**SJSU | DEPARTMENT OF ART AND ART HISTORY**

# San José State University
## Department of Art & Art History
## Art 75, Introduction to Digital Video Art, Section 1, Fall, 2018

## Course and Contact Information

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|---|---|
| **Instructor:** | Carrie Hott |
| **Office Location:** | Art 311 |
| **Telephone:** | n/a |
| **Email:** | carolyn.hott@sjsu.edu |
| **Office Hours:** | Tuesdays 1:30-3pm, and by appointment |
| **Class Days/Time:** | Tuesdays and Thursdays, 6:00-8:50PM |
| **Classroom:** | Art 237 |
| **Department Office:** | ART 116 |
| **Department Contact:** | Website: www.sjsu.edu/art    Email: art@sjsu.edu |

## Additional Contact Information

* E-mail is generally the best method of contact during non-office hours.
* Please allow 48-hours for an e-mail response.
* Emergency:   911_____Campus Escort:   42222
* Individuals with disabilities may contact the Disability Resource Center (DRC), Administrative Building 110, 408/ 924-6000, for a variety of formats such as Braille, large print, sign interpreters, assistive listening devices, audio tape and accommodations for physical accessibility.

## Course Format

This is a technology-intensive studio class. Lectures and labs are required. Course materials can be found on the Canvas Leaning Management System course login website at http://sjsu.instructure.com, and on the course GitHub page (login provided after enrollment). You are responsible for regularly checking Canvas, GitHub, and your email for updates.

## Course Description
This studio workshop course is an in-depth study of video as an art form. We will look at video art history through the lens of our current cultural moment. Projects will encourage students to take a critical approach to defining characteristics of video and related technologies. For example, how do surveillance, Internet culture, and new video recording technologies inform New Media art practices? Students will explore various platforms for showing digital video art, including: installation, social media, and interactive websites. Artistic voice is emphasized over technical skills.

## Course Goals

This course will provide a framework for experimenting with digital video techniques and applications. Critical and theoretical perspectives will be stressed. Projects will be presented in class, at a final show, and documented on student portfolio websites.

### Students in this course will:

- Develop a basic portfolio website that includes artist statements and documentation of work.
- Create 4 original art projects exploring the visual and conceptual language of Video and New Media Art.
- Collaborate on a final gallery show of class work.
- Complete in-class exercises and responses to readings.

## Course Learning Outcomes (CLO)

### Course Skill Learning Outcomes

Upon successful completion of this course, students will be able to:

- Recognize and practice camera and camera-phone recording techniques.
- Use non-linear video editing software to edit digital video.
- Create interactive environments with the p5.js JavaScript library.

### Course Content Learning Outcomes

Upon successful completion of this course, students will have mastered:

- Understanding of current movements in Digital Video and New Media Art.
- Processes for creating original artwork from concept to completion.
- Practices and technical requirements for gallery installations of Video and New Media Art.

## Required Texts/Readings

### Required Readings

No required textbook. Readings will be available on the class GitHub page in pdf format.

**>>>> Note there are no books to purchase, but the $15 Filmic Pro\* and external HD ($50 - $150) are required materials for the course.**

### Other technology requirements / equipment / material

- External Hard-Drive
    - Students will need at least one external hard-drive for this course, with storage for at least 500GB. Recommended brands are Lacie, Seagate, and G-Tech.
    - It is highly recommended that students also have a second hard drive for a Time Machine backup in the case their computer or hard drive fails.

- Students are encouraged to have a laptop for this course that meets system requirements for operating Adobe Premiere Pro. If no laptop is available, students may use the lab computers.
    - Adobe Creative Cloud is available for free through SJSU—request access through eCampus and install Adobe Premiere, After Effects, Photoshop and Illustrator.
    - Class work MUST BE BACKED UP on a second hard drive or cloud storage

- Students are required to get a SJSU library card. The card is necessary for access to Lynda.com tutorials and free admission to museums we will visit.
- GitHub Account: Sign up to get free private repositories with the education discount.
- SJSU wireless account and ID card for accessing the classroom checking out equipment
- Access to a camera:
    - Students will need to download Filmic Pro or comparable app that allows for HD video capture.
    - * If students choose to use their own DV camera, then the Filmic Pro app purchase can be waived.
- Headphones


***No late projects will be accepted due to student inability to meet equipment requirements for their projects


**Optional Materials**

Optional materials and supplementary learning materials, such as web resources and writing guides will be available through the course Canvas and GitHub page.

