




**RENDERING RENDEZVOUS**

**by**

**Darryl D. Hanus, B.S.**

**PROJECT**



**Presented to the Faculty of  
The University of Houston Clear Lake  
In Partial Fulfillment  
Of the Requirements for the Degree**

**MASTER OF ARTS**

**THE UNIVESITY OF HOUSTON-CLEAR LAKE**

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**Darryl D. Hanus**

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**ABSTRACT**

**RENDERING RENDEZVOUS**

**Darryl D. Hanus, M.A.  
The University of Houston Clear Lake, 2011**

**Thesis Chair:**

**The lives of teenagers in the Caribbean Islands of Dominica and Guadeloupe were captured and presented in two separate twenty minute videos. It is based on a reality theme with the purpose of demonstrating the differences and similarities of teenage cultures in different geographical locations.**

**PROPOSAL**



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**DMST 6839: Project Proposal**

**May 4, 2010**

**The Digital Media Studies Project creates two, twenty minute pilot episodes of Rendering Rendezvous. Rendering Rendezvous is a series of travel education videos targeting the interests of teenagers. The theme entails following teenagers at various locations around the world through a week of their lives. The goal of the Digital Media Studies Project is to promote the idea and concept of Rendering Rendezvous.**


**The idea of Rendering Rendezvous is to expose individuals to different cultures at an influential age. It is intended to gain and hold the attention of teens while demonstrating how people, their own age, live in other parts of the world. Traveling to various locations and documenting teen's lives in a "reality", point of view format, accomplish this. Scenarios will include, but are not limited to; school, discipline, home life, recreation, friends and sports.**

**Travel opportunities are provided by Broadreach. Broadreach is an outdoor adventure program for teens. Broadreach students consist of teens from all over the world. Students attend adventure activity programs ranging from, but not limited to; SCUBA diving, white water rafting, wilderness medicine, community service, sailing and language immersion all over the world. It is Broadreach destinations that Rendering Rendezvous locations are derived.**




The Rendering Rendezvous pilot episodes will be located on the islands of Dominica and Guadeloupe, in the Caribbean. Each location provides home stay opportunities with local families. On Dominica the setting is a rural location, Castle Bruce. Here Broadreach students are working, playing and living with locals as well as Peace Corps volunteers. On Guadeloupe the Broadreach students are a part of a French emersion program in which they will live with a local family as well.

Rendering Rendezvous has a "reality" based theme. There are no actors and is commentated by active participants. Participants on location give summaries, descriptions and explanations. There is to be little to no interference of events by camera and crew. The intent is to capture the reality of the events in their truest form. Comment, narration and summaries of events are to be captured by and of participants after the conclusion of activities and events.



The idea behind Rendering Rendezvous is motivated by a blend of personal life experiences. The sense of adventure originated early in life. This led to the enlistment and four years of service in the U.S. Marine Corps. The Marines provided the initial experiences of new cultures outside what I experienced growing up. An acquaintance acquired in college introduced me and provided employment to Broadreach. This would eventually define a significant portion of my life.

Broadreach led to a career as a teacher. This influenced the idea of Rendering Rendezvous twofold. Broadreach expanded knowledge and experience of foreign cultures while teaching broadened awareness of local cultures, ideas, and beliefs. This, along with spending a year working as a contractor in Iraq, developed a deep motivation to enlighten youth around the world to understand one another. It seemed that there was a distinct division of understanding.






**Each Rendering Rendezvous episode will begin with a brief summary of the location.**

**The summary will include geographic location, climate, landscape, brief history, and introduction of participants. The story will then begin with morning routines of the individuals.**


**Each episode will follow through with coverage of daily routines covering approximately a week's timeframe. General topics to be covered are;**

- **Home life such as chores, discipline, family and friend relationships**
- **School life such as curriculum, school building, classrooms, discipline, educational resources, sports, etc.**
- **Activities such as work, sports not associated with school, games, play/activities with friends**


**Episodes will vary depending upon location and associated cultures.**



**Pre production of Rendering Rendezvous will consist of research, script writing, arranging travel, and obtaining and preparing equipment. Based upon research, the script will give basic direction to the topics, children, culture and events to be documented. Individuals in Dominica and Guadeloupe will be contacted to identify prospective individuals who are willing to participate in the videoing process. Timing and location of events will also be determined in order to arrange travel and schedule.**





**The production phase will consist of travel to Dominica and Guadeloupe. Video footage, based upon the script, will entail interviews of locals, point of view perspectives of individual youth participating in daily events and activities, various cultural activities and geographic landscape. This documentation will be obtained using multiple Cannon ZR series mini DV cameras. Instead of having a single individual narrate throughout the entire production, individuals who are present and involved in each event will explain and give summary to what is taking place.**




The post-production phase will consist of organizing, arranging, capturing and editing the footage. The footage will be arranged into a 20-minute presentation. Each episode will follow a similar format. There will be a brief introduction of the location and individuals involved in the video's activities. The next portion will demonstrate the activities that take place at each location. The final phase will give a summary and correlation to similarities and differences of the location covered and other locations throughout the world. The final phase's emphasis will develop as the number of episodes increase.

