

Course Syllabus

TAPS 139M: Ten Music Videos That Shook Design

Spring 2019

T/Th 4:30 - 6:20

Rm. 126 Memorial Auditorium

(UG Reqs: WAY-CE pending approval)

Contact Information

Primary Instructor: Erik Flatmo

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Office: Memorial Auditorium, Rm. 238

Office Hours: T/Th, 1:00 to 4:00. Please email in advance to confirm.

Pronouns: he/him

Course Description

This course uses commercial music videos as a springboard for teaching fundamental concepts in visual design. Students analyze popular music videos for key design elements (such as color, texture or light) and then explore these ideas through interactive assignments both in and out of class. In two written papers, students uncover the stories and meaning that visual design creates within specific music videos. Students will learn a practical design vocabulary as well as visual research methods including online and library databases available through Stanford.

Course Objectives and Learning Outcomes

In this course, students will:

1. Become familiar with fundamental design principles (such as color, texture and shape) through class discussion, group projects, individual creative projects and short written papers focused on a select group of music videos.
2. Compare and contrast the use of these design principles in specific music videos.
3. Justify the intellectual validity of pop culture by explicitly connecting music videos to broader historical, political and cultural themes.
4. Learn how to use the resources of Stanford's Art & Architecture library, including the digital collections, to find historic photographs and art images for academic and design projects of any type.

Core Concept

This course teaches students to investigate visual design with careful observation followed by analysis using the course “design equation”:

COLOR
SHAPE
TEXTURE
MOVEMENT
NUMBER
SPACE
LIGHT
PLACE
PERIOD

+

MOOD (song)

=

STORY & TONE

Note: This course uses the literary, not filmic, definitions of the words “mood” and “tone” as applied to formal analysis.

The Ten Music Videos

This course focuses on ten music videos which are notable for their visual design:

Madonna. “Material Girl” (COLOR)
Laufer, Cyndi. “Girls Just Want to Have Fun” (SHAPE)
N.W.A. “Straight Outta Compton” (MOOD/TONE)
M.I.A. “Paper Planes” (MATERIAL)
SZA. “The Weekend” (NUMBER)
Björk. “Big Time Sensuality” (MOVEMENT)
Gambino, Childish. “This Is America” (SPACE)
O’Connor, Sinéad. “Nothing Compares 2 U” (LIGHT)
Spears, Britney. “...Baby One More Time” (PLACE)
Hill, Lauryn. “Doo Wop (That Thing)” (PERIOD)

In addition to these ten videos, this course includes examination of music videos by Ariana Grande, Beyoncé, Rhianna and many others. Please see the course schedule and videography for a complete list.

Course Expectations

This course emphasizes careful viewing (looking and seeing) as a primary mode of academic investigation. Each video discussion begins with the literal shapes, colors, texture and movement one sees on the screen. Students are asked to approach each video with a fresh perspective focused on these formal design concepts. Discussions about the cultural, historical and musical significance of these videos is also a part of this course, but will be framed through the lens of visual design.

Credit Options and Corresponding Attendance and Work Expectations

All students are expected to enroll for 3 units.

Each week students are expected to:

- Attend course sessions
- Watch 4 to 5 music videos inside and outside of class
- Complete assigned reading (1 to 2 hrs. per week)
- Complete weekly assignments (1 to 2 hrs. per week, see schedule below)

Additionally, students are expected to:

- complete and submit a “crib sheet” for each music video on the course syllabus (see Readings, Materials & Resources below).
- write one mid-term paper, four to five pages
- write one final paper, five to seven pages

Course Grade Calculation

COURSE GRADE

The final course grade is composed of four components:

GRADING COMPONENT	PERCENTAGE OF COURSE GRADE
<i>Crib Sheets</i>	<i>25%</i>
<i>Mid-term Paper</i>	<i>25%</i>
<i>Final Paper</i>	<i>25%</i>
<i>Attendance & Participation</i>	<i>25%</i>
TOTAL	100%

