** DANC 305 Dance and New Media**

**Section 22586R**

**Fall 2017**

**Day: Thursday**

**Time: 5:30-6:50PM**

**Location: KDC 241**

**Instructor: Dawn Stoppiello**

**Office: KDC 222**

**Office Hours: T/TH 10:00AM-1:00PM, Wednesday 1:00-4:00PM, or by appointment**

**Contact Info:** [stoppiel@usc.edu](mailto:stoppiel@usc.edu)

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**Catalog Description**

Effective navigation and utilization of ubiquitous, portable digital technologies in film to create an individualized archive and portfolio of their choreographic projects and performances.

**Full Course Description**

This elective course serves as an introduction to the various genres within Dance and New Media including VR and AR; Motion Capture; Live Reactive Systems; and Dance Film. Class time will be spent looking at examples and engaging in group discussion and debate with some hands-on practice with software, hardware and online hosting platforms. The final project is a collaborative group presentation overviewing the topics covered in the course. The presentation method is defined by each group and will be presented live to the class.

**Learning Objectives**

By the completion of this course, students will have gained sufficient media exposure and collaborative knowledge to work together to creatively act on media problems facing the dance and hybrid-arts sectors. By the end of the semester, students will:

* Gain a broad knowledge of the genres under Dance and New Media.
* Have a basic understanding of shooting, editing and posting video studies.
* Have a basic understanding of DaVinci Resolve and Isadora®.
* Have a basic understanding of how to create an online portfolio.
* Use contemporary communications platforms, including blogs and social media.
* Collaborate on a group final presentation.

**Technological Proficiency and Hardware/Software Required**

**Laptop computer –** students must bring their own laptop for use in this class

**Smart Phone w/Camera -** if you don’t have one you will share.

**DaVinci Resolve** editing service– free

**Isadora** media manipulation software – free demo

**Attendance & Participation:**

Viewing, discussion, and in-class activities/assignments/participation figure greatly in this course, so regular attendance is required. Participation includes being attentive and focused (ie: NOT texting or surfing the internet); actively participating in discussions, master classes, and group activities, asking thoughtful questions, coming to class fully prepared, and exercising personal responsibility and consideration of others at all times. You are allowed the same number of absences as the class meets per week. This class meets one time per week so you have one “free” absence. Any after that will affect your grade.

**Reading and Viewing (subject to change)**

**Some reading and viewings may contain nudity and profanity.**

About the Instructor (optional)

<http://dancingwords.typepad.com/dancers_using_technology/life-as-a-modern-dancer-blog/>

Dancers using Technology Blog (a general resource)

<http://www.dancingwords.typepad.com/dancers_using_technology/>

[DanceTech.net](http://DanceTech.net) (a general resource)

<http://www.dance-tech.net>

The Allusionist 19: Architecting About Dance

<https://www.theallusionist.org/dance>

Paglen, Trevor: Invisible Images (Your Pictures are Looking at You)

<https://thenewinquiry.com/invisible-images-your-pictures-are-looking-at-you/>

Andrejevic, Mark and Burdon, Mark. “Defining the Sensor Society.” (Essay on Blackboard)

Manovich, Lev. The Language of New Media. “Principles of New Media: Variables” (Essay on Blackboard)

Johnson, Steven. Want to Know What Virtual Reality Might Become? Look to The Past.

<https://www.nytimes.com/2016/11/06/magazine/want-to-know-what-virtual-reality-might-become-look-to-the-past.html>

Playing Pokémon Go while black: Fear stifles the fun (USA Today article)

<https://www.usatoday.com/story/tech/news/2016/07/12/playing-pokemon-go-while-black/86989554/>

Goldman, Danielle. “Ghostcatching: An Intersection of Technology, Labor, and Race” (Essay on Blackboard)

Dixon, Steve. Digital Dancing and Software Developments (Essay on Blackboard)

La Rocco, Claudia. Anna Terese De Keersmaeker Responds to Beyonce Video

<http://theperformanceclub.org/2011/10/anne-teresa-de-keersmaeker-responds-to-beyonce-video/>

Coniglio, Mark. The Importance of Being Interactive

<http://www.digicult.it/digimag/issue-030/the-importance-of-being-interactive/>

Browse Isadora Tutorials - <https://www.youtube.com/user/troikatronix/videos>

DaVinci Resolve Crash Course - <https://www.youtube.com/watch?v=PgTRPXsgv-I>

**Description and Assessment of Assignments**

Students are expected to complete all readings/viewings in a timely fashion, actively listen during lectures and presentations, ask questions and be fully engaged in class discussions. Classroom contributions can be in the form of posing critical questions to advance class conversation, sharing of key passages, or responding to instructor prompts. In-class participation is also expressed through the five Blog Posts. Each student will submit two written assignments that use 12-point, double-spaced Times New Roman with 1” margins and either Chicago or MLA style citation. Spelling, grammar, and formal use of language are considered in blog posts and written assignments. Each student will contribute to a group performance presentation.