**Timeline:**


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- **May 2010 - Research history, culture, celebration, traditions, and geography of Dominica and Guadeloupe**
  - **June 2010 – Travel to Dominica to capture footage**
  - **July 2010 – Travel to Guadeloupe to capture footage**
  - **September-October 2010 - Organize, arrange and edit raw footage of Dominica**
  - **November-December 2010 - Organize, arrange, and edit raw footage of Guadeloupe**
  - **January 2011 – Design, create and apply accompanying graphics**
  - **February 2011 – Write artist statement**
  - **March 2011 – Submit project to adviser for review**
  - **March-April 2011 - Make required revisions and write project statement**
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**ARTIST STATEMENT**




**"Rendering Rendezvous" is a travel education reality show that targets the teenage audience. The intent of the show is to follow an individual teen or group of teens associated with a particular geographic location's culture through approximately a week of their life. The purpose is to demonstrate to young adults the similarities and differences of cultures and ways of life around the world. In a world that is continuously requiring further intercultural correspondence, it is essential for people to relate to and have a general understanding of cultures around the world.**



**The idea for "Rendering Rendezvous" originated from observing the disorientation among many people pertaining to the world's cultures. Many assumptions of cultures are engrained into people's beliefs at a young age. This identifies "Rendering Rendezvous" intent to capture the attention of the teenage age group and expose them to realities of others their age around the world. Many existing travel shows cater to adults. "Rendering Rendezvous" fills a void in cultural travel media by catering to teenagers.**




**The interest in pursuing "Rendering Rendezvous" has developed over a lifetime. Growing up with a grandfather who was a World War II veteran, listening to his stories, instilled within me a passionate love for the United States of America. The sacrifices people made for this land called America and American beliefs left a lasting impression. It became discouraging when fellow Americans made inaccurate accusations about distant cultures that I had personally**




experienced. **Rendering Rendezvous** is an attempt to enlighten and connect cultures around the world through the eyes of teenagers.

**This passion for America and a desire for adventure and travel prompted my enlistment in the United States Marine Corps. This led to many eye opening experiences entailing the convergence of many cultures within the United States and parts of Japan. Later experiences and travels led to the Caribbean, Europe, the Middle East, and Thailand. Each travel I discovered one significant observation: despite minor differences - for the most part - everyone was pretty much the same.**



**With growing conflict throughout the world, these experiences led me to the belief that the next generation is in need of a medium that demonstrates the correlations and similarities they have with others their age around the world. Most Americans are isolated from cultures outside the geographic boundaries of North America. And in turn, despite the dominance of the U.S. media industry, most cultures of the Eastern Hemisphere are unfamiliar with the diverse cultures of North America and the United States. Simple exposure to one another in a realistic setting can help each understand the other.**



**Media influences on the initial vision of "Rendering Rendezvous" were "Globe Trekker", Jeff Corwin, Zane Lamphrey's "Three Sheets", and "The Real World." Each had its place in the intended outcome. "Globe Trekker" demonstrates the standard traveler exposure to new places and gives good coverage of the highlights of the location. Jeff Corwin brings out the scientific, biological aspect and it's importance to the location. Zane Lamphrey, with "Three**

Sheets", indulges into the local customs and provides a focal point to demonstrate a multicultural constant: alcohol. Despite the fact that he uses alcohol as the focal point, contrary to the intentions of "Rendering Rendezvous," it demonstrates that there are certain elements that are a part of many cultures. "The Real World" reality teen concept demonstrates a template to relate and correspond to the teenage age group.

The initial theme for "Rendering Rendezvous" was to travel to various destinations throughout the world and follow a local teen through a week of their life. Based on a reality concept, there is no traditional iconic host or staged actors. The talent completely consists of local residents, on location. Desired topics consist of sports played, friends, what they do for fun, school, home/family life, foods, and general routines of daily life.

As I developed interest, gained experience, and acknowledged opportunities available in digital media, it became feasible to pursue "Rendering Rendezvous." The ability to capture, edit, and post videos on the Internet made it possible to promote a self-made media creation. The logistics required to pursue "Rendering Rendezvous" were the biggest obstacle. The two biggest obstacles were financing for the travel and finding someone willing to allow a stranger to videotape their life.

