

VIDEO Art – Course Syllabus

FALL 2016

Current Issues and Practices in Art & Art Education:

A&HA 4073

CRN 32073

W 07:00 pm-09:30 pm

No course prerequisites.

Instructor: Jesse Jagtiani

jj2598@tc.columbia.edu

Office hours: TBA

COURSE DESCRIPTION:

This class centers on the development of video art from the beginnings up to current forms by exploring video as a medium for artistic expression and social inquiry. Students will learn how to produce video art works incorporating aesthetic, conceptual and technical issues, designing visually effective and compelling video experiences. Technical components include all aspects of image production: image recording, basic editing and final output. Students will gain an understanding of the video image-making process and develop proficiency with video equipment and the nonlinear editing system Final Cut Pro. Strategies for the use of video as an art-making medium will be explored through individual assignments, workshops, screenings and discussions, providing an overview of video art history and focusing both on the technical and theoretical aspects of video making.

STUDENT LEARNING OUTCOMES:

Student will learn to

- Control video equipment and use video-graphic techniques
- Plan and produce short digital projects incorporating aesthetic, conceptual and technical issues, designing visually effective and compelling video experiences
- Identify precedents for contemporary video artwork
- Critically analyze conceptual and aesthetic aspects of finished and in-progress work
- Develop and expand an individualized approach to art making, and further mature a personal ideology in regards to aesthetics and concept

COURSE REQUIREMENTS

- Three completed video projects (themes assigned)
- Final video project (open theme)
- Student presentation
- Reflection Paper (only 3-credits)
- Participation in class discussions and critiques
- Expectations to put in adequate work time outside of class

COURSE MATERIALS:

- Video Camera and Tripod (can be borrowed from TC, see below)
- Flash memory cards (32/64 GB)
- External firewire drive (7200-rpm / 500gb or more)

SUGGESTED COURSE RELATED READINGS (Optional):

- Meigh-Andrews, C. (2014). *A history of video art* (2nd edition.). New York: Bloomsbury.
- Shanken, E. A. (2014). *Art and Electronic Media*. S.l.: Phaidon Press.
- Baker, G. (2004). *Image Stream*. Columbus, Ohio: Wexner Center for the Arts.
- Fifer, S. J. (2005). *Illuminating Video: An Essential Guide To Video Art* (1st edition.). New York, N.Y: Aperture/Bay Area Video Coalition.
- Jones, A. (2006). *Self/Image: Technology, Representation, and the Contemporary Subject* (New edition edition.). New York: Routledge.
- Rush, M. (2007). *Video Art* (Revised Edition edition.). New York: Thames & Hudson.
- Rush, M. (2005). *New Media in Art* (2nd edition.). London: Thames & Hudson.
- McGrath, J. (2004). *Loving Big Brother: Surveillance Culture and Performance Space*. London ; New York: Routledge.

RELEVANT ARTISTS:

Nam June Paik, Peter Campus, Doris Chase, Vito Acconci, Joan Jonas, Eija-Liisa Ahtila, Anri Sala , Omer Fast, Paul McCarthy, Bruce Nauman, Dara Birnbaum, Shirin Neshat, Pipilotti Rist, Martha Rosler, Bill Viola, Peggy Ahwesh, George Kuchar, Matthew Barney, Andy Warhol, Gary Hill, Paul Chan, Miranda July, Chris Burden, Chris Cunningham, Bjørn Melhus, Walid Raad, Carolee Schneemann, Andrea Fraser, Salla Tykkä, Shirin Neshat, Tacita Dean, Rodney Graham, Yoko Ono, Marina Abramovic, Pierre Huyghe, Allora & Calzadilla, Tony Oursler, David Claerbout, Philippe Parreno, Artur Zmijewski, Isaac Julien, Markus Schinwald, Yang Fudong, Nathalie Djurberg, Akram Zaatari, Ragnar Kjartansson, Keren Cytter, Candice Breitz, Mona Hatoum, Mary Lucier, Paul Pfeiffer, Eve Sussman, Colin Campbell, Stan Douglas, Lisa Steele, Bill Viola and Rodney Werden, Agricola de Cologne, Dieter Froese, Wolf Kahlen, Wojciech Bruszewski, Mirosław Rogala, Douglas Gordon, David Hall, Gillian, Stefano Cagol, Martin Arnold, Pipilotti Rist, Domingo Sarrey. and many more

RELEVANT LINKS:

<http://www.ubuweb.com/>
<http://www.art21.org/artists>
<http://www.vimeo.com>
<http://eai.org/>

PARTICIPATION AND EXPECTATION

Students are expected to participate in discussions, to fully engage in studio practice during studio sessions, and to work toward acquiring a measure of expertise in their practice. Students are expected to continuously self-assess their learning and personal progress within the class. Students are asked to hand in assignments on due dates, finish reading assignments timely, participate in class discussions, and engage in their own learning and art making process. Most importantly participants are expected to contribute their own perspectives, ideas, and understandings to the class, and to have fun with it.

