

FILM 145 - 01

Social Media Documentary Theory and Production

2021 Summer Session II

### **Instructors**

Daryl Jones [dabjones@ucsc.edu](mailto:dabjones@ucsc.edu)

Office Hours: Monday, 11:45am-12:45pm by appointment

Quentin Lareau [Qlareau@ucsc.edu](mailto:Qlareau@ucsc.edu)

Office Hours: Wednesday, 4:30pm-5:30pm by appointment

### **Description**

Teaches social media documentary theory and production. Students review current scholarship around social media campaigns, cellphone footage as evidence, and the creation of original media to expand messages for social justice. Students shoot a body of source footage on their smart device and create a social media-based outreach strategy that could support future work for a grassroots initiative.

### **Course Schedule**

Monday and Wednesday from 01:00PM-04:30PM

Course Zoom Link:

<https://ucsc.zoom.us/j/98270330769?pwd=ZEJuYzZ5bnh3dFp5aWpDNlpWTFhIQT09>

### **Section**

Friday from 10:00AM-11:30AM

Section Zoom Link:

<https://ucsc.zoom.us/j/95601133522?pwd=TGpobERQOXFQOVV5aXdqYklsovJoUT09>

### **Course Policies and Resources**

#### Academic Integrity and Honesty

Be careful to distinguish borrowed ideas and language from your own ideas and language. Plagiarism is the misuse of others' material, representing someone else's thoughts or observations as your own. We spend our time in class entering an ongoing intellectual conversation. When you write or speak, you join this conversation. So when

you use ideas that you learn from others, you need to be sure you honor the ideas and where they come from by telling us about your sources. We expect students to do their own work, and to seek credit only for work they themselves have researched and created. Your development requires this. If you read ideas that are interesting to you, make sure we know where you found them: use quotation marks, use footnotes, and use parentheses. This goes for articles, books, web sources, and interviews you conduct. Some of the assignments will encourage collaborative effort with others, but the work you hand in as your own should be your own. Anyone who attempts to take credit for the work of others, or tries to use work that is not theirs to bolster their evaluation, will be subject to disciplinary action, which may include failing the class and/or a notation on your academic record. When in doubt, cite the source.

### Disability Resource Center

If you qualify for classroom accommodations because of a learning difference, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to your core teacher, preferably within the first two weeks of the quarter. Contact DRC by phone at 831-459-2089, or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu) for more information.

### Title IX

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911. Faculty and Teaching Assistants are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment. If someone you know discloses about their experience with sexual violence or harassment, it may be difficult to know how to respond or support them. The CARE Office at UCSC offers a number of resources, including a confidential space to discuss issues of dating violence, sexual assault and stalking. We encourage those with concerns to request an advocacy appointment at <<https://care.ucsc.edu/>>.

### Attendance/Participation

This course prioritizes class discussion. You will be expected to offer your perspective on the issues under discussion in every class period. Assessment of the quality of class participation will prioritize the level of engagement in the conversation and evident grounding in that week's assigned materials. Students will also take an active role in presenting material to the class and assisting other students in the development of their

learning strategies. Expect to present a particular reading or media engagement to the class every week.

The class will be divided into three groups and use the [spokescouncil](#) framework. Each group will democratically choose their campaign focus. Each group will select their social justice topic of focus for the summer session and present as a group each week in section. A new presenter will present each week during section. Each group will collaborate as a team, setup a free email and Instagram, Facebook, and Twitter accounts. All students are responsible for posting individual assignments to their group accounts which will be presented as creative work in section each week to be critiqued by their peers. So the whole section will function as a spokescouncil with 3 spokes. Profs Jones and Lareau will act as independent observers, commentators, and occasional facilitators, but the responsibility and the decision-making autonomy rests within each individual group.

#### Assignments and Grade Weights (%)

Attendance/Participation 5%

Weekly Writing Assignment 20%

Production Assignment 1: basic Adobe Spark graphic (and post to accounts) 15%

Production Assignment 2: use Lightroom to shoot and edit photos, import into Spark (and post) 15%

Production Assignment 3: using Photoshop Express to manipulate original or found element (and post to accounts) 15%

Production Assignment 4: use Rush to capture and edit video, import into Spark (and post) 15%

Media Project Final Presentation 15%

#### **Course Schedule**

This 5-week course is made up of two weekly seminars and a section. Your critical engagement with the course materials during the seminar is for your benefit. These are student lead discussion that are most enjoyable and work best when everyone participates. Come to class having read the material, be prepared to ask each other questions and make note of comments about the material. Lectures will be used sparingly and only to inform and provide context for your dialogues with one another. This course is only five weeks and will go very fast. Make the most of it.

Classes on Monday and Wednesday are divided into two parts. A group discussion of the week's writing assignment and then your practical assignment for your final. Your writing assignments will help you engage with materials critically, and express those ideas in oral and written form. You will be asked questions about the material and how you will use its knowledge in order to produce a successful final project. Your practical assignments will take your critical inquiries and translate them into your weekly social media posting assignments. You will use various tools and apps to create a successful social justice media campaign, which your group will present in the final section. Friday sections are meant for group meetings and discussions. You will have additional prompts for your section during your sections. Attendance is required for all classes and sections. All course materials are free and can be found online or through UCSC IT. Speak to your instructors if issues arise.

Always use the modules to see your most up-to-date assignment information.

Course Schedule (materials subject to change)

### Week 1 Monday

Read and discuss in class

- Sicius *The Progressive Era: A Reference Guide* selection

Complete in class

- Module [Self-Analysis Exercise](#)
- Create 3 production teams
- Intro to Spark Post

### Week 1 Wednesday

Discuss

- Avery "Not Without Us"
- Winston "The Tradition of the Victim"
- Spark Post Lab

Watch

- Spark Post [Tutorials](#)

### Week 1 Friday Section

- Group meeting, Q/A with professors.

- PA1-Spark Post

## Week 2 Monday

Discuss

- Alemán Critical Race Media 2016
- Intro to Lightroom
- Lightroom [Tutorials](#)

## Week 2 Wednesday

Discuss

- Friere Pedagogy of the Oppressed [excerpt](#)
- Lightroom Lab

## Week 2 Friday Section

- Group meeting, project assessment, Q/A with professors.
- PA2-Lightroom

## Week 3 Monday

Discuss

- Bunyasi and Smith 21 Affirmations 2019
- Intro to Photoshop Express
- [Lightroom/Photoshop/Spark Post](#)

## Week 3 Wednesday

Discuss

- Ransby Political Quilters 2018
- Photoshop Express Lab

## Week 3 Friday Section

- Group meeting, project assessment, Q/A with professors.
- PA3-Photoshop Express

## Week 4 Monday

Watch and discuss in class

- <https://www.youtube.com/watch?v=8JJNZmLytX8>
- <https://www.youtube.com/watch?v=3QF0EqNY6iQ>

Discuss

- Avery Not Without Us 2017
- Intro to Premiere Rush
- Premiere Rush [Tutorial \(Links to an external site.\)](#)

## Week 4 Wednesday

Discuss

- McArthur Black Girls and Critical Media Literacy for Social Activism 2016
- Premiere Rush Lab

## Week 4 Friday Section

- PA4-Premiere Rush
- Group meeting, project assessment, Q/A with professors.

## Week 5 Monday

Read and discuss in class

- Singh Decolonizing Mastery 2018, selection

## Week 5 Wednesday

Discuss

- Hall Encoding, Decoding 1993

## Week 5 Friday Section

- PA5-Review student campaigns. 20 minutes per group with 5 minutes of notes from both instructors.