GRADE FOR COMPONENT PARTS

1. CRIB SHEET GRADE

DESCRIPTION OF WORK	GRADE
<i>Mostly completed</i>	✓
<i>Fully completed</i>	✓+
<i>Fully completed with demonstration of detailed engagement with the material</i>	✓++

2. MID-TERM & FINAL PAPER GRADES

See Paper Grading Rubric on Canvas

3. ATTENDANCE AND PARTICIPATION GRADE

The grade for attendance and participation will be based on your level of engagement with the course as demonstrated by your ability to contribute to class discussion, ask questions and provide appropriate feedback to others. Students are expected to engage in discussions either critically or inquisitively. Participation is directly linked to attendance. Please see attendance policy below.

- Students with no unexcused absences and who consistently contribute to class discussion will receive a grade in the A range.
- Students with few unexcused absences and who inconsistently contribute to class discussion will receive a grade in the B range.
- Students with several or more unexcused absences and who do not consistently contribute to class discussion will receive a grade in the C range or lower.

These grading guidelines are intended to work in accordance with Stanford's general university grading system:

www.registrar.stanford.edu/students/definition-grades/general-university-grading-system

Readings, Materials, and Resources

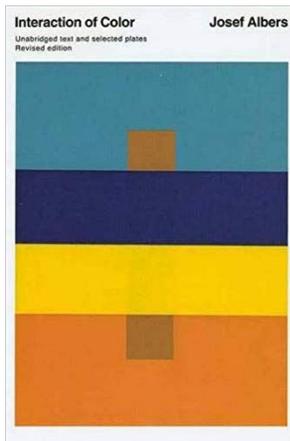
MUSIC VIDEOS

Students will find all of the music videos discussed in the course in two locations:

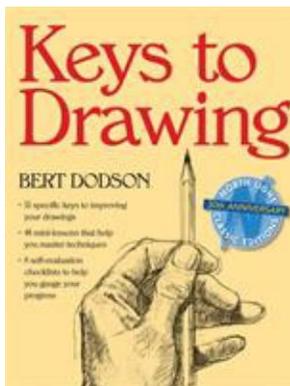
- 1) Course videography (provided as URL/weblinks, usually *YouTube*)
- 2) Files section of course Canvas website (provided as mp3 or mp4)

It is expected that students will have access to some sort of viewing device (smartphone, laptop, etc.) to watch videos outside of class when needed.

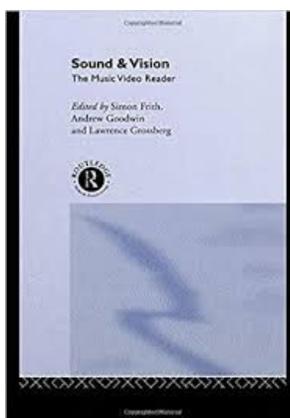
REQUIRED BOOKS



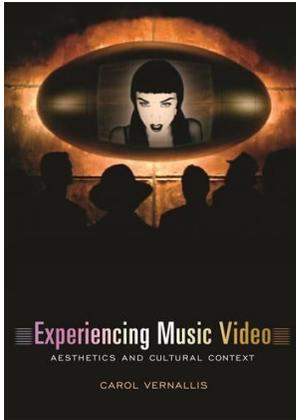
Albers, Josef. *Interaction of Color*. New Haven: Yale University Press, Revised edition, 1975.



Dodson, Bert. *Keys to Drawing*. Cincinnati, OH: North Light Press, Reprint edition, 1990.



Frith, Simon, Andrew Goodwin, and Lawrence Grossberg, eds. *Sound and Vision: The Music Video Reader*. London: Routledge, 1993.



Vernallis, Carol. *Experiencing Music Video: Aesthetics And Cultural Context*. New York: Columbia University Press, 2004.

OTHER ARTICLES & ESSAYS

Required essays and articles other than those contained in the *The Music Video Reader* will be available on the course Canvas website.