**Course Web Materials**

- ART 75 Canvas site **https://sjsu.instructure.com**. Your Username is your 9-digit SJSU ID number, and your password is your SJSU-One account password.
- ART 75 GitHub Page (course website). Regular visits to the GitHub page are essential for all assignments and materials. Login provided after enrollment.
- Art 75 Google Drive (Link provided after enrollment)


**Library Liaison**
Aliza Elkin
email: aliza.elkin@sjsu.edu
phone: (408) 808-2043
Dr. Martin Luther King, Jr. Library
4th Floor Administration Offices

## Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Assignments overview, detailed below:

- **Projects 1-3:** Various applications of digital video.
- **Final Project,** which can build on one of the first 3 projects.
- **In-class Exercises:** These are short technical exercises to be completed in class.
- **Portfolio website** for documenting class projects, including an artist statement
- **Required readings:** Short readings with blog responses as Canvas submissions.

## > Project 1: Video as Cultural Critique

### *15% of grade*

Make a video that is in dialogue with the history & trajectory of video art. Over the last 60 years, artists have used video and digital media as tools for challenging cultural norms, exploring personal identity, unpacking politics of representation, and experimenting with potential use (and misuse) of new technologies. Students may apply these trends to our current cultural moment, looking at video's role in surveillance, sousveillance, YouTube, social media, and activism.

Requirements:
- Original footage
- 2-5 minutes in total
- Vision for how this would be presented: ie. on Vimeo or YouTube, as a series of Instagram posts, in a gallery installation, for a theater environment, projected on a building, etc.

## > Project 2: Installation

### *15% of grade*

Create video for a gallery environment. How might video create an immersive environment, integrate with sculpture, have multiple channels playing simultaneously, accompany performance, or incorporate live feeds of the room? This could be an installation involving projection mapping, sculpture, performance, multi-channel video, etc.

Requirements:
- Minimum 2 minutes video
- Vision for installation experience
- Presentation of props, models, and/or designs for installation if not physically possible

## > Project 3: Critical Interactivity

*15% of grade*

Create video that is affected by user input. What does it mean when the viewer is no longer passive, but an active participant? This could be browser-based (Net Art, not games) or displayed in a physical environment on a projector or screen. We will build up to and provide code for mouse/keyboard interaction, facial recognition input, and physical sensors for movement in a room. These could affect video selection, speed, playback, pitch, etc.

Requirements:
- Strong concept driving the interaction
- Original video or found footage that is affected by the interaction
- Interactive environment in place for critique


## > FINAL PROJECT

*25% of grade*

Create a polished video art project for the class show. Students may either build on any of the previous projects or create a new project. The final project should be more advanced in concept and form than previous projects, reflecting student growth over the semester. Any topic or technique covered is acceptable.

For presentation in the class show:
- Installations may be designed for the gallery space.
- Performances may be scheduled for the opening night.
- Browser-based projects may be presented on laptops.
- Single-channel video can show either on a loop in the gallery, or in a separate class screening, TBD.

Requirements:
- Project presented in class show.
- Participation in design, installation, and breakdown of show.


## > In-class Exercises

*10% of grade*

There will be regular technical exercises completed in class over the course of the semester. Completion of these in-class exercises is essential to learning the skills necessary to complete the class projects. Understand these are **in-class** exercises. Extra work will be required to complete them outside of class, which might result in a grade deduction.

## > Website & Artist statements

***10% of grade***

Students will create or add to an existing artist portfolio site on GitHub, improving use of HTML/CSS/ Javascript and approaches to documentation. This will also include an artist statement that speaks to your general approach to your work.

## Participation

Participation consists of showing up to class on time, completing reading and response assignments, being active in class discussions and lectures, paying attention and speaking up in class critiques, and engaging and supporting your classmates in their projects and ideas. Asking questions, contributing your thoughts, and being a positive part of the class community is essential to the success of this course.

