

## **Exploring Home, Identity, and Community through Documentary Video Production**

CHID 490, Summer 2012

Monday/Wednesday 1:10 – 3:10pm, Art 317

Instructor: Naraelle Hohensee ([naraelle@gmail.com](mailto:naraelle@gmail.com), 206.432.6209)

Course website: <http://faculty.washington.edu/naraelle/chid490sum12/>

Office hours: Monday/Wednesday 10am – 12pm, Padelford B101, or by appointment

### Course description:

Our sense of being at home constitutes a fundamental aspect of who we are and how we relate to others, and yet this concept tends to remain implicit and unexamined in our day-to-day lives. It is often not until we leave our comfort zones that we realize how contingent and limited our feelings of belonging can be. At the same time, the notion of home can cut across conceptual boundaries to include a vast number of physical, social and imaginative spaces. This course will examine the constructed nature of the concept of “home,” exploring the boundaries of what constitutes our own homes and communities, and encouraging us to think more deeply about what defines the communities we choose to study.

In addition to seminar readings, short papers and discussions, we will learn to use the techniques of documentary video production, and will complete short video projects based around concepts discussed in the course.

### Approach and Learning Objectives:

Our course will be a hybrid of the traditional reading-based seminar and a collaborative media workshop. It is designed to help students develop their critical and analytic abilities simultaneously through various modes of knowledge production, including reading, discussion, writing, applied media practice, qualitative research methods, and the use of visual archives.

Through our discussions of the readings, participants in the class will become acquainted with some of the growing literature concerning the ethnography of place, identity and memory studies, and the politics of representation. In weekly workshops, students will also have the opportunity to learn and/or improve upon their existing technical media skills, with a focus on the fundamentals of documentary video production for the web.

### Assignments:

Your grade will be calculated based on the following:

Response Papers (30% of your grade)

Project Proposal (5% of your grade)

Video Project (30% of your grade)

Final Paper (20% of your grade)

Participation and Presence (15% of your grade)

**All assignments – including blogs – will get letter grades.**

**Response Papers (30% of your grade):**

For weeks 1 - 4 and 6, you'll be responsible for completing a short (**ca. 500-word**) response to the assigned **readings AND viewings**, posted to a **blog** of your own. The blog can be public or private, hosted wherever you want – it's up to you. Email me your blog address by Wednesday of Week 1.

I expect you to use this as a place to synthesize the readings and viewings for yourself so that you're ready to discuss them in class. The best responses are always strongly argued, with a thesis statement. Don't forget that even though you're posting to the web, grammar and punctuation still count!

**Project Proposal (5% of your grade):**

During Week 2, you will turn in a 1-2 page proposal for your video research project. It should consist of:

- a paragraph or two describing the topic and aims of your project
- a list of who you plan to interview, where you plan to shoot
- a list of your main interview questions
- a production schedule

A sample proposal will be made available on the course website for you.

**Video Project (30% of your grade):**

As the quarter progresses, our classes will become continually more focused around supporting student research and media production, including weekly collaborative technical help sessions and/or tutorials. You should have quite a bit of time in class to work on planning and editing your project, but you should plan extra time outside of class to shoot.

The approach and parameters for this project will become clear during our in-class tutorials. Your grade for this will not only be based on the final product, but on the progress I see you make on it throughout the quarter. I don't expect technical perfection, but I do expect intellectual rigor!

**Final Paper (20% of your grade):**

The best artists can talk and write eloquently about both their work and their process, so we're going to practice doing this here. Your final paper should be **7-10 pages** talking about your project's topic and aims, summarizing your journey through the production process, and contextualizing this using either the course readings, or readings you discuss with me.

**Participation and Presence (15% of your grade):**

This is a small summer class. Your participation is key to making it work. I expect you to be present at all class meetings, and to email or text me if you can't make it. I expect you to communicate with me about any issues you're having that interfere with your ability to do the work or come to class. True "presence" means doing more than just showing up and doing the readings – it means helping and interacting with the rest of us in a way that positively contributes to our learning.

## **Course Schedule & Reading List**

### **Week 1: Home**

Monday, 6/18:

*Introduction to each other and the course*

*Planning and strategizing day*

Tutorial: choosing a topic and planning a video project

Wednesday, 6/20

Reading: Monika Maron, "Place of Birth: Berlin"

Web viewing: *Out My Window*

**Blog post due by the beginning of class: email me your blog address.**

In-class viewing: *One Below the Queen*

### **Week 2: Theorizing home and place**

Monday, 6/25

Tutorial: planning a video project

**Project proposal due**

Wednesday, 6/27

Readings: Bachelard, *The Poetics of Space* (excerpt)

Norberg-Schulz, *The Phenomenon of Place* (excerpt)

Massey, "Philosophy and the Politics of Spatiality"

Web viewing: *This Must be the Place, The Places We Live*

**Blog post due by the beginning of class**

### **Week 3: Autotopography**

Monday, 7/2

Tutorial: shooting interviews

Readings: Heddon, "Autotopography: The Place of the Self"

Allnutt, "Making Place"

Sbrocchi, *Remembering Place* (excerpt)

Web viewing: *Welcome to Pine Point*

**Blog post due by the beginning of class**

### **NO CLASS ON WEDNESDAY – IT'S JULY 4<sup>th</sup>!**

If you have time over the long weekend, I encourage you to watch *Persepolis* for next week's class on displacement.

### **Week 4: Displacement**

Monday 7/9

Tutorial: shooting b-roll

Wednesday, 7/11

Readings: Smith, "Community"

Kaplan, "On Language Memoir"

Shammas, "Autocartography"

Said, "Reflections on Exile"

Web viewing: "Hermit in the Utah Woods" (watch as much as you can stand), "Minka"

Optional viewing: *Persepolis* – feel free to respond to this in your blog

**Blog post due by the beginning of class**

**Week 5: VIDEO EDITING WEEK**

Monday, 7/16

Wednesday, 7/18

**We'll meet in Mary Gates this week to learn Final Cut in the video editing lab!**

**Week 6: Interstices**

Monday, 7/23

In-class workshop/meeting

Wednesday, 7/25

Readings: Brown, "Listening to Queer Maps of the City"

Kerr, "We Know What the Problem Is"

Web viewing: Jeremy Beaudry's website, especially "Place in Place Of: Alexandra"

**Last blog post due**

**Week 7:**

Monday, 7/30

Wednesday, 8/1

In-class workshops and meetings

**Week 8:**

Monday, 8/7

Wednesday, 8/9

In-class workshops and meetings

**Week 9:**

Monday, 8/13

Wednesday, 8/15

*Student presentations*

*Papers and projects due on Wednesday of this week*