Course and Contact Information

Instructor: Lark Buckingham
Office Location: Art Building 323
Telephone: N/A
Email: Lark.buckingham@sjsu.edu
Office Hours: Tuesday 4:00 PM - 5:00 PM or by appointment
Class Days/Time: Friday 10:00 AM – 2:50 PM
Classroom: Art 237
Prerequisites: ART 74 or permission of instructor is required

Units: 3

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 Learning 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: https://libguides.sjsu.edu/prf.php?account_id=157124
Email: aliza.elkin@sjsu.edu

King Library 4th Floor
Phone: (408) 808-2043

Art and Art History Resources: https://libguides.sjsu.edu/Art
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.

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.
- 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% In-class exercises

- Short, in-class technical exercises completed in class

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:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93% and above</td>
<td>A</td>
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<tr>
<td>92% - 90%</td>
<td>A-</td>
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<tr>
<td>89% - 88%</td>
<td>B+</td>
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<tr>
<td>87% - 83%</td>
<td>B</td>
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<tr>
<td>82% - 80%</td>
<td>B-</td>
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<tr>
<td>79% - 78%</td>
<td>C+</td>
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<tr>
<td>77% - 73%</td>
<td>C</td>
</tr>
<tr>
<td>72% - 70%</td>
<td>C-</td>
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</tbody>
</table>
69% - 68%  D+
67% - 63%  D
62% - 60%  D-
below 60%  F

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
Students are expected to be punctual for class and actively engaged during all class meetings. Cell phones, smart phones, or other devices that detract from full attention should turned off or silenced.

University Policies
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/.”
**Course Schedule**

**Art 75: Intro to Digital Video Art, Fall Semester 2018**

This syllabus is subject to change. Check on the course GitHub page for the latest changes and updates to this list. The instructor will let you know when there are changes in the schedule.