The Caribbean Islands of Dominica and Guadeloupe were chosen for the first two episodes. These locations were chosen due to logistical convenience and personal contacts. The initial concern was financing the endeavor. Airfare alone was approximately \$1,800. Logistical opportunities providing the possibility to

pursue "Rendering Rendezvous" were provided by Broadreach. Broadreach is an outdoor adventure and education organization that operates programs around the world. I've been associated with and worked for them since 2000, and in 2010 they provided the airfare, contacts, and other means to assist in this first pursuit of "Rendering Rendezvous." An arrangement was made with Broadreach to produce video footage of their summer programs in Dominica and Guadeloupe for marketing purposes. While there working for them, time was allotted to work on "Rendering Rendezvous." This association with Broadreach would prove to be very rewarding in Guadeloupe. In Dominica, the Richards family also assisted me. They offered logistical support by providing the contact of a local teenager and her family who were willing to participate.

Due to the nature of the project it was difficult to develop a storyboard in preparation. Preparation predominately consisted of identifying a subject, or subjects, to focus on. Correspondence with the subject was also critical in order to develop a relationship as well as a schedule to work from. Researching the location was also important to identify any specific points of interest that would be of value to "Rendering Rendezvous."

Preparing and selecting the equipment to take was also challenging. As a one-person crew I had to pack light. With access to higher end equipment, it was a tough decision. The higher end equipment was much bulkier and much more expensive. It was also more difficult to carry around and a much higher risk for damage, theft, or getting lost in transit. Considering these factors the decision was made to take the lower end equipment. I wanted to be able to remain as mobile as

possible. Also, Broadreach's assignment included hikes, time at sea, and activities involving exposure to out-door elements.

Operating as a one-person crew demonstrated the necessity of having a crew. It proved to be very difficult to manage the subject, adjust the lighting, operate the camera and control the audio by myself. Doing this in a variety of on location environments compounded this challenge. Every location required set up, remembering to adjust, turn on, plug in, and arrange everything required each time. Although it was accomplished, there were sacrifices made. Footage that was desired wasn't usable for one reason or another. Examples included unacceptable audio, no audio, poor lighting, undesirable camera angle or a subject's actions.

Dominica was the first location captured. Previous visits to and experience in Dominica made it an easier location to start with. Friends who live there were able to arrange a teenage girl, Mackerah, to participate. With the intent to keep a reality theme, it was important to find someone willing to participate. This was a concern because it is awkward to ask someone you don't know to allow a complete stranger to videotape his or her life. Mackerah and her family were very open and willing to participate.

It was difficult to capture the point of view perspective that was desired. There was a balance between capturing the moment and the essence of the scene and getting in the way as a videographer. This being the case, the theme took on more of a documentary, voice over dialogue style. This was partially in an attempt to not be too much of a hindrance on Mackerah. With so much pending on her

participation, it was important to not overstep any boundaries, discouraging her participation.

As stated, it was awkward to invite myself into stranger's lives to videotape them. While most people were willing to participate, many declined. While knowing this will always be an issue, it is hoped that this can be alleviated when existing episodes can be shown as examples to establish credibility and demonstrate intent. Although important when confronting individuals this credibility would be most valuable when confronting schools and other establishments for their participation.

Markerah's opening scene in *Dominica* establishes a personal connection between her and the audience. She is an average teenage girl getting ready for school. Small specifics such as preparing her uniform and brushing her teeth demonstrate common routines in her life. Her parent's presence shows a family connection. Her anticipation for the last day of school before summer break correlates her with most children of the world.

Her routine after school continues to establish her correlation to many teens throughout the world. She has chores in cleaning her room. She snacks. She keeps in touch with her friends via cell phone and Facebook. Differences that are captured entail the landscape and sea in the background establishing the coastal, island geography.

Mackerah's participation in the school's Net Ball team helps expose the audience to Net Ball. Net Ball's similarities and differences to Basketball are one of the first distinct differences in Markerah's life. The absence of a backboard on the

goal in Net Ball attracts the attention of viewers accustomed to the traditional backboard on a basketball goal. Although different, it still demonstrates the connection between school and organized sports.

Markerah's mom's shop brought out the strong family and community connection. It showed how her shop is a gathering place where people came to relax and socialize at the end of the day. It provides a location where locals and family members meet to discuss local news and events. Although it may be considered a unique environment to some, its utility is similar to many people in many places worldwide.

In Dominica, as with most all societies, there are variances in social classes within cultures. Finding and utilizing David as the "host" for "Rendering Rendezvous Dominica" addressed this variance in socioeconomic status well. While Markerah is a solid member of Dominica's socioeconomic middle class, David is closer to the lower socioeconomic class. His dialogue in response to Markerah's school experience was a great demonstration of the differences between the public schools and private schools. The concept of covering two subjects from the same location is something that would be beneficial in future episodes.

Interviewing the two young boys provided a male point of view of growing up in Dominica. It also provided a point of view from a younger perspective. This was important to solidify Markera's statements pertaining to spending so much time in the sea as a child. The children's boat and their comfort with being in the



sea was a good demonstration of how the children entertained themselves.