CRIB SHEETS

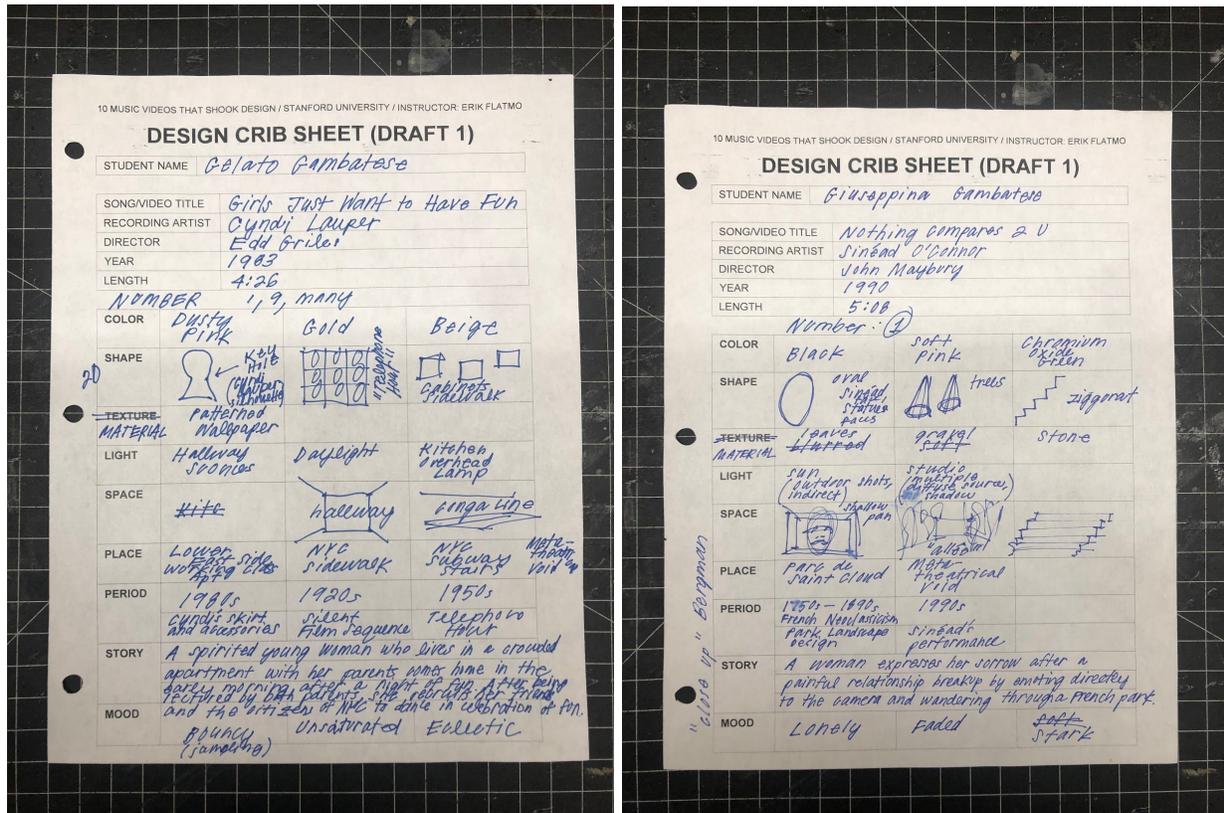
Students are expected to complete and submit a crib sheet for each music video listed on the course videography. They should be submitted via Canvas file upload before the end of the quarter.

