

DANC 150: Dance and New Media – Grooving in the Glitch

Section: 22587R

Units: 2

Term: Spring 21

Day: Tuesday

Time: 5:00-6:50PM PST

Location: Online – Zoom links on Blackboard

Instructor: Dawn Stoppiello

Office: KDC 222

Office Hours: Appointments scheduled by email

Contact Info: stoppiel@usc.edu, (503) 989-4170 (text if urgent)

Professor will reply within 48 hours

IT Help: Blackboard (213) 740-5555, 24/7

Catalog Description

An introduction to various genres within Dance and New Media, including hands-on play with new technologies to create movement performances within the Zoom platform: using live video streams and video effects to explore the beauty of mistakes, malfunctions, and glitches in this online creative space. Some dance experience recommended, but not required.

Course Description

This activity-based elective course begins with a series of introductions to various genres within Dance and New Media including VR and AR; Motion Capture; Screendance, and Interactivity. Then, using the Isadora® software (<https://troikatronix.com>) as a primary media-manipulation tool, students spend several weeks making compositional expressions that creatively explore the beauty of mistakes, malfunctions and glitches in the online creative space, manipulating their own live video stream in Zoom, Skype and other software to create mini “live-media” performances.

Learning Objectives

By the completion of this course, students will have gained sufficient exposure to hardware, software, and choreographic approaches to create computer-mediated live performance experiences. By the end of the semester, students will:

- Identify practitioners and their contributions to the field
- Practice manipulation of digital materials using Zoom, Skype and Isadora® software
- Create short dance films utilizing specific editing requirements

Technological Proficiency and Hardware/Software Required

- Computer with built-in camera or connected external camera
- Phone with built-in camera or other video recording device
- Free video editing software for computer or phone
- Isadora® media manipulation software – free demo or purchase full liscence

Download Isadora® here: <https://troikatronix.com/get-it/>

Purchase license here: <https://sites.fastspring.com/tronix/instant/troikatronixstore>

Required Materials

Some reading and viewing may contain profanity and nudity. All essays are on Blackboard.

The Allusionist 19: *Architecting About Dance*

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

Apostolos, Margo K. *Robot Choreography: Moving in a New Direction*. Leonardo, Vol. 23, No. 1
MIT Press 1990

Coniglio, Mark. *The Importance of Being Interactive*

Coniglio, Mark. *Conclusion*

Goldberg, Roselee. *Ch 7, The Art and Ideas of the Media Generation*, Performance Art: From
Futurism to the Present. Time Warner Books 1979

Lanier, Jaron: TEDxSF, *You Are Not a Gadget*, 2010.

<https://www.youtube.com/watch?v=lwbGumZ-FYg>

Manovich, Lev. *Ch 1, What is New Media?*, The Language of New Media. MIT Press 2002

Netflix. *Coding, Explained* 2019

<https://www.netflix.com/watch/81097620?trackId=14277283&tctx=0%2C4%2C1ef5502d-3cb0-4c55-9016-db7299bfa8c4-305018794%2C%2C>

Netflix. *The Social Dilemma* 2020

<https://www.netflix.com/watch/81254224?trackId=13752289&tctx=0%2C0%2C23fc142de6772eb aaf4c8b8ff5ea9ad0c7da0977%3A1566ba60303a74cb00496461b129dc6f196b2405%2C23fc142de 6772ebaaf4c8b8ff5ea9ad0c7da0977%3A1566ba60303a74cb00496461b129dc6f196b2405%2Cunk nown%2C>

Synchronous Objects Website

<https://synchronousobjects.osu.edu/>

MotionBank Website

<http://motionbank.org/>

60secondsdance YouTube Channel

<https://www.youtube.com/channel/UCOmt-lxxFh1BnX-Aw0CUVow>

InfraRed Tracking and B&W Particle Systems Playlist

<https://www.youtube.com/playlist?list=PLGhinT3soodQ8DKuYzljQ0Obf9eC5nWpw>

Art & Technology YouTube Channel

<https://www.youtube.com/channel/UCtHzL4NJisJVoZqX0kkIGfA>

Description and Assessment of Assignments

Using your USC Google Account, make a Folder in the class Google Drive at the link below and share it with only me - stoppiel@usc.edu:

