**ANI 206-503: History of Animation**

**Spring Quarter 2022**

**TuTh 11:50-1:20 pm CDM 214**

3/29/2022 - 6/7/2022

**Instructor:** Jacqueline Brennan

**Office Hours:**

Tuesdays and Thursdays 9:15-10am and 1:30 - 3pm CDM 615

Also available by appointment via zoom

**E-Mail:** jbrennan@cdm.depaul.edu

**In Person Classroom:** CDM 214

**Important Dates:**

April 1 Last day to Add classes

April 8 Last Day to Drop Classes without Penalty

April 11 Last day to select pass/fail option

April 15-17 University closed for Easter Weekend

May 13 Last day to withdraw from Spring Classes

May 30 University closed for Memorial Day

**Course Description:**

This course is an introduction to the history and development of the field of animation. We will explore this subject from various perspectives: by chronology, from its prehistory before the invention of film to the present day; by form, including method and medium; by culture, comparing the US to Japan, Russia, Europe and others; by subject; and by personality, concentrating on the figures who have shaped the art form and continue to influence it through their example. Students are expected to bring an enthusiastic interest in the medium, and to devote serious effort to reading about, viewing, researching and discussing animation and the artists who have created it.

During our examination of the artwork, we will pay special attention to the attitudes and influences of race, gender, technology, culture, and the conflict between art and industry. There are several writing assignments, reading questions, and quizzes throughout the quarter, in addition to a final exam.

**Learning Outcomes:**

1. Students will be able to explain, in well-written prose, what a work of art is about and how it was produced (i.e. they should be able to articulate and explain the “content” of that work and its methodology of production).

2. Students will be able to comment on the relationship between form and content in a work. How does the 14-line sonnet both enable and inhibit its practitioner, for example? What are the generic expectations of a particular form? How does an artist complicate, enrich, or subvert such expectations?

3. Students will be able to assess the formal aspects of their subject and put those qualities into words, using, when appropriate, specialized vocabulary employed in class and readings.

4. Students will be able to contextualize a work of art. They will be able to do so with respect to other works of art in terms of defining its place within a broader style or genre. They will also be able to contextualize a work of art in terms of contemporaneous aesthetic, social, or political concerns, discussing how these might shape the work’s reception and how that reception might differ amongst various peoples and historical periods.

Writing Expectations: A minimum of 5-7 pages of writing for courses in the Arts and Literature domain (including studio courses) is required

**REQUIRED TEXTBOOK:**

**The World History of Animation** by Stephen Cavalier, University of California Press; 1 edition (September 9, 2011), ISBN: 9780520261129

**COURSE MANAGEMENT SYSTEM:**

D2L: https://d2l.depaul.edu

This is where all documents, assignments, schedule, grades, etc. are to be found.

**Liberal Studies Arts and Literature Domain**

ANI 206 is included in the Liberal Studies program as a course with credit in the Arts and Literature Domain. Courses in the Arts and Literature Domain ask students to extend their knowledge and experience of the arts by developing their critical and reflective abilities. In these courses, students interpret and analyze particular creative works, investigate the relations of form and meaning, and through critical and/or creative activity come to experience art with greater openness, insight, and enjoyment. These courses focus on works of literature, art, theatre, or music as such, though the process of analysis may also include social and cultural issues. Students who take courses in this domain choose three courses from such choices as literature, the visual arts, media arts, music, and theater. No more than two courses can be chosen from one department or program.

**Course Policies:**

**Changes to Syllabus:**

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

**Classwork:**

**Screenings:**

A list of weekly screenings will be posted on d2l. We will watch excerpts in class for discussion but you will be expected to view them in their entirety before class.

**Reading assignments: REQUIRED BEFORE EACH CLASS**

This class will require weekly readings which are integrated into the lecture. There are three graded reading assignments that you must submit online (D2L). Each week’s assigned reading will relate to the upcoming lecture, and will give you background or critical discussion on the work we will watch. All students are expected to have read the scheduled texts, and to be prepared to participate in our class discussions of the readings and the work screened.

All reading assignments will be listed on the syllabus. These reading questions are also required and can be used as study guides. We will use the reading questions and answers for our discussions in each class. Class discussions and reading comprehension questions are considered to be part of your participation grade.

**Reaction papers**

These papers should be approximately 500 words (1.5 pages) and should discuss an animation we watched in class. Normally you will write on a film of your choice, although I may assign a specific animation for your discussion at certain times.