Crib sheet form:

10 MUSIC VIDEOS THAT SHOOK DESIGN / STANFORD UNIVERSITY / INSTRUCTOR: ERIK FLATMO

DESIGN CRIB SHEET (DRAFT 3)			
STUDENT NAME			
SONG/VIDEO TITLE			
RECORDING ARTIST			
DIRECTOR			
YEAR			
LENGTH			
COLOR			
SHAPE			
TEXTURE			
NUMBER			
LIGHT			
MOVEMENT			
SPACE			
PLACE			
PERIOD			
STORY			
MOOD			
NOTES			

Sample crib sheets:



ART SUPPLIES

Students are asked to bring the following items to class in order to complete various in-class assignments:

- Colored paper (10 to 15 sheets of different colors, 8.5" x 11" or larger)
- Sketchbook or drawing paper
- Non-mechanical pencil for drawing
- Assorted drawing pens (student preference)

Course Website on Canvas

Course website: <https://canvas.stanford.edu/courses/101395>

The instructor will use Canvas to post the syllabus, schedule, assignment checklists, examples of design work and other materials. Students may use Canvas to submit assignments digitally, but hard copy work is preferred.

Course Policies

LATE ASSIGNMENT POLICY

Assignments turned in after the due date will be deducted one third of a letter grade for that particular assignment. As with all assignments, they should be turned directly to the instructor or via Canvas, not email.

ATTENDANCE POLICY

Students who miss more than three excused absences will have their overall grade deducted by one third letter grade for each additional absence.

Administrative Deadlines for Students

May 24 (Fri, 5:00 p.m.) Course withdrawal deadline

May 24 (Fri, 5:00 p.m.) Change of grading basis deadline

June 13 (Thurs, 11:59 p.m.) Grades for graduating students reported

June 18 (Tue, 11:59 p.m.) Grades for non-graduating students reported

University Policies

THE HONOR CODE

It is expected that Stanford's Honor Code will be followed in all matters relating to this course. You are encouraged to meet and exchange ideas with your classmates while studying and working on homework assignments, but you are individually responsible for your own work and for understanding the material. You are not permitted to copy or otherwise reference another student's homework or computer code. If you have any questions regarding this policy, feel free to contact the professor.

Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, disciplinary probation, suspension from the university, or dismissal from the university.

Students are responsible for understanding the University’s Honor Code policy and must make proper use of citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research.

Course Schedule and Assignment / Assessment Deadlines

Each course session:

1. Watch a video or videos together
2. Discussion
3. Activity that relates to weekly theme
4. Student video share

ROUGH DRAFT SCHEDULE PLEASE SEE CANVAS FOR UPDATES

WEEK	DATE	DESIGN CATEGORY	TOPICS	VIDEOS (In-Class viewing)	GUIDED DISCUSSION QUESTIONS	LEARNING ACTIVITY	OTHER RELEVANT VIDEOS	ASSIGNMENT (due following course session)
1	April 2		Introduction Visual Memory Compare & Contrast	Beyoncé. “Single Ladies (Put a Ring on It)” Madonna. “Lucky Star”	What is the same visually about these two videos? What is different? [Answer these questions a second time after a second viewing.]	Compare/contrast group activity Visual memory group activity		Goodwin, Andrew. “Fatal Distractions: MTV Meets Postmodern Theory.” <i>Sound & Vision: The Music Video Reader.</i>

	April 4	MOOD/TONE	<p>Identifying Mood & Tone</p> <p>Literary Mood & Tone</p> <p>Filmic Tone</p>	<p>Beastie Boys, "Sabotage"</p> <p>N.W.A. "Straight Outta Compton"</p>	<p>Viewing 1: no sound Viewing 2: sound</p> <p>How does music influence mood?</p> <p>What do these videos have in common?</p> <p>What is different?</p> <p>Describe the moods/tones of each of these videos.</p>	Mood/Tone activity	<p>Nirvana. "Smells Like Teen Spirit"</p>	<p>Bring something pink to next class session</p> <p>Kaplan, E. Ann. "Gender Address and the Gaze in MTV." <i>Rocking Around the Clock</i>.</p> <p>Read introduction to <i>Interaction of Color</i></p>
2	April 9	COLOR	<p>Subtractive/Additive Color</p> <p>Color Specificity</p> <p>RGB/CYMK</p> <p>Pantone Matching System</p>	<p>Madonna. "Material Girl"</p> <p>Garbage. "Special," Monáe, Janelle. "PYNK"</p>	<p>Where do we see the color pink in each of these videos?</p> <p>What associations do you have with the color pink?</p> <p>What are some of the themes of the texts of the songs? How do the visuals reinforce them?</p>	<i>Interaction of Color</i> exercises part 1	<p>Diamonds Are a Girl's Best Friend from Gentlemen Prefer Blondes</p>	<p>Lewis, Lisa A. "Emergence of Female Address on MTV." <i>Sound & Vision: The Music Video Reader</i>.</p>