<https://drive.google.com/drive/folders/1Jlc6zG-iYwKUdCEv-Ug70XxAhmroTeUr?usp=sharing>

Journal Entries: In your folder on the Google Drive, make a Google Doc titled yourname_journal. You will add to this document with each journal entry. Put the date and topic at the top of each entry – one document with five (5) entries. Add each new entry to the top of your document. In one short paragraph list some of the artists discussed and their contributions, processes and methods (see Journal Rubric). Close with your response to these artists and artworks. **Journal entries are due by the next class. Learning Objective: Identify practitioners and their contributions to the field.**

1-edit/20-edit Screendances: Shoot a 1-minute long dance sequence wherein you are the performer and the director. Carefully consider the Mise-en-Scene (your location and everything within each shot). You will randomly be given three bits of information:

Camera Angle – the angle that the camera will record from

Location – where the movement information will happen

Prompt – for movement invention for one person (self)

Drawing inspiration from the 60 seconds dance examples, you will make two one-minute films from the material you shot.

- One that has only one (1) edit of any kind (make it meaningful)
- One that has twenty (20) edits of any kind

Presented in class and posted to Google Drive. Learning Objective: Create short dance films utilizing specific editing requirements.

Zoom Virtual Video Background “self duet”: Using the Virtual Background feature of Zoom, create a video in Isadora that features you and Isadora video effects. This video will be your “partner” in your solo live dance. **Presented in class and posted to Google Drive. Learning Objective: Practice manipulation of digital materials using Zoom, Skype and Isadora software.**

Isadora Virtual Webcam Duets: Working collaboratively in pairs, use the Syphon Virtual Webcam to stream one of the provided Isadora patches into Zoom to make dance duets. **Presented in class and posted to Google Drive. Learning Objective: Practice manipulation of digital materials using Zoom, Skype and Isadora software.**

Live Composite Video Duets: Working collaboratively in pairs, use Skype and the provided Isadora patch to create a duet that takes advantage of the composite features – specifically blending into one body and being able to simulate togetherness. **Presented in class and posted to Google Drive. Learning Objective: Practice manipulation of digital materials using Zoom, Skype and Isadora software.**

Assignment Submission

All assignments will be uploaded to the student’s folder in the class Google Drive folder and must be submitted no later than 11:59pm the evening of the due date.

Assignment Rubrics

All assignment rubrics are posted on Blackboard under Assignments.

Grading Timeline

Assignment grades will be posted to Grade Center two weeks after submission.

Late work

Each day of late submission will take one point off those allotted for each assignment.

Grading Dispute Note

I want to make sure that your grades reflect your performance. If you feel there is an error in the grading, please let me know. To dispute a grade, you must request a review by email no sooner than one week and no later than two weeks from the date the grade was published on Blackboard. In the email you must identify yourself and the assignment you are questioning. You must provide a specific argument for the grade change, identifying the row(s) in the rubric where you feel you were mis-scored.

Attendance

Attendance is not taken in this course. You are assessed via the posting of short journal entries and studies created throughout the semester. All synchronous Zoom classes are atomically recorded and uploaded to Blackboard under Zoom Links.

Classroom norms

Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.

Always use a respectful tone.

Criticize ideas, not individuals or groups.

Commit to learning, not debating.

Use "I" statements to state your views.

Step Up, Step Back. Be mindful of taking up much more time than others. On the same note, empower yourself to speak up when others are dominating the conversation.

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

Grading Breakdown

Assignment	Points	% of Grade
Journal Entries (5x4pts each)	20	20%
1-edit/20-edit Screendance	20	20%
Zoom Virtual Background Dance	20	20%
Isadora Virtual Webcam Duet	20	20%
Composite Duets	20	20%
TOTAL	100	100%

Grading Scale

Course final grades will be determined using the following scale

A	95-100	C	73-76
A-	90-94	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and below