Assignments and grading 2 credits:

| | | |
|----------------------------------|--------------|-------------------------------|
| 1. Student presentation | 20% of grade | dates will be assigned |
| 2. Three assigned video projects | 40% of grade | due Oct. 5/ Oct. 26/ Nov. 9 |
| 3. Final video project | 30% of grade | due December 14 th |
| 4. Participation | 10% of grade | ongoing |

Assignments and grading 3 credits:

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|---|--------------|-------------------------------|
| 1. Student presentation | 20% of grade | dates will be assigned |
| 2. Three assigned video projects | 30% of grade | due Oct. 5/ Oct. 26/ Nov. 9 |
| 3. Final video project | 30% of grade | due December 14 th |
| 4. Participation | 10% of grade | ongoing |
| 5. Short reflection paper (only 3-credit) + short stop animation video | 10% of grade | due December 7 th |

Student presentations: Each class sessions will begin with a student presentation. Each student is asked to prepare a 20-minute informative and visual engaging presentation about a video artist. The lecture should include artist background (ethnic, education, family, etc.), the artist's practice and intention, and the student's personal interpretation of the work. Your lecture should go along with a power point or similar presentation. You can find information about the artists and their work in books (library) or on the Internet.

Reflection paper (only 3-credit): Students will write a reflective essay about their learning and video art making process (3-5 pages – double spaced)

All students will create a video-portfolio on the Vimeo platform. All videos created in this class will be uploaded to this portfolio.

EQUIPMENT CHECKOUT:

The ACS Video Services office is (temporarily) located in 265 Macy Hall.

Video equipment reservations can be made by phone, email or a simple visit to the office.

ACS Video Services contact

212-531-5217

or

Myers Media Art Studio Thorndike Hall, room 51c (hours at <http://mmas.pressible.org/hours>)

212-678-3925

mediaartstudio@tc.columbia.edu

MYERS MEDIA ART STUDIO

The MMAS is open to you as a member of this course. Your course fee covers consumable materials that have been specified for the class you are taking. These might include photo-quality printing with the high resolution ink jet printers, filament for the 3D Systems Cube and/or the MakerBot Replicator2 printers, the Silhouette vinyl cutter, and various physical computing materials. Some of these tools and processes will not be covered in the instructional part of your course (depending on which course you are taking), but you are free to explore and experiment with any of them as your energy and time allows. In some cases additional material costs will be payable on an as-you-go basis. Please check with the studio manager and your instructor for more information.

Studio Schedule: Please check the schedule online: <http://mmas.pressible.org/>

Note: participants are expected to spend time in the studio beyond course sessions.

TEACHERS COLLEGE STANDARD INFORMATION

DEFINITION OF GRADES AT TEACHERS COLLEGE

The Teachers College's Definition of Grades as cited from the Office of the Registrar (source: <http://www.tc.columbia.edu/registrar/grades.htm>)

GRADES ARE DEFINED AS FOLLOWS:

A+ Rare performance. Reserved for highly exceptional, rare achievement

A Excellent. Outstanding achievement.

A- Excellent work, but not quite outstanding.

B+ Very good. Solid achievement expected of most graduate students.

B Good. Acceptable achievement.

B- Acceptable achievement, but below what is generally expected of graduate students.

C+ Fair achievement, above minimally acceptable level.

C Fair achievement, but only minimally acceptable.

C- Very low performance.. Teachers College Columbia University Instructor: Sean Justice

F Failure. The records of students receiving such grades are subject to review.

