Course Reader and Student Artist Presentations

Accompanying and complementing students’ experimentation in the medium video will be a series of presentations of the work of artists working with the moving image. Each student in this course will pick one artwork from the course reader *REWIND – A Guide to Surveying the First Decade: Video Art and Alternative Media in the U.S., 1968–1980* from Chicago’s Video Data Bank, which you can download from:

http://web.ics.purdue.edu/~fwinkler/AD61600_S16/REWIND.pdf
password: AD61600_S16

Students will then research the artist who did the work and contextualize the artwork in their own research practice (how does this work relate to your research interests?) as well as the respective artist’s practice (e.g. how does this work relate to other works of the artist? Is there a common thread/idea that connects the artist’s works? Are there some external influences – other artists, political situation, etc. – that motivated the production of the work?) Also include a brief biographical sketch of the artist.

Please e-mail me the choice of your artwork/artist by Mon. 01/18/2016 at 8am at the latest. The presentations will be distributed on a first come first serve basis. The distribution of the research assignments will be announced in the class meeting on Tue. 01/19/2016

Taking these questions as a starting point, prepare a 20–30 minutes presentation:

- Each presentation needs to be accompanied by visual materials that will be projected (slide, video or computer projection). You can use the computer, VCR/DVD equipment and the video projector in our classroom.
- Preview the VHS tape with the artwork in the HICKS Undergraduate library. All media of the REWIND collection is on hold and available for you to use in the library. Mark down timecodes for portions of the video you would like to show in class, we will screen it during your presentation – since your whole presentation takes this work as a starting point this is quite important!
- Also, find any other relevant video material and incorporate it into your presentation as well as other secondary sources.
- Please take these presentations seriously, the grade for your presentation will make one fifth (20%) of your final grade.

Research: use every possible research resource! Take the texts in the course reader *REWIND – A Guide to Surveying the First Decade* as a starting point but add to it the findings of your own research. Make extensive use of the campus library and the internet. For all the visual materials in your presentation it is usually better to use scans from books instead of images from the internet (which very often lack a sufficient resolution/quality).
The course reader *REWIND – A Guide to Surveying the First Decade: Video Art and Alternative Media in the U.S., 1968–1980* is accompanied by a series of 9 VHS tapes that feature full length videos of all the artworks discussed in the reader. I put the tapes on course reserves in the HICKS Undergraduate Library and you can preview them there (VCRs and screening equipment is provided by library). The call number for the VHS tapes is: VC N6494.V53 S87 1996, bring this information to the front desk of the library to request one of the tapes.

**A Word About YouTube and Research**

For your research, your presentations and project work in this class you'll find YouTube and other online video databases very helpful. However you have to be careful to always double check the origin and validity of the source you are citing/using - very much the same as you would do with a printed resource. Is it the original source from the artist/gallery or has the video been posted by someone else? If so, by whom? Is it still the original content of the video or has it been altered, cropped, shortened, etc.? In which context is the video presented or why was it posted? These and other questions are all important to keep in mind when using content from online video databases.

“Learning strategy shifts from a focus on information as such to learning to judge reliable information. It shifts from memorizing information to finding reliable sources. In short, it shifts from learning that to learning how.” From: Cathy N. Davidson and David Theo Goldberg: The Future of Thinking: Learning Institutions in a Digital Age. To view the full report online, visit: https://mitpress.mit.edu/sites/default/files/titles/free_download/9780262513593_Future_of_Learning.pdf