**CUS585 Special Topics in Performance Studies 表演研究專題**

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| Course Title | : | Special Topics in Performance Studies 表演研究專題 |
| Course Code | : | CUS585 |
| No. of Credits | : | 3 credits |
| Mode of Tuition | : | 3 hours of lecture |
| Class Contact Hours | : | 3 hours per week, 42 hours for the whole course |
| Category | : | Elective course |
| Discipline | : | Cultural Studies |
| Prerequisite(s) | : | Nil |
| Co-requisite(s) | : | Nil |
| Exclusion(s) | : | Nil |
| Exemption Requirements | : | Nil |
| Brief Course Description | : | This elective course provides students with up-to-date theoretical and practical knowledge in the field of performance studies. Through case studies, it examines how varies kinds of performance help shape and reconstruct aspects of our social reality, our experience of the world, and indeed our view of others and of ourselves. Students will analyze the modes of performance involved, and attempt to understand how artistic practices generate, fix and deliver meaning for us in particular social contexts. |
| Aims | : | 1. To deepen students' understanding of performance studies by way of topics and cases selected from a wide range of social and generic contexts;<br>2. To familiarize students with the critical scholarship needed for |

understanding aspects of performance studies.

Learning Outcomes : On completion of the course, students will able to:

1. LO1: ask meaningful questions in the area of performance studies with clear and precise formulation;
2. LO2: demonstrate a critical understanding of alternative systems of thought in the area of performance studies, and recognize and assess, as need be, their assumptions, implications, and practical consequences.

Indicative Contents : Issues in the area of performance studies will be selected and examined under a specific theme. Specific contents based on different thematic foci vary from year to year.

Teaching Methods : Lecture, seminar discussion, and students' presentation.

Measurement of Learning Outcomes:

| Assessment / LO | Class participation and discussion | Class Presentation | Term project |
|---|---|---|---|
| | (10%) | (20%) | (70%) |
| LO1 | v | v | v |
| LO2 | v | V | v |

Measurement of Learning Outcomes : Scrutinizing students' term project and class presentation/discussion to examine whether students are able to

1. raise relevant and critical questions (with respect to the topics of the course) with clear and precise formulation; (LO1, LO2)
2. critically review the assumptions of existing discourses on the subject matters of the course. (LO1, LO2)

Assessment : 100% continuous assessment, including class discussion, presentation and a term project.

Term Project is 70%

Class Presentation is 20%

Class Participation/ discussion

is 10%.

Term Project: Of approximate length of 8,000 characters in Chinese or 6,000 words in English. Class presentation (30 to 45 minutes) can be group or individual presentation. If a particular student is keen on answering

questions and expressing one's views, course teacher will give additional marks for that student.

Criteria for group presentation assessment

- Quality of Interpretation of the readings
- The relevance of the case to the arguments raised
- Organization of flow
- Clarity of the presentation/ commentary
- Relevance of questions raised
- Response to classmates' questions

Assessment Rubrics

1) **Term project (70%)**

| Criterion | Excellent (90-100%) | Good (60-89%) | Pass (30%-59%) | Failure (0-29%) |
|---|---|---|---|---|
| **Level of effort (9%)** | Production process and end-product demonstrates great effort and care. | Production process and end-product demonstrates sustained effort and care. | Production process and end-product demonstrates inconsistent effort and care. | Production process and end-product demonstrates little effort and care. |
| **Critical Intervention (20%)** | Production process and end-product demonstrates unique and thoughtful critique of social issues | Production process and end-product demonstrates creative and rather thoughtful critique of social issues. | Production process and end-product demonstrates in some respects creative and thoughtful critique of social issues | Production process and end-product demonstrates no critique of social issues |
| **Use of resources & problem-solving skills (20%)** | Production process and end-product demonstrates creative use of resources, and strong problem-solving skills. | Production process and end-product demonstrates careful use of resources, and good problem-solving skills. | Production process and end-product demonstrates some use of resources, and some problem-solving skills | Production process and end-product demonstrates little use of resources, and little problem-solving skills |
| **Creativity in product-ion & social** | End-product demonstrates a unique sense of | End-product demonstrates considerable | End-product demonstrates some level of creativity in | End-product demonstrates little creativity and |

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| **Intervention (16%)** | creativity in terms of media production that offers effective critical intervention to real-world issues. | level of creativity in terms of media production and is clearly aimed for critical intervention to real-world issues. | terms of media production and aims at critical intervention to real-world issues. | without an intention for critical intervention to real-world issues. |
| **Teamwork (5%)** | Excellent performance of teamwork. Demonstrates full communication with formal roles for each group member. Equal distribution of workload. | Good performance of teamwork. Demonstrates some communication with roles for each group member. Moderate distribution of workload. | Fair performance of teamwork. Demonstrates limited communication with informal roles for each group member. Some distribution of workload. | Poor performance of teamwork. Demonstrates no communication with unclear roles for each group member. Unequal distribution of workload. |

**2a) Individual Presentation (20%) OR**

| Criterion | Excellent (90-100%) | Good (60-89%) | Pass (30%-59%) | Failure (0-29%) |
|---|---|---|---|---|
| **Content (20%)** | Identifies clearly the main issues to be addressed Examines the issues from all important perspectives. Overall logic is clear. | Identifies most of the main issues to be addressed Examines the issue / problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined. | Identifies an issue area, but without specific delineation of the main issues to be addressed Examines the question/ issue/ problem from some of the important perspectives. | Fail to identify an issue area and the main issues to be addressed No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstanding |
| | Presenter(s) engage the audience at all times, actively | Presenter(s) engage the audience most of the time, | Presenter(s) attempts to engage the audience, tries to | Presenter(s) seem to make little attempt to engage the |

| | | | | |
|---|---|---|---|---|
| | seeking for suggestions from the audiences and incorporate these insights into the final project in thoughtful ways | consistently seeking for suggestions from the audiences, and incorporate these insights into the final project | seek for suggestions from the audiences, and to incorporate these insights into the final project | audience. |
| | | | | |

