

## Sample Group Video Project / Due: TBA

Throughout the semester this course has emphasized critical engagement with social issues regarding race. This project will be a summation of those efforts. Groups must collaborate on a creative project which can include video, poetry, song, photographs, etc. which will be uploaded to the course website and presented during the final exam period. The creative project must explore an issue of race and ethnicity that can provoke a thoughtful conversation with a wider audience. The objective of this project is to extend our intellectual discussion beyond the classroom and to spark a critical dialogue about race, ethnicity, racism and resistance.

### **Steps:**

#### **Think of an idea for the video.**

Engage in the collaborative process to decide on the group's central research question, hypothesis and interview questions. Define members' roles in the group. Choose an editor, writer/research coordinator, interviewer, etc.

#### **Submit a proposal.** Due TBA

Write a short (50 to 100 word) summation of the final product.

Include the following items in proposal:

- Concept:  
What is the film about? What story will be told? How will it be told?
- Technical Specifications:  
What will the audience see and hear? Will the film be color or black and white? What kind of music or sound will be present?

The final product will evolve over time. However, the proposal acts as a guide to find compelling subjects and gather appropriate footage related to the subject matter.

#### Example:

For this project, Diversity UP will be exploring the presence or lack of diversity on the University of Portland campus. We will be exploring this topic through the lens of institutional racism in the education system and its adverse effects on the student population's educational experience.

We will be gathering statistics from admissions, interviews on campus, and scholastic evidence surrounding this topic. An understanding of this topic is important to the greater understanding of diversity on college campuses and why it is important to have a well-rounded education available to all people.

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Consider the following:

- Clearly state the significance of the project topic, basis for research, research question, hypothesis and method for digital short.
- Present the project to make the topic a compelling idea. Highlight why people should care and why they should participate in the project.
- Propose why the audience should think differently about your topic and provide evidence of why audience should think differently about your project topic.

### **Capture footage.**

Capture images and sound related to the project. Think about how much footage is necessary to communicate the idea. If the project entails an interview, ensure the subject's sound is audible.

Avoid capturing footage in difficult locations or familiar locations. For example, avoid places outside of town, as these might be harder to return to in the future. Similarly, use campus buildings and subjects sparingly to give the work a greater sense of dimension to the film.

Great stories also use great technique. How does the lighting and sound affect the reading of the work? Poor technical elements distract from the viewer's relationship to the images and sound. Always use the best quality image and sound possible.

### **Edit and refine the footage. Rough cut due: TBA**

Use video editing software to transform the raw footage from a set of clips to a finished work. Add transitions, lengthen or shorten clips and add titles to add polish to the film. Refine audio and color correct video clips.

Consider the following:

How long is the piece? Can it be more succinct? Is the sound quality too loud, too quiet? What titles should be added? Are there further refinements that can be made to make the film more cohesive? Does the piece need additional images or sound that support the film's central theme? If the piece revolves around an interview, are more interviews necessary to create a greater sense of cohesion for the viewer?

### **Publish and review the finished work. Due: TBA**

Preview the final piece before presenting it to the class. Is the work free of sound or lighting issues, spelling errors within titles, etc.? Publish the work and review the pacing of the film. Are there some unnecessarily long or short scenes? Have a friend watch the final piece and ask for suggestions.

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### Examples:



### ***Born into Brothels, 2004***

Documentary film about children born in Calcutta's red light district.

### ***When the Levees Broke: A Requiem in Four Acts, 2006***

Spike Lee's film about the U.S. government's role in the aftermath of Hurricane Katrina.



### ***From One Second to the Next, 2013***

This film talks about tragedy and the complexity of its aftermath.

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## Submit the following:

**One 2 to 3 minute video** that considers a particular social issue. Send the project **link** to the instructor for display. Projects will be screened **during the final exam period**.

## Objectives

- Digital workflow skills: identifying a subject, creating a plan, capturing footage, editing and exporting the final product
- The knowledge and ability to capture footage using a video camera.
- Basic audio field recording techniques.
- The ability to use video editing software to edit picture and sound.
- The ability to effectively communicate a narrative that critically deals with race and ethnicity.

## Grading:

### Execution

\_\_\_ Work exhibits a successful application of technical skills. Video is color balanced, properly exposed, while audio levels lack distortion and overall signal strength is appropriate.

\_\_\_ Titles are free of spelling errors and transitions are fluid between clips.

\_\_\_ Video creatively presents a theme or narrative that is both focused and engaging.

### Timeliness

\_\_\_ Work submitted on time per assignment due date.