## Grading Information

Students are required to submit all course assignments on Canvas. Students must also be present for project critiques: **critiques are not optional.**

## Determination of Grades

- All assignments must be presented on the due date. ***Late assignments will be accepted no more than 2 weeks after the due date, but with a letter grade reduction and no class critique, unless otherwise discussed.***
- All projects are evaluated based on their conceptual content, technical proficiency, and presentation according to the criteria provided below.

## Relative weight of course requirements:

## 70%   Projects

Project 1: Video as Cultural Critique- 15%
Project 2: Installation - 15%
Project 3: Critical Interactivity - 15%
Final Project – 25%

## 10%   Readings & In-class exercises

Short, in-class technical exercises completed in class, and responses to readings

## 10%   Web Development, Documentation & Portfolio

Website Design – 5%

Artist Statements — 5%

## 10%   Participation

This is based on student engagement in class time.

**Grading Criteria:**

**A: Excellence**
The student fully commits to their project, both conceptually and technically. The final work created not only meets the criteria but it exceeds it. The student demonstrates a full understanding of the course content, and is able to apply that understanding in making original work with their own personal style.

**B: Above Average**
The student shows an understanding of the expected criteria for the assignment, and a sincere attempt to engage the conceptual framework. The quality of the project is good but not stellar. Technical understanding is demonstrated but has room for improvement.

**C: Average**
The student demonstrates a limited understanding of the conceptual framework of the assignment, and/or technical execution is underdeveloped with issues that could have been addressed in class or during office hours. The work would improve if more time and/or attention was dedicated to the project.

**D: Below Average**
The student only shows the slightest understanding of the assignment and can only demonstrate a cursory understanding of the intent of the assignment. There is a general failure to follow the intent and nuance of the assignment. The project can only be described as something that needs a great deal of work before it is considered something that is complete and meeting the requirements.

**Numeric grade equivalents:**

| | |
|---|---|
| 93% and above | A |
| 92% - 90% | A- |
| 89% - 88% | B+ |
| 87% - 83% | B |
| 82% - 80% | B- |
| 79% - 78% | C+ |
| 77% - 73% | C |
| 72% - 70% | C- |
| 69% - 68% | D+ |
| 67% - 63% | D |
| 62% - 60% | D- |
| below 60% | F |

"This course must be passed with a C- or better as a CSU graduation requirement."

**Please note:** Except in cases of documented emergencies, incomplete grades are not given in this course.

"All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

**Additional Note:**

This syllabus is subject to change, in the event of unforeseen circumstances, or in the case that changes will significantly enhance the quality of the course. Students will collectively have the opportunity to shape the ways in which the course unfolds.

**Department Advising**

For information about majors and minors in Art & Art History, for change of major/minor forms and a list of advisors: http://www.sjsu.edu/art/  or the Art & Art History department office in ART(H)/(PHOT) 116, 408-924-4320, art@sjsu.edu

**Classroom Protocol & Structure**

Show up to class, and show up on time. Students are expected to be present and conduct themselves professionally. Attendance and participation are crucial to your success in this course. If you need to miss a class ahead of time, please let me know as soon as possible- in person and via email- as well as what you plan to do to make up the missed work and when you will turn it in. Please find two classmates who will be your support system (and vice versa) for the class and can fill you in if you need to miss class and/or troubleshoot with you when you are stuck.

This is a hands on course, and an openness and willingness to learn is key. It's not a software training course, but you will be given introductions to several applications and techniques. Learning these programs can be challenging so it is important to have a flexible attitude and to remain open to new things to achieve your goals. Creating digital media art (or any kind of art) can often be a non-linear, multi-platform, exploratory, and both individual and shared experience. Use your patience, curiosity, intellectual interests, honest experience, and what engages you most, to guide you.

**Respectful Behavior**

Respect is an essential part of the class community. During lectures, group discussions, critiques, and during lab time, students must not use their phones (for non-class use), take naps, or talk to others outside of class context. Answering your phone, texting, and web browsing during lectures, critiques, discussions, or demos is unacceptable. You are welcome to use your electronic devices for class purposes. Students who cannot honor these requirements will be asked to leave.