**2b) Group Presentation (20%)**

***Peer assessment will be conducted as a reference for assessment of one's contribution to the group presentation or project.**

| Criterion | Excellent (90-100%) | Good (60-89%) | Pass (30%-59%) | Failure (0-29%) |
|---|---|---|---|---|
| **Content (15%)** | Identifies clearly the main issues to be addressed Examines the issues from all important perspectives. Overall logic is clear. | Identifies most of the main issues to be addressed Examines the issue / problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined. | Identifies an issue area, but without specific delineation of the main issues to be addressed Examines the question/ issue/ problem from some of the important perspectives. | Fail to identify an issue area and the main issues to be addressed No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstanding |
| | Presenter(s) engage the audience at all times, actively seeking for suggestions from the audiences and incorporate these insights into the final project in thoughtful ways | Presenter(s) engage the audience most of the time, consistently seeking for suggestions from the audiences, and incorporate these insights into the final project | Presenter(s) attempts to engage the audience, tries to seek for suggestions from the audiences, and to incorporate these insights into the final project | Presenter(s) seem to make little attempt to engage the audience. |

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| **Team-work (5%)** | Excellent performance of teamwork. Demonstrates full communication with formal roles for each group member. Equal distribution of workload. | Good performance of teamwork. Demonstrates some communication with roles for each group member. Moderate distribution of workload. | Fair performance of teamwork. Demonstrates limited communication with informal roles for each group member. Some distribution of workload. | Poor performance of teamwork. Demonstrates no communication with unclear roles for each group member. Unequal distribution of workload. |

**3) Class Participation /Discussion (10%)**

| Criterion | Excellent (90-100%) | Good (60-89%) | Pass (30%-59%) | Failure (0-29%) |
|---|---|---|---|---|
| **Level of participation (1.5%)** | Participates actively and constructively all the time. | Participates actively most of the time | Participates most of the time but sometimes requires prompting. | Student does not attend tutorial. |
| **Engagement with course materials (2%)** | Engages constructively with, all course material (assigned readings, issues, concepts). | Demonstrates a good understanding of, and engages constructively with course material. | Demonstrates a basic understanding of most of the course material and engages with it, though not always successfully. | Student demonstrates little or no understanding of course material, lacks engagement with it |
| **Quality of analysis and discussion (5%)** | Provides insightful analyses, raises critical points, and advances and deepens group discussion. | Frequently provides helpful points or asks questions that advance and deepen group discussion. | Sometimes makes positive contributions that advance group discussion. | Little or no engagement / participation in group discussion even with prompting. |
| **Engagement with others (1.5%)** | Consistently appreciates others' contribution and engages with their ideas sensitively. | Generally appreciates others' contribution and engages with their ideas sensitively. | Attempt to appreciate others' contribution and to engage with their ideas sensitively, with some success. | Shows no appreciation of others' knowledge and skills. |

Important Notes:

1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on https://pla.ln.edu.hk/.
5. Students must adhere to the University's guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents "*Guidelines for Using GAI Tools at Lingnan University*" and "*Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments*" can be found here: https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices.

**Required/Essential Readings**:
Varying from year to year

**Recommended/Supplementary Readings** :
Varying from year to year

Sample course content in 2020-21 includes

a. CUS585A : Special Topics on Performance Studies – In the Hong Kong Context

This course introduces students to performance studies which view performance as an object of inquiry and performance as a lens through which to look at the world and humanity where performance is to be seen as how people behave and display their behavior. Performance is not just something that occurs on stage, but something operating on many levels in everyday life, in both secular and sacred rituals, play, sports, legal and legislative processes, popular entertainments and protests, psychotherapy and sales promotion in the streets. So we explore performance in all its forms, extending and deepening the understanding of performance as central to the human condition. By looking at performances so defined, students will be encouraged pay attention to the social issues that have arrested the performers' interests, and the dynamics between social facts and opinions expressed in the performances, and the various social forces that shape social reality.
The course will study the following- the traditional art forms of theatre, dance etc., actual performances and events staged in many different contexts and various behaviour in everyday life and cultural expressions Hong Kong. Where appropriate, comparison will be made with the same in China or other places. This will pave way for further exploration into the growing terrain of performance studies that was initiated by people like Richard Schechner and others and furthered in China by the Shanghai Theatre Academy.

**Peer Assessment Form**

Team: _____

Instruction: Evaluate your peer team members, on their participation in the course group work. Due on submission day with the group work.

| | Name | Criterion | Ratings (1-10) | Further comments (optional) |
|---|---|---|---|---|
| **1** | | Participation in project activities | | |
| | | Fulfilment of her/his roles | | |
| | | Leadership | | |
| | | Overall | | |
| **2** | | Participation in project activities | | |
| | | Fulfilment of her/his roles | | |
| | | Leadership | | |
| | | Overall | | |
| **3** | | Participation in project activities | | |
| | | Fulfilment of her/his roles | | |
| | | Leadership | | |
| | | Overall | | |
| **4** | | Participation in project activities | | |
| | | Fulfilment of her/his roles | | |
| | | Leadership | | |
| | | Overall | | |
| **5** | | Participation in project activities | | |

| | | | | |
|---|---|---|---|---|
| | | Fulfilment of her/his roles | | |
| | | Leadership | | |
| | | Overall | | |

** peer assessment will be counted into the final mark.