	April 11	COLOR	<p>Pigment/Value/Hue</p> <p>Color & Mood</p> <p>Color Names & Memory</p> <p>History of Blue</p>	<p>Brandy and Monica. "The Boy Is Mine"</p> <p>Madonna, "True Blue"</p>	<p>Identify the mood of these songs and the tone of these videos.</p> <p>How does color relate to tone/mood in these specific videos?</p>	<p><i>Interaction of Color</i> exercises part 2</p>	<p>"Cerulean" monologue from Devil Wears Prada</p>	<p>Bring three printed stills to the next class.</p>
3	April 16	SHAPE (2D)	<p>Aspect Ratio</p> <p>Basic Geometry</p> <p>Graphic Composition</p> <p>Negative Space</p>	<p>Grande, Ariana. "Problem"</p> <p>Rihanna. "Rude Boy"</p>	<p>What two dimensional shapes are repeated throughout these videos?</p> <p>How do these shapes contribute to the overall visual impact? Do they help tell a story?</p>	<p>Aspect Ratio exercise</p> <p>Negative space exercise from <i>Keys to Drawing</i></p>	<p>Hill, Lauryn. "Doo Wop (That Thing)"</p>	<p>Vernallis, Carol. "The Aesthetics of Music Video: An Analysis of Madonna's "Cherish." <i>Experiencing Music Video: Aesthetics and Cultural Context</i></p> <p>24-hr. Cellphone Texture Diary</p>
	April 18	TEXTURE/MATERIAL	<p>Surfaces</p>	<p>M.I.A. "Paper Planes"</p>	<p>How do the textures in this video relate to its message?</p>	<p>Texture exercises from <i>Keys to Drawing</i></p>		
4	April 23	NUMBER	<p>One/Some/Many</p> <p>Void</p>	<p>SZA. "The Weekend"</p> <p>Lauper, Cyndi. "Girls Just Want to Have Fun"</p>	<p>How does number function in these videos to amplify its message?</p>	<p>Grouping Exercise</p>	<p>Feist. "1234"</p>	<p>Read "Sculpture in the Expanded Field" by Rosalind Krauss</p> <p>Hands-on Sculpture Assignment</p>

	April 25	MOVEMENT	Direction Camera Movement Dance	Björk. "Big Time Sensuality"		Students learn dance section from Thriller video		Iles, Chrissie. "Video and Film Space." <i>Space, Site, Intervention: Situating Installation Art.</i> Space Assignment (Stanford Campus)
5	April 30	SPACE (3D Volume)	Depth & Plane Spatial Composition	Beyoncé. "Countdown"				MIDTERM PAPER DUE (Compare & contrast the two versions of Rhianna's "Work" video.)
	May 2	PLACE		Abdul, Paula. "Cold Hearted" Spears, Britney. "...Baby One More Time"			Jackson, Janet. "The Pleasure Principle"	Music Video "Treatment" Assignment Music Video "Treatment" Image Gallery
6	May 7	STORY	Guest Teaching Artist: Marisol Limon Industry Treatments Narrative	Limon, Marisol. "Disappearance" Limon, Marisol. "Division" Limon, Marisol. "Hermaphrodite" Limon, Marisol. "Pirate Song" Limon, Marisol. "Scene One"				

