COURSE CALENDAR DESCRIPTION

Introduces students to the creative practice of video art in a production studio environment, including both concepts and techniques. Classes include workshops on camera, lighting, video effects and sound recording techniques. Students create individual creative video projects. Compulsory supplementary fees.

INSTRUCTOR(S)

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<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
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</thead>
<tbody>
<tr>
<td>Couroux, Marc G</td>
<td>Sec. A / LAB / F</td>
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SPECIAL FEATURES

Introduction to Video is a studio course dedicated to exploring a broad variety of approaches to video art within an experimental framework. Due to the exceptional online nature of the course, the Fall 2020 iteration will be centered on the phone camera, a device charged with capturing everyday life, whose uses are both widespread yet underexplored. The student will produce video projects that through both form and content draw attention to the device’s material and technical nature, and its pivotal role in framing reality. The political functions of the phone camera will be especially central, given the multiple roles it continues to play in organizing perception, cognition and action in a time of crisis. The phone camera’s contemporary use will be paralleled with the rise of video art as a new form in the 1960s and 70s, whose explorations of embodiment and liveness and the possibilities of intimacy amidst mass communication, a revolutionary medium that took hold among marginalized communities and became central to feminist, queer and Black struggles in its early years. Students are expected to connect to a virtual classroom via Zoom every week. The course will consist in weekly lectures focused on the presentation of ideas germane to the course, synchronized viewing of select video works, subject to subsequent discussion, and technical tutorials enabling the student to quickly develop flexibility with select applications as well as with their respective hardware. Key materials will be made available on the course website. Select online readings will be assigned during the course and will also be subject to discussion. Twice per term, the student and the course director will meet online for a short one-on-one conversation to discuss concerns and brainstorm work-in-progress.

TOPICS AND CONCEPTS

In addition to small exercises to be completed by the student for each class, there will be three major project assignments: a first-person monologue performed for the camera, a sound-image exchange experiment, and an exploration of embodiment through alternative camera uses. Each of these studio projects will be accompanied by a 1000-word piece of writing that will engage with the specifics of the work, and its placement within a broad range of ideas. Students will upload their work into a Google Drive folder that will be set up at the beginning of the term.
Notebook

An essential component of studio production is personal research and development. This information will be related to all aspects of production including: research; drafting of ideas with conceptual implications, timeline and technical requirements; goals and strategy and notes on production. This notebook can be in any digital format (web-based blog, text or graphic document) but should be representative of an accumulation of ideas and practical information over the duration of the course of study.

LIST OF LEARNING OUTCOMES AND EXAMPLES OF

1. Purpose

The purpose of this course is to introduce the student to a broad variety of approaches to video art within an experimental framework. Due to the exceptional online nature of the course, the Fall 2020 iteration will be centered on the phone camera, a device charged with capturing everyday life, whose uses are both widespread yet underexplored. The student will produce video projects that through both form and content draw attention to the device’s material and technical nature, and its pivotal role in framing reality. The political functions of the phone camera will be especially central, given the multiple roles it continues to play in organizing perception, cognition and action in a time of crisis. The phone camera’s contemporary use will be paralleled with the rise of video art as a new form in the 1960s and 70s, dedicated to explorations of embodiment and liveness and the possibilities of intimacy amidst mass communication, a revolutionary medium that took hold among marginalized communities and became central to feminist, queer and Black struggles in its early years. Students are expected to connect to a virtual classroom via Zoom every week.

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2. Specific objectives

At the end of this course, the student will be able to:

- create video works according to a variety of modalities;
- draw on a rich diversity of video work produced over the past 50 years;
- assess the ongoing, fertile relationship between technology and video-based practices as they have evolved since the 1960s;
- understand how present-day new media practices have evolved in part from the language and medium of video;
- competently exploit the features of the standard phone camera as well as video editing applications;
- develop critical skills within a critique-based format which will enable him/her to assess the work of his/her peers and offer suggestions as to alternate / future creative or technical ramifications;
- engage in a critical discussion of ideas.

GRADED ASSESSMENT

Evaluation

The final grade for the course will be based on the following items weighted as indicated:

Project #1: 25% (first-person monologue)
Project #2: 25% (sound-image exchange)
Project #3: 25% (alternative embodiment)
Notebook / blog: 10%
Participation + presence: 15%

The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.
See the policy for exceptions to this aspect of the policy:

Grading, Assignment Submission, Lateness Penalties and Missed Tests

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) (For a full description of York grading system see the York University Undergraduate Calendar: http://www.registrar.yorku.ca/calendars/2011-2012/academic/grades/)

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the Faculty of Fine Arts section of the Undergraduate Calendar: http://www.registrar.yorku.ca/calendars/2011-2012/faculty_rules/FA/grading.htm

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment.

Lateness Penalty: Assignments received later than the due date will be penalized (one half letter grade for each additional day after the due date). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor’s letter).

ADDITIONAL INFORMATION

Academic Honesty and Integrity York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty (http://www.yorku.ca/univsec/policies/document.php?document=69). There is also an academic integrity website with complete information about academic honesty. Term F Term Y Term W Last date to drop courses without receiving a grade Nov. 6 Feb. 5 March 12 Students are expected to review the materials on the Academic Integrity website (http://www.yorku.ca/academicintegrity).

Access/Disability York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

Students in need of these services are asked to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Additional information is available through Counselling & Disability Services at www.yorku.ca/cds or from disability service providers:
- Personal Counselling and Learning Skills Services: N110 BCSS, 416-736-5297
- Mental Health Disability Services: N110 BCSS, 416-736-5297
- Learning Disability Services: W128 BCSS, 416-736-5383
- Physical, Sensory and Medical Disability Services: N108 Ross, 416-736-5140, TTY: 416-736- 5263

Deaf, deafened and hard-of-hearing students may also contact dhh@yorku.ca

Glendon students - Counselling & Disability Services, Glendon Site: Glendon Hall E103, 416-487- 6709

Ethics Review Process York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.
Religious Observance Accommodation York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf (PDF)

Student Conduct Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website http://www.yorku.ca/univsec/policies/document.php?document=82

Please note that this information is subject to periodic update. For the most current information, please go to the ASCP webpage (see Student Information Sheet under Reports, Initiatives, and Documents)
http://www.yorku.ca/univsec/senate_cte_main_pages/ASCP.htm

Many courses utilize Moodle, York University's course website system. If your course is using Moodle, click here to access it.
Moodle @ York University