determined by your meeting the stated expectations for turning in all work and participation in critiques, and to a lesser extent by attendance at guest lectures, completing surveys, returning borrowed equipment, etc. In rare cases, substandard work such as poorly executed images and reports that grievously fail spell and grammar checks have resulted in lowered course grades. Again, getting an 'A' in this course is not as meaningful as producing quality work that you will be proud of.

Prerequisites

There are no formal prerequisites, but engineering students are expected to have completed a course in fluid mechanics, and fine arts and TAM students are expected to have some competence in photography and/or video. This course counts as a technical elective towards engineering degrees in the College of Engineering and Applied Science, and may be petitioned as studio or production credit towards photography and video degrees in the College of Arts and Sciences or as an upper division science credit towards any A&S degree.

Contact Information

Instructor: Prof. Jean Hertzberg

Email: Hertzberg@colorado.edu

Office: ECME 220, 303-492-5092

Cell: 303-817-0967. You can text me, but please no contact between midnight and 10

AM.

Personal Webpage: <http://JeanBizHertzberg.com>

Office hours: TBD. In general, you can stop by for help anytime, but I can't guarantee I'll be free. If my door is shut or I am meeting with others, that is a definite 'not available'. I read my e-mail two or three times a day, and can give quick response to short questions that way.

TA: Behruz Rashidov

Course Website

<http://flowvis.org>, or just Google 'flow visualization' or 'flow vis'. Our site is #1 in much of the world! This site has all sorts of useful content, and is the permanent site where your work will be posted. All course information will be posted there, and you will be issued a login with author privileges. We will use Canvas (<https://cuboulder.instructure.com/>) only for submission of your archival work and to keep track of your grades.

Textbooks

No textbooks are required for this course. Instead, students are expected to research background information online and in the archival technical literature (yes, you might have to go to the library!).

The following texts are recommended. All are available online from Amazon.com or other booksellers. I own most of these, and you can preview them in my office. Many are available in the Engineering and/or MathPhysics Libraries on campus. Additional texts are referenced on the course website and in the lecture notes. **Several cost less than a pizza, and will serve you well both this semester and in years to come:**

The Cloudspotter's Guide by Gavin Pretor-Pinney. Perigee/Penguin Publishers. 2006. ISBN 978-0-399-53345-7. \$14. A non-mathematical but accurate description of cloud physics and identification. Readable and useful for engineers and art students alike. An official publication of the Cloud Appreciation Society. **HIGHLY recommended.**

Flow Visualization Techniques and Examples, 2nd Edition, A.J. Smits and T.T. Lim. Imperial College Press, London, 2000. ISBN 1-86094-193-1. Available from World Scientific Publishing, <http://www.wspc.com/books/engineering/p167.html>. \$98, but it's an excellent reference text. **Highly recommended for graduate students in fluids.**

An Album of Fluid Motion by Milton Van Dyke. Parabolic Press, Stanford CA, 1982. ISBN 0-915760-02-9. Classic images in black and white. This is \$17, and worth every penny.

A Gallery of Fluid Motion by M. Saminy, K.S. Breuer, L.G. Leal, P.H. Steen. Cambridge University Press, 2003. ISBN 0 521 53500 X. \$35. This is a collection of winners of the flow vis competition at the annual APS meeting. One of this course's images won in 2003, and another in 2006.

Handbook of Flow Visualization, Wen-Jei Yang, 2nd edition. Taylor and Francis, NY, NY 2001. ISBN 1-56032-417-1. \$246. Detailed information on a wide range of topics.

Schlieren and Shadowgraph Techniques by G.S. Settles. Springer Verlag, 2001. ISBN 3- 540-66155-7. An excellent reference for these techniques, with practical suggestions for both small and very large systems.

Flow Visualization, Wolfgang Merzkirch, 2nd edition. Academic Press, Orlando, FL, 1987. ISBN 0-12-491351-2 (\$118). Classic flow vis reference. Quite technical, not a lot of examples.

Cameras

Students are expected to provide their own imaging device (in lieu of a textbook). A digital camera of 10 Mpx or more is recommended. The camera should provide the option of **manual focusing** and some type of exposure control: **shutter speed, aperture, ISO and preferably all three.** One of many examples is the Canon SC260 HS (\$200). Photoshop is recommended for image processing. Gimp is also a fine open source photo editing program and is installed throughout the ITLL. For video editing any program you are comfortable with is OK; DaVinci Resolve 16 (installed in ITLL, personal copies are free), Windows Movie Maker, Camtasia (my favorite), Final Cut for Macs, or even iMovie.