Discussing sports showed the boy's interest in soccer and cricket.

Dominica provided a great situation for "Rendering Rendezvous" initial episode. Familiarity with the location, personal contacts and willing participants were all beneficial. Although not all aspects were ultimately accomplished, the complexities of accomplishing such outcome were realized. Despite the obstacles, it provided a learning experience to build upon and the ultimate goal of "Rendering Rendezvous" was accomplished: the viewer has a basic understanding of what it would be like to grow up in Dominica.


Guadeloupe posed many more obstacles than Dominica, first and foremost, the language. Guadeloupe is a predominantly French speaking country with few English speakers. This established a major obstacle to overcome. Fortunately the Broadreach group I was working with was a French Emersion program. This proved to be valuable. In addition, it was my first time to Guadeloupe and had no personal contacts. The only contact was Marika, who is Broadreach's contact in Guadeloupe.

Marika is associated with a local French emersion school in which students of Broadreach attend. She arranges interaction of local students with Broadreach students as well as other activities. This was a good scenario for "Rendering Rendezvous" and provided opportunities that would have been difficult to obtain otherwise.

The scenario in Guadeloupe required somewhat of a deviation from the "Rendering Rendezvous" original format. There was less of an emphasis on a




specific local. This was in most part due to three factors, the language barrier, limited local connections and the short amount of time scheduled to be there. Markerah, in Dominica, was a personal friend of the Richards family, in which I knew. There was a connection in which there was a sense of trust among one another. For the most part, in Guadeloupe, everyone had just met for the first time with no personal connections.




Despite the fact that there was no single, specific, individual local, the emersion students were utilized to socialize and interpret the locals in which they interacted with. This successfully accomplished the ultimate goal of Rendering Rendezvous. Showing the students in class demonstrated what was required to communicate with the locals. Subsequently, town-time and shopping demonstrated a purpose of what was learned. This scene also established a setting of what urban life is like in Guadeloupe. In addition, relevance for future scenes was established.

The dinner party provided direct social interaction with locals. The ability for the emersion students to translate and describe the experience enhanced the value of the scene. The emersion students were able translate and express the similarities and differences between their lives as Americans and locals living in Guadeloupe. They also established a connection between their experiences in town, shopping, with their new acquaintances that worked there, helping their families.




The scene at Jon Luk's captured the variety and essence of the Caribbean and Guadeloupe. The hike showed the natural origins of much of the fruits,




vegetables and herbs at the stands in town seen earlier in the show. It also captured the nature and flora of the island. The description and discussion of the torture tree brought reference to the island's history and its correlation to slavery. The making of jewelry, as well as seeing items made of similar materials in the shops earlier in the show, provided reference to local jewelry and fashion.

The most valuable material derived from Jon Luk's was Jon Luk himself. His explanation of the Rastafarian religion and culture was priceless. The emersion student's correspondence, explanation and translation were captivating. The entire scenario and scene captured the true essence of the "Rendering Rendezvous" with Jon Luk's expression of how much he liked the interaction with the emersion students and how they were all learning from one another.



In Guadeloupe, as in Dominica, the original point of view "reality" theme wasn't accomplished, but the overall intent for "Rendering Rendezvous" was. There was a demonstration of what life for a teenager in Guadeloupe was like. The environment, social interaction, and personal interests and points of view were all captured.

"Rendering Rendezvous" proved to be an educational and rewarding experience. Despite the obstacles, the initial two pilot episodes have provided a learning experience. They have also established a base in which to build upon. "Rendering Rendezvous Dominica" and "Rendering Rendezvous Guadeloupe" provide a product to establish credibility to confront new teens in new locations for new episodes.





**RENDERING RENDEZVOUS DOMINICA**





David introduces "Rendering Rendezvous Dominica" to the audience, gives a brief synopsis of his experiences growing up in Dominica, and then introduces Markerah.



Markerah introduces herself and her mom and dad, Grace and Mark. She gets ready for her last day of school before summer vacation. She reviews her history notes in the car on her way to school before her final exam.



Markerah explains Net Ball and her involvement in it.



**Friends and family gather to visit and socialize in the evening after work at Grace's shop.**



**Two young boys explain their interests and life growing up in Dominica.**



**The Cowboy Festival, an activity that takes place in Dominica on Father's Day. It is an activity that provides the opportunity for father son interaction.**



**RENDERING RENDEZVOUS GUADELOUPE**





The French emersion group introduces "Rendering Rendezvous Guadeloupe" and gives a brief synopsis of the show.



The French emersion students receive French lessons.



After their lesson the students explore the town of Saint Anne practicing their French.





**The French emersion students enjoy a dinner party with local teenagers their own age that they met in town.**



**Jon Luk guides a hike and helps design jewelry.**



**Jon Luk explains the Rastafarian Religion.**