CUS585 Special Topics in Performance Studies 表演研究專題

Course Title	:	Special Topics in Performance Studies 表演研究專題
Course Code	:	CUS585
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture/seminar
Class Contact Hours	:	3 hours per week
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;
2. To familiarize students with the critical scholarship needed for

understanding aspects of performance studies.

Learning Outcomes (LOs)	:	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 Content	:	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 Method	:	Lecture, seminar discussion, and students' presentation.
Measurement of Learning Outcomes (LOs)	:	Scrutinizing students' term papers 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 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 Paper (70%)

A, A-	**B+, B, B-**	**C+, C, C-**	**F**
Offers a vision expressed in a completely unique way. Demonstrates critical thinking that challenges values or that transcends subject matter. Reveals knowledge that is correct and consistent with purpose of project.	Offers a vision expressed in a unique way. Demonstrates critical thinking. Reveals knowledge that is mostly correct and consistent with purpose of project.	Expresses a clear perspective. Attempts to reveal knowledge or provides partially correct knowledge that reflects purpose of project.	Expresses an unclear perspective. Reflects a lack of knowledge consistent with purpose of project.

2a) Individual Presentation (20%) OR

A, A-	**B+, B, B-**	**C+, C, C-**	**F**
Identifies and addresses clearly the main question(s)	Identifies and addresses most of the main question(s).	Identifies and addresses most of the main question(s).	Lacks an understanding of what the question

Examines the question /issue/ problem from all important perspectives. Overall logic is clear. Presenter(s) engage the audience at all times.	Examines the question/issue/ problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined. Presenter(s) engage the audience most of the time.	Examines the question/ issue/ problem from some of the important perspectives. Presenter(s) engage the audience most of the time	requires. No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstandings. Presenter(s) seem to make little attempt to engage the 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.**

5%

A, A-	**B+, B, B-**	**C+, C, C-**	**F**
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.

15%

A, A-	B+, B, B-	C+, C, C-	F
Identifies and addresses clearly the main question(s) Examines the question /issue/ problem from all important perspectives. Overall logic is clear. Presenter(s) engage the audience at all times	Identifies and addresses most of the main question(s) Examines the question/issue/ problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined. Presenter(s) engage the audience most of the time.	Identifies and addresses most of the main question(s) Examines the question/ issue/ problem from some of the important perspectives. Presenter(s) engage the audience most of the time	Lacks an understanding of what the question requires. No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstandings. Presenter(s) seem to make little attempt to engage the audience

3) Class Participation (10%)

A, A-	B+, B, B-	C+, C, C-	F
Participates actively and constructively all the time. Engages constructively with, all course material (assigned readings, issues,	Participates actively most of the time. Demonstrates a good understanding of, and engages constructively with course material.	Participates most of the time but sometimes requires prompting. Demonstrates a basic understanding of most of the	Student does not attend tutorial. Or if student does attend, he or she demonstrates little or no understanding of course material, lacks engagement with it, or makes

	concepts). Provides insightful analyses, raises critical points, and advances and deepens group discussion. Consistently appreciates others' contribution and engages with their ideas sensitively.	Frequently provides helpful points or asks questions that advance and deepen group discussion. Generally appreciates others' contribution and engages with their ideas sensitively.	course material and engages with it, though not always successfully. Sometimes makes positive contributions that advance group discussion. Attempt to appreciate others' contribution and to engage with their ideas sensitively, with some success.	little or no effort to contribute to group discussion. Little or no engagement / participation in group discussion even with prompting. 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. 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/.

Required Readings:
Varying from year to year

Recommended Readings:
Varying from year to year

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.