**Communication**

Communication is an important part of this class. Be honest and clear about your work, about where you are in your work, about challenges you are experiencing. Please bring up issues before they become larger. I am available outside of class at office hours or by appointment.

**Field Trips & Guest Speakers**

We may be going offsite as a class at least once, and attending this field trip is a part of your participation grade. In addition, we may have guest speakers. Showing attention and respect is also a part of your grade.

**Computer Use**

A computer is mandatory to make work for this class. If you do not have a computer or the software outlined earlier in this syllabus, you have access to the CADRE computer labs and the University computers to complete your work.

**Email**
Email is the best way to contact the instructor. Please include Art 74 in the subject line. And please make sure the University has your correct email address as class updates will be emailed regularly.

**Laboratory Access**
Building Access Cards will be available for weekend and night access. All lab policies must be observed at all times. Access times are posted on lab doors.
Emergency Phone: 911; Escort Service: 42222
Americans with Disabilities Act
Individuals with disabilities may contact the Disability Resource Center on campus 924-6000.

**University Policies**
**Academic integrity**
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University.  The University Academic Integrity Policy F15-7 requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development website for more information.

**Campus Policy in Compliance with the American Disabilities Act**
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

**Student Technology Resources**
Computer labs and other resources for student use are available in:
Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall
Academic Technology Computer Center at http://www.sjsu.edu/at/hd/ on the 1st floor of Clark Hall
Associated Students Computer Services Center at http://as.sjsu.edu/ascsc/ on the 2nd floor of the Student Union
Student Computing Services at http://library.sjsu.edu/student-computing-services/student-computing-services-center
Computers at the Martin Luther King Library for public at large at http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library
Additional computer labs may be available in your department/college
A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.


# Art 75 / Introduction to Digital Video Art, Section 1, Fall 2018,
# Tuesdays and Thursdays, 6:00-8:50pm

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# Course Schedule

Note: *This schedule is subject to change. You will be notified of any changes in a timely manner.*
**Check Canvas and the class website regularly for updates.**

