CUL 331

Performance Research

S2 Day 2019

Department of Media, Music, Communication and Cultural Studies

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General Information

Unit convenor and teaching staff Senior Lecturer Dr Yuji Sone yuji.sone@mq.edu.au Contact via Email 165F, 10 Hadenfeld Avenue Tuesday 12-2
Credit points 3
Prerequisites 39cp at 100 level or above
Corequisites
Co-badged status
Unit description This unit explores approaches to understanding 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, 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.

Explore unit themes in the form of practical performance making, written assignments

and oral presentations.

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 Special Consideration 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
Book Review Report	25%	No	September 01
Performance Proposal	25%	No	September 15

Name	Weighting	Hurdle	Due
Performance or Essay	50%	No	W11 or W12, Nov 4

Book Review Report

Due: **September 01**
Weighting: **25%**

From Week 3, groups of students work together on reading, understanding, and summarising selected theatre and performance studies books (of short length). In Week 4, 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. By the end of Week 5 (Sunday, September 01, 11.59pm), each student will submit a 600-word review of the book they have worked on as a group (25%) to Turnitin.

The criteria for this assessment are:

- The extent and sophsitication of analysis, level of quality, 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. Examples of work will be shown in class. Feedback and grades for these 2 exercises will provided in class and on Turnitin in Week 9 or Week 10.

On successful completion you will be able to:

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Performance Proposal

Due: **September 15**
Weighting: **25%**

In Week 7, each group – as for the Book Review exercise above – will present a short (3 min.) reenactment of a case study discussed in the selected book.

Each student outlines and discusses the idea for the re-performance in a written proposal (25%). Proposals should include diagrams or other visual aids. Students will submit their proposals to Turnitin by September 15 (11.59 pm).

The assessment criteria for the proposal (25%) are:

- The extent to which the student's individual proposal conveys an understanding of production processes, and relevant theoretical and performance conventions.
- The extent to which the deliverable is organised and clearly written.
- The extent to which analyses are clarified and enhanced with diagrams or visual aids.

More detailed information, including the rubrics for these assessment tasks, will be provided in class and available from iLearn. Examples of work will be shown in class. Feedback and grades for these 2 exercises will provided in class and on Turnitin in Week 9 or Week 10.

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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- Explore unit themes in the form of practical performance making, written assignments and oral presentations.

Performance or Essay

Due: **W11 or W12, Nov 4**
Weighting: **50%**

For their final major 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. For their assessment, students choose either Assessment Option 1 OR Assessment Option 2.

Assessment Option 1: Performance

Referring to field notes and published reviews of this work, each student presents his or her creative response to the work in the form of a short (3 min) performance (10%, in W11 or W12) AND a 1,500-word portfolio (consisting of a proposal and an analytical report) (40%, due to Turnitin on Nov 10, 11:59 pm).

Assessment Option 2: Essay

Students present a performance analysis in the form of an individual oral seminar (10%, in W11 or W12) AND a 1,500-word research essay (40%, due to Turnitin on Nov 10, 11:59 pm).

The criteria for these assessments are:

Assessment Option 1: Performance

Performance

- The extent to which the student has challenged him/herself to make a performance work that engages with the work that is the source of inspiration.

- The extent to which there is an appropriate, creative and well-researched response to the task, including how ideas are physically embodied, and how staging elements are integrated.
- The extent to which the performance is well rehearsed and structurally coherent.

Portfolio (consisting of proposal and analytical report)

- The extent to which the student's individual proposal conveys an understanding of production processes, and relevant theoretical and performance conventions.
- The extent to which the deliverable is organised and clearly written.
- The extent to which analyses are clarified and enhanced with diagrams or visual aids.
- The extent to which correct academic writing protocols - including formatting, referencing, grammar, spelling, clarity - have been applied to the report.
- The extent to which self-regulated research has been undertaken and extent to which critical and integrative thinking has been applied to the analytical report.
- 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.

Assessment Option 2: Essay

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. Examples of work will be shown in class. Feedback and grades for these tasks will 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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- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
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Delivery and Resources

Date	Time	Location
Tuesday	10am-12pm	Y3A 187

***CUL331 class will start in Week 2.**

Required Reading

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

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). 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). 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).

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 published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- Explore unit themes in the form of practical performance making, written assignments

and oral presentations.
- 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 or Essay

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.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- 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 Report
- Performance Proposal
- Performance or Essay

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.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
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Assessment tasks

- Book Review Report
- Performance Proposal
- Performance or Essay

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.
- Explore unit themes in the form of practical performance making, written assignments

and oral presentations.

- 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 Report
- Performance Proposal
- Performance or Essay

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.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- 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 Report
- Performance Proposal
- Performance or Essay

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.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop seminar skills on the basis of clear strategies for communicating research in oral presentations, including effective use of slides.
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Assessment tasks

- Book Review Report
- Performance Proposal
- Performance or Essay

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

- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- 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 Report
- Performance or Essay

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 Proposal
- Performance or Essay

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.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- 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 Proposal
- Performance or Essay