Note: Because our meetings are so long, each day is broken into two sections in table below: before and after break.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 24a</td>
<td>Introductions, overview of syllabus and course requirements</td>
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</tbody>
</table>
| 1    | Aug 24b | Video Art History  
Introduction to Project 1: Video as Cultural Critique  
**Reading:** Kate Horsfield, “Busting the Tube: A Brief History of Video Art” |
| 2    | Aug 31a | Premiere Pro Tutorial 1  
In-Class Exercise 1 - Premiere: Use given footage and create an edited 30 second video  
Student presentations in response to reading  
**Due:** Response to reading - Kate Horsfield, “Busting the Tube: A Brief History of Video Art” |
| 2    | Aug 31b | Video Art History (cont)  
Demo: Using mobile phones + Filmic app  
Portfolio Website introduction  
Lab time and one-on-one meetings on Project 1 ideas  
**Due:** Project 1 idea  
**Due at end of class:** In-Class Exercise 1 - Premiere |
| 3    | Sep 7a | Video Art History and the Internet  
Premiere Pro Tutorial 2  
Demo: Shooting video, DSLR, importing footage  
In-Class Exercise 2 - Shooting Video: Shoot and edit a short video |
| 3    | Sep 7b | Video Art: Installation + Performance  
Introduction to Project 2: Video in the Gallery  
Demo: Using Github Desktop and Atom text editor |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</table>
| 4 Sep 14a | Due: Portfolio Website progress: live on GitHub  
Due at end of class: In-Class Exercise 2 - Shooting Video |
| 4 Sep 14b | Lab and Project 1 one-on-one meetings  
Demo: Portfolio Website fine touches  
Due: Project 1 progress |
| 5 Sep 21a | Project 1 Critique (cont)  
Demo: Projection Mapping  
Video Art: Copyright and Found Footage  
Due: Response to reading |
| 5 Sep 21b | In-Class Exercise 3: Projection Mapping in groups using projectors  
Video Art and Installation examples and/or SJMA field trip  
Due: Project 2 ideas  
Due: Portfolio Website with Project 1 |
| 6 Sep 28a | Introduction to New Media Art and Project 3: Critical Interaction  
Due by end of class: In-Class Exercise 3 - Projection mapping |
| 6 Sep 28b | Share Project 2 progress in groups  
Tutorial: Intro to coding with P5  
In-Class Exercise 4 - P5 variables: Make something move in P5 and add sketch to portfolio website  
Due: Project 2 progress  
Due by end of class: In-Class Exercise 4 - P5 |
| 7 Oct 5a  | Project 2 Critique  
Due: Project 2 |
| 7 Oct 5b  | Project 2 Critique (cont)  
Reading: TBA |
<p>| 8 Oct 12a | New Media Art |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Content Description</th>
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<tbody>
<tr>
<td>8 Oct 12b</td>
<td>New Media Art</td>
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<td>Tutorial: p5 Loops</td>
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<td>In-Class Exercise 6: P5 loops</td>
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<td><strong>Due at end of class:</strong> In-Class Exercise 5 &amp; 6 - P5 image/if-statements &amp; loops</td>
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<td>9 Oct 19a</td>
<td>New Media Art</td>
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<td>Tutorial: p5 Functions</td>
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<td></td>
<td>In-Class Exercise 7: P5 Interaction + Functions, Controlling Video in P5 with mouse and key press</td>
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<td><strong>Due:</strong> Project 3 ideas</td>
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<tr>
<td>9 Oct 19b</td>
<td>In-Class Exercise 8: Facial recognition and sensors</td>
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<td>Lab and Individual meetings on Project 3</td>
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<td></td>
<td><strong>Due by end of class:</strong> In-Class Exercises 7 - P5 interactions</td>
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<tr>
<td>10 Oct 26a</td>
<td>New Media and Video Art Overview</td>
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<td>Introduction to Final Project: Build on one of the first 3 projects</td>
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<td>Project 3 Lab</td>
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<td><strong>Due by end of class:</strong> In-Class Exercises 8- P5 Facial recognition and sensors</td>
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<tr>
<td>10 Oct 26b</td>
<td>Project 3 Critique</td>
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<td><strong>Due:</strong> Project 3</td>
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<td><strong>Reading:</strong> TBA</td>
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<td>11 Nov 2a</td>
<td>Project 3 Critique (cont)</td>
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<td>Present Final project ideas to group</td>
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<td><strong>Due:</strong> Ideas for Final Projects</td>
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<tr>
<td>11 Nov 2b</td>
<td>View art related to Final Project ideas</td>
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<td>Discuss responses to reading</td>
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<td><strong>Due:</strong> Response to reading</td>
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<tr>
<td>12 Nov 9a</td>
<td>Introduction to Installation Practices</td>
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<td>Tutorials specific to Final Projects</td>
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**Notes:**
- **ART 75, Fall Semester 2018**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
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<tbody>
<tr>
<td>12 Nov 9b</td>
<td>Installation Practices (cont)</td>
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<td></td>
<td>Plan Installation for Class Show</td>
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<td>Final Project Lab and one-on-one meetings on Final Projects</td>
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<td><strong>Due:</strong> Progress on Final projects</td>
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<td>13 Nov 16</td>
<td>Plan Class Show Installation (cont)</td>
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<td>Final project Lab</td>
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<td>13 Nov 16b</td>
<td>Final project Crit</td>
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<td><strong>Due:</strong> Final Projects</td>
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<td>14 Nov 23</td>
<td>Thanksgiving- NO CLASS</td>
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<tr>
<td>15 Nov 30a</td>
<td>SHOW OPENS* (tentative date Tuesday Nov 27th)</td>
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<td>15 Nov 30b</td>
<td>SHOW CLOSES- Clean up/or Final Critique</td>
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<td><strong>Assignment:</strong> Peer Research: Based on their work, what would you recommend they read, see, experience, follow? Why?</td>
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<td>16 Dec 7a</td>
<td>Final Discussion: What is the future of New Media Art?</td>
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<td>Peer Research Presentations</td>
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<td>Lab – work on websites</td>
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<td><strong>Due:</strong> Peer Research presentations</td>
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<tr>
<td>16 Dec 7b</td>
<td>Last day of class</td>
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<td>Portfolio Website critique</td>
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<td><strong>Due:</strong> Website with documentation and project statements</td>
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<tr>
<td>17 Final Dec 14</td>
<td>Final review of student work: 7:15am - 9:30am</td>
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