Publications

This course has attracted a great deal of interest from the fluid dynamics and engineering education and art/science communities. Student images from previous course offerings have been presented at conferences (garnering several awards), published in professional journals and on the web with the instructors as co-authors, and selected for traveling and permanent

public display. **Thus, students will be asked to submit high resolution digital files of their work and release a non-exclusive copyright to the instructor.** No prints or hard copies will be required. Students who supply contact information will be kept informed of all future publications of their work. All images and reports produced for the course will be published on the course website. **Videos may only use music to which rights have been acquired.** A list of volunteer musicians will be provided if you'd like to collaborate with a musician on original music for your video. Acquiring rights to other music via stock libraries is easy and inexpensive. You will be expected to **provide documentation of your music rights.**

At the end of the semester, you will be offered the opportunity to donate proceeds from the sale of your work. The proceeds will be used to benefit this course.

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

You will be asked to complete individual homework assignments in this course. Though you may work in groups to discuss and solve problems, it is expected that you will abide by the University of Colorado at Boulder honor code at all times. Therefore, you may not plagiarize images or reports or allow another student to plagiarize your work. Examples of plagiarism include: copying from a solution manual, copying from Internet sites, copying from previous academic year homework sets, and copying directly from classmates. However, in your reports **for this course** you can (and should!) use direct quotes and paraphrased information from the Internet and other published sources **as long as you properly cite the source.** If you have any doubt about how to cite, or whether you are using sanctioned materials, please ask. Citation techniques will be covered in lecture. Plagiarism detection will be enabled in Canvas, and you will be able to check the overlap of your reports with others.

Academic Climate

In Class Expectations:

It is our expectation that each of you will be respectful to your fellow classmates and instructors at all times. In an effort to create a professional atmosphere within the classroom, it is requested that you:

- Arrive to class on time
- Mute your cell phone
- Limit use of your phone and tablet to class purposes
- Put away newspapers and magazines
- Refrain from having disruptive conversations during class
- Remain for the whole class, or if you must leave early do so without disrupting others
- Display professional courtesy and respect in all interactions related to this class

Compliance with these expectations will assist us with the creation of a learning community and a high quality educational experience. The University of Colorado Classroom behavior policy will compliment the outlined classroom expectations. The University of Colorado Classroom Behavior policy is stated below.

Discrimination and Harassment:

Discriminatory and harassing behavior will not be tolerated in the Department of Mechanical Engineering. A safe and inclusive environment will be created and maintained by the students and instructing faculty member. Students with concerns about discrimination or harassment actions should immediately contact the instructor, the Department Chair or their academic advisor, or contact the Office of Discrimination and Harassment (below).

Examples that may be considered harassment:

- A teaching assistant or instructor asking a student for a date.
- Displaying sexually explicit material in an academic setting (including laptop wallpaper).
- Persisting in asking a classmate for a date after being turned down.
- Using degrading terminology in referring to others, including peers.

Out of Class Expectations:

Though many of the above stated policies address academic climate within the classroom, these policies should also be upheld outside of the classroom. As a member of the ME community you are expected to consistently demonstrate integrity and honor through your everyday actions. Furthermore, faculty and staff members are very willing to assist with your academic and personal needs. However, multiple professional obligations make it necessary for us to schedule our availability. Suggestions specific to interactions with faculty and staff include:

- Respect posted office hours. Plan your weekly schedule to align with scheduled office hours
- Avoid disrupting ongoing meetings within faculty and staff offices. Please wait until the meeting concludes before seeking assistance. Respect faculty and staff policies regarding use of email and note that staff and faculty are not expected to respond to email outside of business hours. Send emails to faculty and staff using a professional format. Tips for a professional email include:
 - Always fill in the subject line with a topic that indicates the reason for your email to your reader.
 - Respectfully address the individual to whom you are sending the email (e.g., Dear Professor Smith).
 - Avoid email, chat room or text message abbreviations.
 - Be brief and polite.
 - Add a signature block with appropriate contact information.
 - Reply to emails with the previously sent message. This will allow your reader to quickly recall the questions and previous conversation.

Professional Expectations Bottom Line

We're not trying to be fussy. Following these guidelines provides a safe, fair and efficient environment for everybody. Plus you get to practice these skills in a low-risk context.

Additional University policies governing Accommodation for Disabilities, Classroom Behavior, Honor Code, Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation and Religious Holidays can be found [here](#).

_____ SIGNATURE PAGE _____

I, the undersigned, agree that I have read and understood the policies described in the syllabus for MCEN 4151/5151/ FILM 4200/ ARTF 5200 / ATLS 4519/5519 Flow Visualization. I hereby agree to comply with these policies.

PRINT NAME _____

SIGNATURE _____

DATE _____