	May 9	STORY	<p>Guest Teaching Artist: Marisol Limon</p> <p>Diegetic and Non-diegetic story elements</p> <p>Naturalism/Realism</p>	Michael, George. "Father Figure"			The Foo Fighters. "Everlong"	Hands-on Place Assignment
7	May 14	LIGHT	<p>Types of Light</p> <p>Source & Direction</p>	Gambino, Childish. "This Is America"		In-class lighting exercise	The Police. "Every Breath You Take"	Group Practical Lighting Assignment
	May 16	LIGHT		O'Connor, Sinéad. "Nothing Compares 2 U"		In-class lighting exercise		
8	May 21	PERIOD	<p>Research Methods</p> <p>Resources at A&A Library</p>	<p>Hill, Lauryn. "Doo Wop (That Thing)"</p> <p>OutKast. "Hey Ya!"</p>			<p>Keys, Alicia. "You Don't Know My Name"</p> <p>Apple, Fiona. "Paper Bag,"</p>	Historical Image Research Assignment
	May 23	PERIOD	Video Analysis	<p>Jackson, Janet. "Got 'Til It's Gone"</p> <p>The Smashing Pumpkins. "Tonight, Tonight"</p>			Weezer. "Buddy Holly"	<p>Mercer, Kobena. "Monster Metaphors: Notes on Michael Jackson's Thriller." <i>Sound and Vision: The Music Video Reader.</i></p>
9	May 28	Masterworks	Video Analysis	Jackson, Michael. "Thriller"				Walser, Robert. "Forging Masculinity: Heavy-Metal Sounds and Images of Gender." <i>Sound and Vision: The</i>

								<i>Music Video Reader.</i>
	May 30	Masterworks	Video Analysis	REM. "Losing My Religion"				Fenster, Genre and Form: The Development of the Country Music Video." <i>Sound and Vision: The Music Video Reader.</i>
10	June 4	Masterworks		Lady Gaga. "Alejandro"				FINAL PAPER DUE (subject is student's choice)
	June 6	NO CLASS						CRIB SHEETS DUE

Course Videography

Abdul, Paula. "Cold Hearted," *YouTube*, dir. David Fincher, 1989, youtu.be/o7aShcmEksw.

Apple, Fiona. "Paper Bag," *YouTube*, dir. Paul Thomas Anderson, 2000, youtu.be/BK30r_SIZ-g.

Beyoncé. "Countdown," *YouTube*, dirs. Beyoncé and Adria Petty, 2011, youtu.be/2XY3AvVgDns.

Beyoncé. "Single Ladies (Put a Ring on It)," *YouTube*, dir. Jake Nava, 2008, youtu.be/4m1EFMoRFvY.

Brandy and Monica. "The Boy Is Mine," *YouTube*, dir. Joseph Kahn, 1998, youtu.be/jBmkCoiHC2c.

The Chemical Brothers. "Let Forever Be," *YouTube*, dir. Michel Gondry, 1999, youtu.be/s5FyfQDO5g0.

Feist. "1234," *YouTube*, dir. Patrick Daughters, 2007, youtu.be/ABYnqp-bxvg.