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

Course Schedule: A Weekly Breakdown

Date	Topics/Daily Activities	Readings and Homework	Deliverable/Due Date
Week 1 Jan 19	Introducing the Syllabus, Google Drive, Isadora Vanity Search – how do you show up online? Data Management – cleaning up your computer.	Listen: The Allusionist 19: “Architecting About Dance” https://www.theallusionist.org/dance Read: Goldberg, RoseLee. “The Art of Ideas and The Media Generation” (Essay on Bb) The Body in Space, pg. 159-163 The Media Generation, pg. 190-195 Dance Theatre, pg. 202-207	
Week 2 Jan 26	What is Dance?	Watch: Coding, Explained https://www.netflix.com/watch/81097620?trackId=14277283&tctx=0%2C4%2C1ef5502d-3cb0-4c55-9016-db7299bfa8c4-305018794%2C%2C Read: Manovich, Lev. “What is New Media?” Pg. 19-61 (Essay on Bb)	
Week 3 Feb 2	What is New Media?	Watch: Lanier, Jaron. TEDxSF, “You Are Not a Gadget” https://www.youtube.com/watch?v=lwbGumZ-FYg Browse: Gibson/Martelli http://gibsonmartelli.com	Journal #1: Dance/Media
Week 4 Feb 9	Motion Capture, VR, AR Gibson/Martelli: MAN-A	Browse: 60secondsdance https://www.youtube.com/channel/UCOmt-lxxFh1BnX-Aw0CUVow	Journal #2: Motion Capture, AR and VR

	Rokoko Demo		
Week 5 Feb 16	<p>Screendance</p> <p>Edit vs Effect</p> <p>OK Go – live performance in music video</p>	<p>Read: Apostolos, Margo K. Robot Choreography: Moving in a New Direction.</p> <p>Browse: https://synchronousobjects.osu.edu/ http://motionbank.org/</p>	Journal #3: Screendance
Week 6 Feb 23	<p>Dancing Machines</p> <p>Dance as Data</p> <p>Data as Dance</p>	<p>Watch: The Social Dilemma, Netflix https://www.netflix.com/watch/81254224?trackId=13752289&tctx=0%2C0%2C23fc142de6772ebaaf4c8b8ff5ea9ad0c7da0977%3A1566ba60303a74cb00496461b129dc6f196b2405%2C23fc142de6772ebaaf4c8b8ff5ea9ad0c7da0977%3A1566ba60303a74cb00496461b129dc6f196b2405%2Cunknown%2C</p>	Journal #4: Dancing Machines and Dance/Data
Week 7 Mar 2	<p>Screendances presented in class</p>	<p>Read: Coniglio, Mark. “The Importance of Being Interactive” (Essay on Bb)</p> <p>Read: Coniglio, Mark. “Conclusion” (Essay on Bb)</p> <p>Watch: InfraRed Tracking and B&W Particle System Playlist https://www.youtube.com/playlist?list=PLGhinT3soodQ8DKuYzIqj0Obf9eC5nWpw</p>	Screendance - post to Google Drive folder by 11:59PM
Week 8 Mar 9	<p>Interactivity and Human Computer Interfaces (HCI)</p> <p>Guest: Sammy Chien</p>	<p>Download and Isadora: https://troikatronix.com/get-it/</p>	Journal #5: Interactivity, HCI and Sammy Chien
Week 9 Mar 16	<p>Intro to Isadora – recording the stage</p> <p>Zoom Virtual Background “self duet” – in class work</p>		
Week 10	Wellness Day – No Class		

Mar 23			
Week 11 Mar 30	Zoom Virtual Background “self duet” – presented in class		Self Duet - post to Google Drive folder by 11:59PM
Week 12 Apr 6	Isadora Virtual Webcam – in class work	Download and install OBS Virtual Webcam: https://troikatronix.com/plugin/syphon-virtual-webcam/	
Week 13 Apr 13	Isadora Virtual Webcam – presented in class	Set up a Skype account: https://www.skype.com/en/	Virtual Webcam Duet - post to Google Drive folder by 11:59PM
Week 14 Apr 20	Composite Duets Skype and NDI Watcher	Download and Install NDI Watcher: https://troikatronix.com/plugin/ndi-watcher/	
Week 15 Apr 27	Composite Duets cont.		
Final May 11 4:30-6:30PM	Composite Duets presented in class		Composite Duet – post to Google Drive Folder due by 11:59PM

KSOD Policies

Names and Pronouns

If you want 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.