1. Accommodations – The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.

2. Incomplete Grades – For the full text of the Incomplete Grade policy please refer to [http://www.tc.columbia.edu/policylibrary/Incomplete Grades](http://www.tc.columbia.edu/policylibrary/Incomplete%20Grades)

3. Student Responsibility for Monitoring TC email account – Students are expected to monitor their TC email accounts. For the full text of the Student Responsibility for Monitoring TC email

account please refer to [http://www.tc.columbia.edu/policylibrary/Student Responsibility for Monitoring TC Email Account](http://www.tc.columbia.edu/policylibrary/Student%20Responsibility%20for%20Monitoring%20TC%20Email%20Account)

4. Religious Observance – For the full text of the Religious Observance policy, please refer to <http://www.tc.columbia.edu/policylibrary/provost/religious-observance/>

5. Sexual Harassment and Violence Reporting – Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. “Gender-based misconduct” includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <http://www.tc.columbia.edu/titleix>

6. Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

The syllabus is subject to change.

CLASS SCHEDULE

Always bring your hard drive to class!

Class 1: September 7th – Intro To Video Production

Class introduction

Syllabus review

Planning of student presentations

Tutorial on mini-DV cameras, and tripods

Camera movements, perspectives, composition etc.

At home exercise: Record some footage of an action or object, or whatever you like. Keep in mind to shoot different perspectives, types of shots, so you can edit them. Bring music or other sound of your choice that fits well with your shot footage to the next class (on cd, I-pod or external drive).

Class 2: September 14th – Intro to Video Art

Intro to video art

Intro to Final Cut layout and workspace:

- Workflow
- Video and audio import
- Basic editing
- Video Transitions
- Audio transitions

Screening of first edits

Creating student's Vimeo accounts for video portfolios

Assignment #1: Create a 1-3 minute self-portrait video. Think about how to reveal something about yourself, your personality, your characteristics, without necessarily showing yourself in your video. How can for example objects, forms, colors, environments or other people stand for what you want to show about yourself.

Class 3: September 21st – History of Video Art

Student Presentation

History of video art I

Video art screenings

Final Cut Pro:

- Editing styles
 - Text tool
 - Effects
 - Exporting QuickTime Movie
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Class 4: September 28th – Editiing, Transitions and Effects

Student Presentation

History of video art II

Final Cut Pro:

- Color Correction
- Split Screens
- Masking

Video art screenings

Class 5: October 5th – Split Screens and Masking

Student Presentation

Screening and group critic of assignment #1

Assignment #2: Create a video work, which looks at something with a critical eye. You can use a subject matter that happens around you or something you see going on in the world. Your video does not need to make a clear statement or give a solution, but it should highlight something that in your opinion needs to change. (2-4 minutes). Don't be too literal in your visualization process, think abstract and out of the box!

Class 6: October 12th – Self/Image

Student Presentation

Video art screenings

Editing styles/visual narration

Audio recording and editing

In class work time

Class 7: October 19th – Methods Of Appropriation

Student Presentation

Techniques of appropriation

Downloading and Importing from the Internet

Video art screenings

Class 8: October 26th – Video as Social Inquiry

Student Presentation

Screening and group critic of assignment #2

Video art screenings

Assignment #3: Create a video work using footage from television, film or the Internet. Think about the role that media plays in our society and culture. How can this footage be used to

criticize contemporary culture? Create a piece that reforms or comments on the media. How can your artistic process alter the meaning and expression of the footage you use?

Class 9: November 2nd – No Light, No Image

Student presentation
Basic lighting techniques
Green screening techniques
Video art screenings

Class 10: November 9th – Installation and Projection

Student presentation
Screening and group critic of assignment #3
Video art screenings

Class 11: November 16th – Off the Wall

Student presentation
Concepts and ideas for installations
Demonstration of Equipment for installation:
Projectors, monitors, etc.
Video art screenings

Assignment of Final Project:

Create a video work of your choice. Keep it under 5 min. Try to incorporate the techniques you have learned in this class. Be prepared to talk about your work, its technical aspects as well as your conceptual backgrounds.

November 23rd – No class Thanks-Giving

Class 12: November 30th – Brain Storming

Student Presentation
In class work
10 min. individual meetings with students about final project
Technical demos if needed
Video art screenings

Class 13: December 7th – Problem Solving

Student Presentation
Sharing of reflective papers

Production of animated exhibition invite
In class work time – problem solving

Class 14: December 14th – Exhibition Planning

Student Presentation
Screening and Group Critic of Final Project
Planning of exhibition (incl. technical set-ups)

December 21st

Video art class open doors-exhibition night in the MMAS