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------|-------------------------------------------|
| 1 | Tue 8/21 | Introductions, overview of syllabus and course requirements |
| 1 | Thur 8/23 | Video Art History<br>Introduction to Project 1: Video as Cultural Critique<br><br>**Reading:** Kate Horsfield, "Busting the Tube: A Brief History of Video Art" |
| 2 | Tue 8/28 | Premiere Pro Tutorial 1<br>In-Class Exercise 1 - Premiere: Use given footage and create an edited 30 second video<br>Student presentations in response to reading<br><br>**Due:** Response to reading - Kate Horsfield, "Busting the Tube: A Brief History of Video Art" |
| 2 | Thur 8/30 | Video Art History (cont)<br>Demo: Using mobile phones + Filmic app<br>Portfolio Website introduction<br>Lab time and one-on-one meetings on Project 1 ideas<br><br>**Due:** Project 1 idea<br>**Due at end of class:** In-Class Exercise 1 - Premiere<br><br>**Reading:** TBA |
| 3 | Tue 9/4 | Video Art History and the Internet<br>Premiere Pro Tutorial 2<br>Demo: Shooting video, DSLR, importing footage<br>In-Class Exercise 2 - Shooting Video: Shoot and edit a short video<br><br>**Due:** Response to reading |
| 3 | Thur 9/6 | Video Art: Installation + Performance<br>Introduction to Project 2: Video in the Gallery<br>Demo: Using Github Desktop and Atom text editor<br><br>**Due:** Portfolio Website progress: live on GitHub<br>**Due at end of class:** In-Class Exercise 2 - Shooting Video |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------|------------------------------------------|
| 4 | Tue 9/11 | Lab and Project 1 one-on-one meetings<br>Demo: Portfolio Website fine touches<br><br>**Due:** Project 1 progress |
| 4 | Thur 9/13 | Project 1 Critique<br><br>**Due:** Project 1<br>**Reading:** TBA |
| 5 | Tue 9/18 | Project 1 Critique (cont)<br><br>Demo: Projection Mapping<br><br>Video Art: Copyright and Found Footage<br><br>**Due:** Response to reading |
| 5 | Thur 9/20 | In-Class Exercise 3: Projection Mapping in groups using projectors<br>Video Art and Installation examples and/or SJMA field trip<br><br>**Due:** Project 2 ideas<br>**Due:** Portfolio Website with Project 1 |
| 6 | Tue 9/25 | Introduction to New Media Art and Project 3: Critical Interaction<br><br>**Due by end of class:** In-Class Exercise 3 - Projection mapping |
| 6 | Thur 9/27 | Share Project 2 progress in groups<br>Tutorial: Intro to coding with P5<br>In-Class Exercise 4 - P5 variables: Make something move in P5 and add sketch to portfolio website<br><br>**Due:** Project 2 progress<br>**Due by end of class:** In-Class Exercise 4 - P5 |
| 7 | Tue 10/2 | Project 2 Critique<br><br>**Due:** Project 2 |
| 7 | Thur 10/4 | Project 2 Critique (cont)<br><br>**Reading:** TBA |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------|-------------------------------------------|
| 8 | Tue 10/9 | New Media Art<br>Tutorial: p5 Logical Operations<br>In-Class Exercise 5: P5 display image and if statements |
| 8 | Thur 10/11 | New Media Art<br>Tutorial: p5 Loops<br>In-Class Exercise 6: P5 loops<br><br>**Due at end of class:** In-Class Exercise 5 & 6 - P5 image/if-statements & loops |
| 9 | Tue 10/16 | New Media Art<br>Tutorial: p5 Functions<br>In-Class Exercise 7: P5 Interaction + Functions, Controlling Video in P5 with mouse and key press<br><br>**Due:** Project 3 ideas |
| 9 | Thur 10/18 | In-Class Exercise 8: Facial recognition and sensors<br>Lab and Individual meetings on Project 3<br><br><br>**Due by end of class:** In-Class Exercises 7 - P5 interactions |
| 10 | Tue 10/23 | New Media and Video Art Overview<br>Introduction to Final Project: Build on one of the first 3 projects<br>Project 3 Lab<br><br>**Due by end of class:** In-Class Exercises 8- P5 Facial recognition and sensors |
| 10 | Thur 10/25 | Project 3 Critique<br><br>**Due:** Project 3<br>**Reading:** TBA |
| 11 | Tue 10/30 | Project 3 Critique (cont)<br>Present Final project ideas to group<br><br>**Due:** Ideas for Final Projects |
| 11 | Thur 11/1 | View art related to Final Project ideas<br>Discuss responses to reading<br><br>**Due:** Response to reading |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|---|---|---|
| 12 | Tue 11/6 | Introduction to Installation Practices<br><br>Tutorials specific to Final Projects |
| 12 | Thur 11/8 | Installation Practices (cont)<br>Plan Installation for Class Show<br>Final Project Lab and one-on-one meetings on Final Projects<br><br>**Due:** Progress on Final projects |
| 13 | Tue 11/13 | Plan Class Show Installation (cont)<br><br>Final project Lab |
| 13 | Thur 11/15 | Final project Crit<br><br>**Due:** Final Projects |
| 14 | Tue 11/20 | Final Critique (cont)<br><br>**Install Exhibition** |
| 14 | Thur 11/22 | **Thanksgiving- NO CLASS** |
| 15 | Tue 11/27 | **SHOW OPENS* (tentative date)** – finalize install/Final Critique |
| 15 | Thur 11/29 | **SHOW CLOSES**- Clean up/or Final Critique<br><br>**Assignment:** Peer Research: Based on their work, what would you recommend they read, see, experience, follow? Why? |
| 16 | Tue 12/4 | Final Discussion: What is the future of New Media Art?<br>Peer Research Presentations<br>Lab – work on websites<br><br>**Due:** Peer Research presentations |
| 16 | Thur 12/6 | Last day of class<br>Portfolio Website critique<br><br>**Due:** Website with documentation and project statements |
| Final Exam | Thur 12/13 | FINAL EXAM 12/13 5:15- 7:30pm<br>LOCATION TBA |

*There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.