**Grading Breakdown**

Assignment Points % of Grade

In-Class Participation 10 pts 10%

Written Assignment #1 10 pts 10%

Blog #1 5 pts 5%

Blog #2 5 pts 5%

Post #1 5 pts 5%

Blog #3 5 pts 5%

Post #2 5 pts 5%

Post #3 5 pts 5%

Blog #4 5 pts 5%

Written Assignment #2 10 pts 10%

Blog #5 5 pts 5%

Final Presentation (shared grade) 30 pts 30%

**Total 100 points 100%**

A+ = 100 points

A = 95-99 points

A- = 90-94 points

B+ = 87-89 points

B = 84-86 points

B- = 80-83 points

C+ = 77-79 points

C = 74-76 points

C- = 70-73 points

D+ = 67-69 points

D = 64-66 points

D- = 61-63 points

F = 60 or below

**Assignment Submission Policy**

Links to all blog posts, online posts and written assignments must be submitted to the course google group no later than 11:59pm the evening of the due date. Late work will not be accepted without advance notice and confirmation of revised due date by the professors. Each day late will take one point off the points allotted for that assignment. Blog posts should quote or refer to any readings on that topic.

**Additional Policies**

Note that class attendance is mandatory for all enrolled students. Any absences for sports or religious reasons must be discussed with the professors at least two weeks in advance. After two unexcused absences, the student’s final grade will be dropped by a letter. After three unexcused absences, the student will receive a failing grade in the course.

**Phone Policy**

For this class, your phone is to be used as a creative tool rather that a communication tool. You must place your phone face down on your desk and set it to vibrate mode for calls and texts only. You must turn off all other notification sounds. If you receive a call or text in an emergency you may excuse yourself from the classroom to respond. There will be specific times when you are asked to search the Internet or use the camera/sound recording apps. Otherwise you must leave it face down on your desk. Non-compliance will affect your grade.

**Names and Pronouns**

If you prefer to be called by a different name or wish to be referred to by a different gender pronoun than the one under which you are officially enrolled, please let me know. Students are expected to respectfully refer to each other by their preferred names and pronouns in class.

Please check your email at least once every 24-hours.