- The Foo Fighters. "Everlong," *YouTube*, dir. Michel Gondry, 1997, youtu.be/eBG7P-K-r1Y.
- Gambino, Childish. "This Is America," *YouTube*, dir. Hiro Murai, 2018, youtu.be/VYOjWnS4cMY.
- Garbage. "Special," *YouTube*, dir. Dawn Shadforth, 1999, youtu.be/raRGnueg8Lo.
- Grande, Ariana. "Problem," *YouTube*, dir. Nev Todorovic, 2014, youtu.be/iS1g8G_njx8.
- Guðmundsdóttir, Björk. "Big Time Sensuality," *YouTube*, dir. Stéphane Sednaoui, 1993, youtu.be/wHuXpWSNa-8.
- Hill, Lauryn. "Doo Wop (That Thing)," *YouTube*, dirs. Andy Delaney and Monty Whitebloom as Big TV!, 1998, youtu.be/T6QKqFPRZSA.
- Jackson, Janet. "Got 'Til It's Gone," dir. Mark Romanek, 1997.
- Jackson, Janet. "The Pleasure Principle," *YouTube*, dir. Dominic Sena, 1987, youtu.be/Q-gu1KETjVY.
- Jackson, Michael. "Thriller," *YouTube*, dir. John Landis
- Keys, Alicia. "You Don't Know My Name," *YouTube*, dir. Chris Robinson, 2003, youtu.be/_ST6ZRbhGiA.
- Lauper, Cyndi. "Girls Just Want to Have Fun," *YouTube*, dir. Ed Griles,, 1983, youtu.be/Plb6AZdTr-A.
- Lady Gaga. "Alejandro," *YouTube*, dir. Steven Klein, 2010, youtu.be/niqrrmev4mA.
- Limon, Marisol. "Scene One," *YouTube*, dir. Robert Mark Anderson, 2018, youtu.be/XzXHgoRHEU4.
- Limon, Marisol. "Pirate Song," *YouTube*, dir. Ryan Haley, 2018, youtu.be/c2xoD8UDfkQ.
- Limon, Marisol. "Disappearance," *YouTube*, dir. Marisa Esteban, 2018, youtu.be/u7S25ElocNg.
- Limon, Marisol. "Division," *YouTube*, dir. Simone White, 2018, youtu.be/-6iRI7o4MgE.
- Limon, Marisol. "Hermaphrodite," *Vimeo*, dir. Marie Losier, 2013, vimeo.com/82475141.
- Madonna. "Lucky Star," *YouTube*, dir. Arthur Pierson, 1984, youtu.be/ThHz9wIBeLU.
- Madonna. "Material Girl," *YouTube*, dir. Mary Lambert, 1985, youtu.be/6p-IDYPR2P8.
- M.I.A. "Paper Planes," *YouTube*, dir. Bernard Gourley, 2008, youtu.be/ewRjZoRtu0Y.
- Michael, George. "Father Figure," *YouTube*, dirs. George Michael and Andrew Morahan, 1987, youtu.be/udtByWgt1Mk.
- Monáe, Janelle. "PYNK," *YouTube*, dir. Emma Westenberg, 2018, youtu.be/PaYvIVR_BEc.
- N.W.A. "Straight Outta Compton," *YouTube*, dir. Rupert Wainwright, 1989, youtu.be/TMZi25Pq3T8.
- Nirvana. "Smells Like Teen Spirit," *YouTube*, dir. Samuel Bayer, 1991, youtu.be/hTWKbfoikeg.

O'Connor, Sinéad. "Nothing Compares 2 U," *YouTube*, dir. John Maybury, 1990, youtu.be/0-EF60neguk.

OutKast. "Hey Ya!," *YouTube*, dir. Bryan Barber, 2003. youtu.be/PWgvGjAhvIw.

The Police. "Every Breath You Take," *YouTube*, dir. Lol Creme and Kevin Godley, youtu.be/OMOGaugKpzs.

REM. "Losing My Religion," *YouTube*, dir. Tarsem Singh, 1991, youtu.be/xwtdhWItSlg.

Rihanna. "Rude Boy," *YouTube*, dir. Melina Matsoukas, 2010, youtu.be/e82VE8UtW8A.

The Smashing Pumpkins. "Tonight, Tonight," *YouTube*, dirs. Jonathan Dayton and Valerie Faris, 1996, youtu.be/NOG3eus4ZSo.

Spears, Britney. "...Baby One More Time," *YouTube*, dir. Nigel Dick, 1998, youtu.be/C-u5WLJ9Yk4.

SZA. "The Weekend," *YouTube*, dir. Solange, 2017, youtu.be/cMD63TwzB1o.

Weezer. "Buddy Holly," *YouTube*, dir. Spike Jonze, 1994, youtu.be/kemivUKb4f4.