**Research paper**

The course also requires a 4-6 page research paper on any animation topic not covered in depth in class. I will give you some guidelines and tips for how to go about this. Your paper needs at least three research sources other than the class text and at least one should be non-internet. The topic of your paper needs to be submitted to me by February 15th. There are several useful books on animation history on reserve for this course at the DePaul Loop Library.

**Quizzes**

There are four quizzes scheduled for the quarter that will cover information from the lectures, readings and screenings of the previous two weeks.

Each week I will post a related PowerPoint presentation along with relevant links to films. Please refer to these, as well as the lecture and films screened in class when studying for the quizzes.

**Final Exam**

The final exam will cover broader topics from all 10 weeks of the course. It will take place 6/7/2022 from 11:30pm to 1:45pm.

**Participation:**

Class discussions are important whether in person or online. There will be a few discussions throughout the quarter posted on d2l. Each student is expected to respond to the discussion prompt or to another student’s response in order to get participation points. The post is expected to have some thought put into the opinion (e.g. not just “I agree.) and should be at least 4 or 5 sentences long (can be longer). Conversely, participation points can be deducted

**Grading:**

|  |  |  |
| --- | --- | --- |
| 3 quizzes | 100 points each(300 total) | 10% each (30% total) |
| 2 reaction papers | 50 points each (100 total) | 5% each (10% total) |
| 3 reading questions | 50 points each (150 total) | 5% each (15% total) |
| 1 research paper | 200 points | 20% |
| 1 final written exam | 200 points | 20% |
| Participation | 50 | 5% |
| Total  | 1000 | 100% |

|  |  |  |
| --- | --- | --- |
| A = 100-93 | A- = 92-90 | B+ = 89-87 |
| B = 86-83 | B- = 82-80 | C+ = 79-77 |
| C = 76-73 | C- = 72-70 | D+ = 69-67 |
| D = 66-63 | D- = 62-60 | F = 59-0 |

**Late Work:**

Late work is accepted only at the instructor’s discretion. Generally speaking, I deduct 10 percent of total points per day. If something comes up please tell me in advance and we can work something out.

**Absences:**

All students are expected to attend class in person and participate. Three unexcused absences will result in lowering your final grade one whole letter grade. Four unexcused absences will result in failure of the class. Obviously, the pandemic has not left us yet so if you are not feeling well, you should stay home but **IF YOU ARE UNABLE TO ATTEND CLASS, YOU MUST CONTACT ME ON OR BEFORE THE DAY OF THE ABSENCE AND I WILL MARK THE ABSENCE AS EXCUSED. If you are going to have an extended absence due to illness or emergency you should contact the university:**

<https://offices.depaul.edu/student-affairs/support-services/academic/Pages/absence-notification.aspx>

**Classroom Expectations:**

Many of us have been out of circulation a bit during the pandemic. As we come together again on campus, let's just remember to show each other some basic considerations.

Texts and phone calls should only be made in case of emergency and taken outside of the classroom so as to reduce distractions for those around you.

Similarly, I ask that during class time laptops, tablets etc. be used for note taking only. Visiting other websites and doing other coursework not only keeps you from participating in the class but also distracts others around you.

**Schedule:**

Changes to the Schedule – Depending on time factors, the assignments projected for the term may require slight alteration or rescheduling.

|  |  |  |
| --- | --- | --- |
|  | Monday | Wednesday |
| Week 1 | 3/29Intro to classReview SyllabusPre-animation **Reading Assignment:** Cavalier: 35-42 | 3/31Animation Pioneers**Reading Assignment:** Cavalier 48-53, 58-59, 63(McCay)-64,73, 88-92 |
| Week 2 | 4/5European Experimentalists: German Abstract and Soviet Development of film language**Reading Assignment:** Cavalier 54-57,80,84, 114 (Fischinger) PDF on d2l: read “The European Individuals” by Bendazzi (pages 26-40, 43-44 Spain) | 4/7Hollywood’s Approach to Film and AnimationReading/Screening Questions #1 Due**Reading Assignment:**U.S. Studio: Cavalier 60-62 (Bray and Hurd sections), 65(Barre)-69, 73-74, 95, 100, 106 |
| Week 3 | 4/12The Impact of Walt DisneyDisney Golden years: Cavalier 76-79, 97-99, 105(*Three Little Pigs*), 118-120, 128-135, 138 and 154, 198-199  | 4/14Disney ContinuedReaction Paper 1 Due |
| Week 4 | 4/19Warner Bros.**Reading Assignment:****(Warner Bros.):**  Cavalier 121-123, 141-142 and 160 (*Duck Amuck*) | 4/21Censorship and StereotypesStuart Hall readingPDF: That’s Enough Folks: Black Images in Animated Cartoons (Pp. 1-5, 7, 11-12, 30-32, 51, 81, 131, 147-149 )Quiz 1 |
| Week 5 | 4/26PropagandaCavalier: 143 | 4/28Animation Behind the Iron Curtain**Reading Assignment**: 114-115, 151,240,272 plus “Narrative Strategies for Resistance” available on d2l.Reading Question 2 Due |
| Week 6 | 5/3Norman McLaren and the NFB**Reading Assignment (NFB):  Cavalier-** 124(McLaren), 125, 158,159 | 5/5UPA and Cartoon Modern**Reading Assignment:** Cavalier: 141, 144(UPA)-145,152,156-157,175, 179,185(Zagreb),186-187Reaction Paper 2 Due |
| Week7 | 5/10The TV Revolution**Reading Assignment:**Cavalier(TV)155-157, 169-170 | 5/12Animation for adults**Reading Assignment:**Cavalier:146-147(Halas and Batchelor),162, 204-207, 218-219, 222-223, 230-231Quiz 2 Due |
| Week 8 | 5/17Animation Renaissance: Return of the Feature**Reading Assignment(Renaissance):** Cavalier 274-275, 282-283, 286-287, 290 | 5/19Stop Motion Revival**Reading Assignment** (Stop Motion):  Cavalier--87,140(George Pal),161(Ray Harryhausen),245 (Vincent), 252-253, 258-259,268, 290-291, 302-303Reading Question 3 |
| Week 9 | 5/24Development of Computer Animation**Reading Assignment(Computer Animation):** Cavalier 178,248-249, 255, 263-265,298, 311,333, 344-345,392 | 5/26Restructuring TelevisionReading Assignment: 284-285, 292(Cartoon Network),309, 370Quiz 3 |
| Week 10 | 5/31Anime190, 212, 232-233, 240-241(Miyazaki), 280, 311 | 6/2Review for FinalResearch Paper Due |
| Final | **Final Exam June 7 from 11:30-1:45** |  |

**If You Test Positive for COVID-19:**

All faculty, staff and students must inform the university if they have tested positive for COVID-19, received a COVID-19 diagnosis, they learn of a positive COVID-19 case at DePaul, or they believe they were exposed to COVID-19. Learn more and find how to report a case about yourself or someone else on DePaul’s [COVID-19 Reporting Protocol webpage](https://resources.depaul.edu/coronavirus/resources/covid-19-reporting-protocol/Pages/default.aspx).

If DePaul confirms that a student in your class has tested positive, the university’s contact tracing process will begin. DePaul staff or a local public health agency may notify you if it is determined that you came into contact with someone affiliated with DePaul who is confirmed to have COVID-19, even if the risk of exposure to you is considered minimal. Each situation is assessed on a case-by-case basis. Faculty should not make these notifications.

**Course Policies**

**Changes to Syllabus**

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 **Respect for Diversity and Inclusion at DePaul University as aligned with our Vincentian Values**

At DePaul, our mission calls us to explore “what must be done” in order to respect the inherent dignity and identity of each human person. We value diversity because it is part of our history, our traditions and our future. We see diversity as an asset and a strength that adds to the richness of classroom learning. In my course, I strive to include diverse authors, perspectives and teaching pedagogies. I also encourage open dialogue and spaces for students to express their unique identities and perspectives. I am open to having difficult conversations and I will strive to create an inclusive classroom that values all perspectives. If at any time, the classroom experience does not live up to this expectation, please feel free to contact me via email or during office hours.

**Online Course Evaluations**

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student’s identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Please see <https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx> for additional information.

**Academic Integrity and Plagiarism**

This course will be subject to the university's academic integrity policy. All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are

considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity.

**More information can be found at** [**https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx**](https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx)**.**

**Posting work on online sites, such as Hero**

All students are expected to abide by the University’s Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity.

**Academic Policies**

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

**Incomplete Grades**

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at <http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

**Preferred Name & Gender Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at <http://policies.depaul.edu/policy/policy.aspx?pid=332>

**Students with Disabilities**

Students seeking disability-related accommodations are required to register with DePaul’s Center for Students with Disabilities (CSD) enabling them to access accommodations and support services to assist with their success. There are two office locations:

• Loop Campus (312) 362-8002

• Lincoln Park Campus (773) 325-1677

• Email: csd@depaul.edu

Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gregory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible.

Please see <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx> for Services and Contact Information.