**Mid-Term: in class, TBA, Week 6 or 7 most likely**

**Final: Thursday, December 7, 4:30-6:30PM**

**Course Schedule: A Weekly Breakdown**

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| --- | --- | --- | --- |
| Date | Topics/Daily Activities | Readings and Homework | Deliverable/Due Date |
| Week 1  Aug 24 | Introducing the Syllabus, Grading and Final Project.  What is Dance?  In class viewings: TBA | Post a short hello to the Blackboard Blog to make sure we are all there!  Listen: <https://www.theallusionist.org/dance>,  and <https://vimeo.com/80257439> | Written Assignment #1: Who are you? What is your major at USC? Why are you interested in Dance and New Media – due Aug 31 |
| Week 2  Aug 31 | What is New Media?  In class viewings: TBA | Read: Manovich, Lev: 19-20, 36-39, 49, 66-68 | Blog #1: what did you learn from discussions and readings on what is dance and what is new media? What new dance did you discover? What is “new” about media today? – due Sep 7 |
| Week 3  Sep 7 | What is Motion Capture?  In class viewings: BIPED, Ghostcatching, Beyond Two Souls, Gibson/Martelli, The Chemical Brothers. | Watch: Jaron Lanier <https://www.youtube.com/watch?v=IwbGumZ-FYg> | Post #1: list 2-3 URLs to examples of dance in Motion Capture, VR and AR and 3-5 facts about each topic - due Sep 14  Be prepared to discuss these in class on Sep 14 and 21. |
| Week 4  Sep 14 | What is VR?  Possible visit to the USC VR lab.  In class viewings: <https://www.youtube.com/watch?v=4t6RXYM1frk>,  <https://www.youtube.com/watch?v=V7_Qi-rMjRM>  Dance apps. | Read: Lev Manovich, pg 108-115 (essay on Blackboard) and  <https://www.nytimes.com/2016/11/06/magazine/want-to-know-what-virtual-reality-might-become-look-to-the-past.html> |  |
| Week 5  Sep 21 | What is AR?  In class viewings: Pokemon Go, Gibson/Martelli: Man-A, Google Cardboard, <https://www.youtube.com/watch?v=2XAQfSxblRU> | Read: <https://www.usatoday.com/story/tech/news/2016/07/12/playing-pokemon-go-while-black/86989554/>, | Blog #2: what is the difference between VR and AR? What are the real-world consequences of these art forms? - due Sep 28 |
| Week 6  Sep 28 | What are Reactive Systems?  In class viewings: Troika Ranch, Messa di Voce, Apparition, Glow, others. | Watch: Pina (Check out DVD from the instructor)  Read: Dixon, Steve. Digital Dancing and Software Developments (Essay on Blackboard) | Blog #3: what is special and interesting about reactive systems? - due Oct 5  Mid-Term: TBA |
| Week 7  Oct 5 | What is Dance Film?  In class viewings: DV8, Wim Wandekeybus, Mitchell Rose, William Forsythe and Thierry De May, Anne Teresa De Keersmaeker | Read: <http://theperformanceclub.org/2011/10/anne-teresa-de-keersmaeker-responds-to-beyonce-video/>  Download: <https://troikatronix.com/get-it/> (Isadora v2.5.2 standard edition)  Browse: <https://www.youtube.com/user/troikatronix/videos> | Post #2: list 2-3 URLs to dance films of your interest. Explain why you are interested in these films. - due Oct 12 |
| Week 8  Oct 12 | Isadora: live feed, effects, recording the stage.  Form production groups.  Phone Journals! | Read: <http://www.digicult.it/digimag/issue-030/the-importance-of-being-interactive/>  and FleshMotor (essay on Blackboard) |  |
| Week 9  Oct 19 | Hands-on with phones and cameras.  White Balance, auto/manual focus, lighting, turn off hidden features, phone accessories for shooting. | Watch - DaVinci Resolve Crash Course:  <https://www.youtube.com/watch?v=PgTRPXsgv-I> | Post #3: shoot 30 seconds of dance with your phone in horizontal mode. Post it and bring to class on your computer - due Oct 26 |
| Week 10  Oct 26 | Editing software.  DaVinci Resolve, iMovie, others? |  |  |
| Week 11  Nov 2 | Context: why do any of these things? | Read: TBA | Blog #4: why/how might you use digital technology in a dance creation. - due Nov 9 |
| Week 12  Nov 9 | Hands-on with video projectors.    Front/rear projection, using shadow, lumens, throw-ratio, keystone, pico, mapping, the big back wall. | Readdress the final presentation.  Meet with your production group to begin creating your final presentation. | Written Assignment #2: Write a concise description of your group’s plans for final presentation. What presentation methods are you considering? Describe the production plan and performance aspect. What is your part? - due Nov 16 |
| Week 13  Nov 16 | Online portfolio, websites and video hosting.  In class viewing: Lisa H-Ts Plate Lunch Dance, look at websites. | Google sites - you probably each have one with your USC Gmail accounts. | Blog #5: discuss the collaborative process of working with your group. - due Nov 24 |
| Thanksgiving Break | No Class |  |  |
| Week 14  Nov 30 | In class work on presentations |  | Final: Live group presentation on the topics we’ve covered in this class. Presentation method decided by your group. Everyone must contribute and participate in the live presentation. Show and tell us why and how media and dance go together. |
| Week 15  Dec 7  FINAL  Time: 4:30-6:30 | Live presentations for the class. | Each group will be allowed a certain amount of time depending on how many are in the class. |  |

**Statement on Academic Conduct and Support Systems**

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences.  Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* [https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions](https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/).  Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus* and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct/).

Discrimination, sexual assault, and harassment are not tolerated by the university.  You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu> or to the *Department of Public Safety* <http://adminopsnet.usc.edu/department/department-public-safety>.  This is important for the safety of the whole USC community.  Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person.  *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

**Support Systems**

A number of USC’s schools provide support for students who need help with scholarly writing.  Check with your advisor or program staff to find out more.  Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.  *The Office of Disability Services and Programs* <http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html> provides certification for students with disabilities and helps arrange the relevant accommodations.  If an officially  declared emergency makes travel to campus infeasible, *USC Emergency Information* [*http://emergency.usc.edu*](http://emergency.usc.edu)will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.