

CTAN 522 John C Hench Animation & Digital Arts Seminar Syllabus

SCB 104 Wednesday 6:30-8:50 PM Professor Kathy Smith | Production Supervisor Mar Elepano | Student Assistant Tuo Kan | [Blogsite](#)

As an international and multi-cultural program the John C Hench Division of Animation and Digital Arts has incorporated into its curriculum a practical and critical approach to the development and research of new animation and immersive art forms as well as an historical understanding of how traditional media, drawing, painting, sculpture, video and installation art have transposed or been incorporated into animation or art in motion.

We have constantly strived to merge new technologies with traditional practice and to encourage the study of the human form, organic media and gesture as a way to explore complex ideas and emotions across a temporal medium. We truly believe the art form of animation developed as a way to reflect our own physical and mental evolutionary process.

Alisdair Foster wrote in his paper *Art in a Post-Newtonian Paradigm*, “*Art is the language of perception and science has delivered perception as the only reality*”[1]

In this context animation has become one of the most pervasive art forms of the 21st century and as Hench-DADA’s founding chair stated “*the core language of digital media today*”[2]

Creative Research

Research at Hench-DADA incorporates practice in traditional and digital media ranging from works of metaphysical expression and perceptual experience, to the exploration of dreams and narrative storytelling. Core areas of creative production are explored through visual effects, character animation, experimental animation - including VR, holography, immersive media, installation and motion capture, documentary animation, visualizing science, visual music and spatial sound.

Seminar

CTAN 522 Seminar serves as a weekly academic forum in which theorists, scientists, artists and industry discuss their research and ideas as it relates or intersects with animation and digital art.

It is hoped that exposure to special guests, USC faculty and alumni, will engage discourse around the art form and inspire the students while facilitating a clearer vision of their own research and career goals.

Schedule see page 2. Participation, team assignment and grading criteria page 3 & 4

Seminar Schedule

- Class 1. - Jan 11 Intro to Syllabus. Screening of fall student work -pizza party
- Class 2. Jan 18 Art, Animation & Science – [Wrigley Institute for Environmental Studies](#) – Education Researchers [Ann Close](#) and [Diane Young Kim](#)
- Class. 3 Jan 25th Adobe Creative Challenge Launch -
- Class 4. Feb 1 Adobe Creative Challenge* <https://nvite.com/CreativeJam/usccina>
- Class 5. Feb 8 Animation & Perception “The Shape of our Thoughts or our Thoughts on Shape” [Mark Lescroart](#)*
- Class 6. Feb 15 Big Studios -Alumni Panel — [Arjun Rihan](#), [Shaun Kim](#), [Joanna Griebel](#) , [Rena Radford](#) and [Jon Gutman](#)
- Class 7. Feb 22 [New Media and Art Activism](#) [Tara McPherson](#) and Lisa Mann
- Class 8. March 1 Animation and AI – [Milind Tambe](#) & [Mark Theilen](#)
- Class 9. March 8 [Comedy at SCA](#) TBC
- Wed March 12-19 Spring Break**
- Class 10. March 22 Art of Sound - [Bill Whittington](#) and [Midge Costin](#)
- Class 11. March 29 [Argentinian filmmakers](#) duo Santiago ‘Bou’ Grasso and Patricio Plaza who will present their films “El Empleo” and “Padre.”
- Class 12. April 5 Alumni Panel -Academia and the Arts -PhDs, Professors, Independents & Alternative Careers [Juan Camilo Gonzalez](#), [Laura Cechanowicz](#), [Adriana Jaroszewicz](#) and [Deborah Allison](#)
- Class 13. April 12 TBD Marsha Kinder and Mark Harris or Gene Bickers
- Class 14. April 19 [Angie Jones](#)
- Class 15. April 26 [Character and Emotion: When Robots come to Life!](#) - David Hanson
- Wed April 29 – May 2 - Study Week**
- Wed May 3 - 11 – FINALS Class Screenings Team postcards - pizza party

Seminar participation – postcards and teams

Each week (excepting classes 1, 3&4) students will be expected to create a postcard interpretation of the seminar presentation or topic. This postcard will be uploaded to the CTAN 522 class/team folder. The postcard can also take the form of a brief review posted to the blogsite.

Each student on every team is expected to prepare a minimum of two questions each week pertaining to the subject/presenter that can spark interesting discourse. Student teams will be asked at random to provide a question for the guest(s). It is recommended that students work consistently on their postcard interpretations and weekly questions.

Teams and assignment

The teams will be responsible for articulating a particular area of research that they feel is the most interesting or relevant for their final presentation. The teams can pick from any seminar or multiple seminars and will be responsible for selecting the area(s) of focus.

Each team will decide on the final presentation which can be in any format e.g. blog site, animation, PDF or power point. The team members will also pick the ten best postcards images created by their members in collaboration with their team and present these in the final seminar.

Teams should be proactive and draw on research and ideas from a variety of sources to use as links or discussion points on their blog site. Permission to use images or research presented by the guests is the responsibility of each group.

Teams should meet every week to discuss their ideas, prepare questions and contribute their postcard image. The team members will designate duties throughout the semester and once the final presentation format is decided.

Participation and Attendance

Participation and attendance is mandatory. Students will sign in when they enter SCB 104. Cell phone calls or stepping out to take a call is not acceptable while seminar is in session. Please turn off all cell phones Bathroom breaks and food are recommended prior to attending seminar.

Grading

This is a **credit/no credit** class based upon weekly attendance, team participation and final presentation. Students will only be allowed two excused absences during the semester.

Sources:

1. Foster, Alisdair "Art in a Post-Newtonian Paradigm" pg. 3. Art of Sight Art, of Mind paper 1999 National Association for Visual Art Conference
2. Sorensen, Vibeke from DADA First Look speech 2004

Class Folders on server:

\\classes.sca.usc.edu\Classes Spring 2017\CTAN 522\Course Materials

Blogsite:

<https://ctan522seminar2017.wordpress.com/>

Attendance:

Attendance at all classes is mandatory, and punctuality is expected. If a student misses a class, they must provide a valid excuse, and they must meet with the instructor to discuss a make-up assignment.

Missing an Exam, Incompletes:

The only acceptable excuses for missing an exam or taking an incomplete in the course are personal illnesses or a family emergency. Incompletes may only be given after the 12th week of the semester. Students must inform the professor before the exam and present verifiable evidence in order for a make-up to be scheduled. Students who take incompletes must also present documentation of the problem to the instructor before final grades are due.

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/>. 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/>.

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://capsnet.usc.edu/department/department-public-safety/online-forms/contact->

[us](#). This is important for the safety 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 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/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Disruptive Student Behavior:

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Judicial Affairs for disciplinary action.