Equity, Diversity and Inclusion

This class takes place at a university committed to equity for all students, where diversity and inclusion are considered critical to the academic environment. In this classroom, free speech is respected, and civil discourse is expected, with a safe learning environment the priority. We will endeavor to use language that is respectful—sometimes being inquisitive and creative, because language changes all the time—particularly when it comes to differences in age, ethnicity, gender identity or expression, race or socioeconomic status.

Statement on Physical Contact

As an embodied art form, dancing is a physical and an emotional act. In the process of studying dance, students often experience physical contact with their instructors and peers. Faculty members may use touch to provide proprioceptive and kinesthetic feedback to students; they may use touch to correct alignment, improve technique, and promote healthier movement practices. In some classes, particularly those involving partnering, students’ will experience physical contact with their peers. As developing artists experimenting with modes of expression,

students may also experience a variety of emotions in the classroom. As such, it is imperative that the studio-classroom be a safe, inclusive, and respectful space for all students and faculty. Open and honest communication and respectful and considerate interactions are always expected and are a fundamental requirement of studying in the USC Kaufman School of Dance. Unless otherwise articulated to a faculty member or peer, consent to discipline-specific and appropriate touching is assumed. Students always have the right to revoke that consent and should express any discomfort they feel in the classroom to the faculty instructor or Vice Dean immediately. USC Kaufman seeks to nurture compassionate artists who respect the dignity, humanity, and personal embodied experience of all individuals.

Emergency Plan

In the event of a university-wide emergency, guidance and directions will be shared by Campus Emergency Operations in all available outlets, including the website and TrojanAlerts. Students are encouraged to maintain close contact with all available communications avenues for updates to university operations. USC Kaufman will abide by all university protocols and recommendations. If the Kaufman Dance Center is not available when classes resume, students can receive updates from the school's Departmental Operations Center (DOC) on Ramo Lawn (between the Thornton School of Music and Norris Cinema, close to the Bing Theatre).

USC Policies

Technological Proficiency and Hardware/Software Required

Students will need an electronic device with access to Zoom and Blackboard for this course. They are asked to familiarize themselves with these two interfaces. Please see the links below for technology support.

USC Technology Support Links

[Zoom information for students](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

USC Technology Rental Program

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please [submit an application](#). The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

Synchronous Participation

In general, students should plan to attend every synchronous session for the classes in which they are enrolled, irrespective of when it occurs in their time zone. For this course, the weekly synchronous ZOOM session will be Mondays, from 10:00AM-11:40AM Pacific Time.

USC Shibboleth Log In

Students are expected to be signed-in to their USC account prior to the start of each Zoom class session to ensure a safe and smooth experience for all students.

Time Zone Accommodations

USC considers the hours from 7:00am to 10:00pm, in the local time zone for each student, as reasonable times for students to attend synchronous sessions or engage in synchronous learning activities or assessments. Should students be unable to attend synchronous sessions they are expected to watch the recorded Zoom session and any related PowerPoint presentations (both will be posted to Blackboard once done live) and complete the assignments for each week.

USC's Nine International Offices

Support for international students is also available through USC's offices in Beijing, Shanghai, Hong Kong and South China, Taiwan, South Korea, India, UK and Europe, Brazil, and Mexico. Additional details and contact information can be found at <https://global.usc.edu/global-presence/international-offices/>.

Recording Online Classes

For the Fall 2020 semester, USC policy requires that all classes conducted online be recorded for asynchronous viewing with transcriptions made available.

"Camera On" Policy

For this course, students are expected to have their cameras on during synchronous online sessions. Students facing challenging situations (internet connectivity, illness, home environments, etc) are encouraged to use a virtual background, which will eliminate most privacy concerns, and earphones or headsets to improve audio quality. Please contact your professor directly for additional accommodations.

Netiquette and Participation

Participation includes being attentive and focused; actively participating in physical exercises, discussions, breakout rooms, and group activities; asking thoughtful questions; coming to class fully prepared; and exercising personal responsibility and consideration of others at all times. Texting/Chatting during Zoom class sessions via cell phone and/or other private message apps is considered highly disrespectful.

Religious Holy Days Policies

University policy grants students excused absences for observance of religious holy days. You must inform the professor at least one full week in advance to request such an excused absence. You will be given an opportunity to make up missed work if necessary.

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 Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. 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>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu