



CUL 331

Performance Research

S2 Day 2018

Department of Media, Music, Communication and Cultural Studies

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General Information

Unit convenor and teaching staff Yuji Sone yuji.sone@mq.edu.au
Credit points 3
Prerequisites 39cp at 100 level or above
Corequisites
Co-badged status
Unit description This unit explores approaches to research within the context of theatre and performance practices. As practitioners, how can research inform and help to articulate our creative processes? And what is involved in research and writing about other people's practices, whether live dance and performance, live art, performance for the screen, music/sound, or new media performance? With a focus on exploring research methodologies and diverse writing practices (e.g. the review, generative artist writing), this unit encourages students to think through ways of combining practice, research, and writing on performance in an interdisciplinary context.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Recognise critical debates and key texts within the field of theatre and performance studies.

Evaluate and critically analyse theatre and performance practices in relation to wider social, cultural and artistic contexts.

Develop seminar skills on the basis of clear strategies for communicating research in oral presentations, including effective use of slides.

Produce independent performance analysis through participant observation, constructing own argument in oral and written forms, as appropriate to theatre and performance

studies.

General Assessment Information

Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Attendance and Active Participation:

As active participation in the process of learning is linked to and underpins the unit Learning Outcomes, you will need to either apply for Disruptions to Studies to cover any missed tutorials (if the disruption is greater than three consecutive days) or supply appropriate documentation to your unit convenor for any missed tutorial (if less than three consecutive days).

Independent Work:

Students are expected to work independently outside of scheduled tutorial times when they are working on their final performance analysis of a professional performance work. CUL331 students will need to do their own reading of relevant texts or online materials outside class time.

Group Exercises:

Students are expected to work in groups from W3 to W6. Students in this unit must be willing to work within a group and to assume responsibility for the group's progress. Students are encouraged to wear comfortable clothes and shoes for practical workshops.

***Assessment standards** in this unit align with the University's grade descriptors, available at: <https://staff.mq.edu.au/work/strategyplanningandgovernance/universitypoliciesandprocedures/policies/assessment>

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Book Review</u>	30%	No	W3, W4, W5, W6
<u>Performance Analysis (1)</u>	25%	No	Sep 16
<u>Performance Analysis (2)</u>	45%	No	W11, W12, Nov 4

Book Review

Due: **W3, W4, W5, W6**

Weighting: **30%**

There are three types of exercises in the Book Review task.

From Week 3, groups of students work together on reading, understanding, and summarising selected theatre and performance studies books (of short length).

Exercise 1: In Week 6, each group will present its summary of the selected book in a group seminar format. Each student will deliver a portion of the group's book review seminar, and each of these is assessed individually. The weighting of individual contributions to this presentation exercise is 5%.

The criteria for this assessment are:

- The extent of the student's knowledge, understanding of the book, and preparation for oral presentation

Exercise 2: Also, in Week 6, each group will present, as part of the group's seminar presentation, a short re-enactment of a case study discussed in the selected book. The weighting of individual contributions to the re-performance exercise, which is assessed separately from the oral presentation, is 10%.

The criteria for this assessment are:

- The extent of the student's conviction, blocking, and rapport in performance

Exercise 3: By week 6, each student will submit a 800-word review of the book they have worked on as a group (15%) to Turnitin.

The criteria for this assessment are:

- The extent and sophistication of analysis, level of effort, and academic presentation in the book review writing

More detailed information, including the rubrics for these assessment tasks, will be provided in class and available from iLearn. Feedback and grades for these 3 exercises will be provided in class and on Turnitin in Week 8.

On successful completion you will be able to:

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Performance Analysis (1)

Due: **Sep 16**

Weighting: **25%**

In this short essay exercise (800 words), each student will discuss the oeuvre of a performance

artist, analysing and referring to relevant texts and the video documentation of the artist that will be shown in Week 7. It is an exercise for performance analysis. Students will submit their essays to Turnitin.

The criteria for this assessment are:

- The extent to which correct academic writing protocols - including formatting, referencing, grammar, spelling, clarity - have been applied to the essay.
- The extent to which self-regulated research has been undertaken and extent to which critical, analytical and integrative thinking has been applied to the essay.
- The extent to which there is a well-devised organisation and structure which clearly articulates the student's response to and understanding of the artist's performance.

More detailed information, including the rubrics for this assessment task, will be provided in class and available from iLearn. Feedback and grades for this task will be provided on Turnitin.

On successful completion you will be able to:

- Recognise critical debates and key texts within the field of theatre and performance studies.
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Performance Analysis (2)

Due: **W11, W12, Nov 4**

Weighting: **45%**

For their major performance analysis projects, each student will choose and attend a theatre or performance work at a recognised venue in Sydney in September. A list of suggested works will be provided. Referring to field notes and published reviews of this work, each student presents a performance analysis in the forms of individual oral seminar (10%, in W11 or W12) and a 2000-word research essay (35%, due on Nov 4 to Turnitin).

The criteria for these assessments are:

Seminar

- The extent to which there is evidence of preparation in terms of organisation, content, and the use of visual aids.
- The quality of the delivery, as evidenced in terms of preparedness, body language, and conviction.

Research essay

- The extent to which correct academic writing protocols - including formatting, referencing, grammar, spelling, clarity - have been applied to the essay.

- The extent to which self-regulated research has been undertaken and extent to which critical, analytical and integrative thinking has been applied to the essay.
- The extent to which there is a well-devised organisation and structure that clearly articulates the student's response to and understanding of his or her chosen performance.

More detailed information, including the rubrics for this assessment task, will be provided in class and available from iLearn. Feedback and grades for these tasks will be provided on Turnitin.

On successful completion you will be able to:

- Recognise critical debates and key texts within the field of theatre and performance studies.
- Evaluate and critically analyse theatre and performance practices in relation to wider social, cultural and artistic contexts.
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- Produce independent performance analysis through participant observation, constructing own argument in oral and written forms, as appropriate to theatre and performance studies.

Delivery and Resources

Date	Time	Location
Tuesday	10am-12pm	Y3A 187

***CUL331 class will start in Week 1.**

Required Reading

There is no Unit Reader for CUL233. A full list of recommended readings is available on iLearn.

Recommended readings

Fischer-Lichte, Erika. 2013. Chapter 4, "Performance analysis", in *The Routledge introduction to theatre and performance studies*, edited by Ramona Thomasius and Minou Arjomand, translated by Minou Arjomand, London; New York : Routledge, pp. 102-143.

ProQuest Ebook Central

Balme, Christopher. 2008. Chapter 8, "Performance Analysis", in *Introduction to Theatre Studies*, Cambridge: Cambridge University Press, pp. 132-146.

Electronic version available via Cambridge Books Online

McAuley, Gay. 1998. "Performance Analysis: Theory and Practice", *About Performance*, Issue 4, p.1-12.

Theatre and the body / Colette Conroy. New York : Palgrave Macmillan, 2010. PN2071.M6 C66 2010

Theatre & history / Rebecca Schneider. Houndmills, Basingstoke New York Palgrave Macmillan, 2014. PN1872 .S35 2014

Theatre and feminism / Kim Solga. London ; New York, NY : Palgrave Macmillan, 2016. PN1590.W64 S65 2016

Theatre & race / Harvey Young. Basingstoke, Hampshire Palgrave Macmillan, 2013. PN2071.R33 Y68 2013

Theatre & sexuality / Jill Dolan. Houndmills, England ; New York : Palgrave Macmillan, 2010. PN1590.G39 D65 2010

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Re-marking:

MMCCS In-session Re-mark Application can be found at:

<http://www.mq.edu.au/pubstatic/public/download/?id=167914>

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Develop seminar skills on the basis of clear strategies for communicating research in oral presentations, including effective use of slides.
- Produce independent performance analysis through participant observation, constructing own argument in oral and written forms, as appropriate to theatre and performance studies.

Assessment task

- Performance Analysis (2)

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Recognise critical debates and key texts within the field of theatre and performance studies.
- Evaluate and critically analyse theatre and performance practices in relation to wider social, cultural and artistic contexts.
- Develop seminar skills on the basis of clear strategies for communicating research in oral presentations, including effective use of slides.
- Produce independent performance analysis through participant observation, constructing own argument in oral and written forms, as appropriate to theatre and performance studies.

Assessment tasks

- Book Review
- Performance Analysis (1)
- Performance Analysis (2)

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships

with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Recognise critical debates and key texts within the field of theatre and performance studies.
- Evaluate and critically analyse theatre and performance practices in relation to wider social, cultural and artistic contexts.
- Develop seminar skills on the basis of clear strategies for communicating research in oral presentations, including effective use of slides.
- Produce independent performance analysis through participant observation, constructing own argument in oral and written forms, as appropriate to theatre and performance studies.

Assessment tasks

- Book Review
- Performance Analysis (1)
- Performance Analysis (2)

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Recognise critical debates and key texts within the field of theatre and performance studies.
- Evaluate and critically analyse theatre and performance practices in relation to wider social, cultural and artistic contexts.
- Develop seminar skills on the basis of clear strategies for communicating research in oral presentations, including effective use of slides.
- Produce independent performance analysis through participant observation, constructing own argument in oral and written forms, as appropriate to theatre and performance

studies.

Assessment tasks

- Book Review
- Performance Analysis (1)
- Performance Analysis (2)

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Recognise critical debates and key texts within the field of theatre and performance studies.
- Develop seminar skills on the basis of clear strategies for communicating research in oral presentations, including effective use of slides.
- Produce independent performance analysis through participant observation, constructing own argument in oral and written forms, as appropriate to theatre and performance studies.

Assessment tasks

- Book Review
- Performance Analysis (1)
- Performance Analysis (2)

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Recognise critical debates and key texts within the field of theatre and performance studies.

- Evaluate and critically analyse theatre and performance practices in relation to wider social, cultural and artistic contexts.
- Develop seminar skills on the basis of clear strategies for communicating research in oral presentations, including effective use of slides.
- Produce independent performance analysis through participant observation, constructing own argument in oral and written forms, as appropriate to theatre and performance studies.

Assessment tasks

- Book Review
- Performance Analysis (1)
- Performance Analysis (2)

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Develop seminar skills on the basis of clear strategies for communicating research in oral presentations, including effective use of slides.
- Produce independent performance analysis through participant observation, constructing own argument in oral and written forms, as appropriate to theatre and performance studies.

Assessment tasks

- Book Review
- Performance Analysis (2)

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Evaluate and critically analyse theatre and performance practices in relation to wider social, cultural and artistic contexts.
- Produce independent performance analysis through participant observation, constructing own argument in oral and written forms, as appropriate to theatre and performance studies.

Assessment tasks

- Performance Analysis (1)
- Performance Analysis (2)

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Evaluate and critically analyse theatre and performance practices in relation to wider social, cultural and artistic contexts.
- Produce independent performance analysis through participant observation, constructing own argument in oral and written forms, as appropriate to theatre and performance studies.

Assessment tasks

- Performance Analysis (1)
- Performance Analysis (2)