

COM 691: Performance Studies Survey

Wednesdays, 6-845p, Zoom

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they/she, never he

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Student hours: By appointment

Materials

Taylor, Diana. *Performance*. Duke University Press, 2016.

“Journal” for writing (medium is arbitrary—play to your writing strengths).

Additional readings are available as PDFs.

Description

This graduate survey in performance studies will emphasize a review of basic ideas, practices, and traditions in performance studies, and students will gain experience in discussion, writing, and reviewing performance work. The course will emphasize the inherent critical, liminal, utopian/dystopic, identity, and narrative bases in much performance work, and will engage in one main project over the course of the semester in addition to other required class assignments and exercises including performative responses to course content. These projects will give you the opportunity to emphasize 1) performance work that disrupts and/or revolts, and 2) performance work that transforms and/or transcends, and students will be encouraged to select contemporary topics and issues that are socially embedded as the contexts for their projects. Students will be required to perform, as well as to review, critique, and reflect upon performances they select. The class will use an emergent and collaborative structure that requires serious reading in order to participate in dynamic and creative discussions. Some course material may be unusual or challenging in nature to students, by the very nature of performance art. The course is appropriate for all students with a desire to better comprehend performance studies and who are interested in moving their work to another level or in the direction of the performative.

Assignments

Discussion Facilitation. Everyone is asked to facilitate a 25-30-minute discussion of one article. In addition to facilitating discussion, you are asked to create and submit a handout detailing key takeaways from the article with particular attention given to the treatment of performance, method, and/or theory. You are encouraged to think creatively about what counts as a handout (e.g., using online platforms to create info-graphics, etc.).

Performative Response 1. Each student is asked to write (and perform) a one-page, single-space generative response to readings found in Unit 1.

Performative Response 2. Each student is asked to write (and perform) a one-page, single-space generative response to readings found in Unit 2.

Manifesto. Each student will write (and perform) a one-page, single-space “manifesto” regarding the experience of locating one’s voice in a text of non/mis-fit. The manifesto can respond to any reading found in Units 1-3. Check this resource out on drafting manifestos: <https://libguides.asu.edu/c.php?g=615939&p=4353978>

Final Experience Proposal. You are asked to draft a 2-3-page proposal for your Final Experience. At minimum, address the following: (1) What counts as “the performance” in this proposed project?; (2) a working definition of performance; (3) a well-reasoned argument for your performance project (Answer: So what?); and (4) clearly

articulate the theoretical traditions to which your work is contributing (including in and out of the communication discipline).

Final Experience. Each student may choose the form of an original work inspired by the course content and a topic and/or perspective of their choice. To be negotiated with the professor. Typical options include: (1) performance and an artist's statement in preparation for a conference submission and/or (2) performance criticism formatted for submission to a journal.

Grading

Discussion Facilitation	5 points
Final Experience Proposal	5 points
Performative Response 1	10 points
Performative Response 2	15 points
Manifesto	15 points
Final Experience	50 points
Total	100 points

Student Comportment

Familiarize yourself with the *Student Code of Conduct* (<https://eoss.asu.edu/dos/srr/codeofconduct>) and comport yourself accordingly; this includes, specifically, refraining from threatening behavior per the *Student Services Manual* (<https://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). To be certain, ASU is committed to providing an environment free of discrimination, harassment, and/or retaliation. In particular, ASU prohibits discrimination, harassment, and/or retaliation based on any protected status: race, color, religion, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information as outlined in the *Academic Affairs Manual* (<https://www.asu.edu/aad/manuals/acd/acd401.html>). This is a critically-oriented class, and discussion/speech concerning issues of race, class, size, gender, nation, citizenship, religion, age, and so forth are encouraged and will certainly be addressed as communication is a key component to the construction and maintenance of our culture(s). Come to class with an open mind and due expect to be challenged on your/our communicative conventions; I expect to be held equally accountable for my communicative choices.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. You can find information and resources at <https://sexualviolenceprevention.asu.edu/>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Academic Integrity

Honesty is expected of all students. The possible sanctions for academic dishonesty include, but are not limited to, grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Accessibility

If you have any need for accommodations, please notify me as you are able so that we might make the appropriate arrangements. Formal accommodations can be made through the Disability Resource Center (DRC). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Intellectual Property

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Canvas and Technology Support

Students can navigate directly to the course Canvas website via myASU or <http://canvas.asu.edu>. If you need technical assistance, it is available via the Canvas “Help” icon located on the left-hand navigation menu and phone and live chat support are available 24/7 at <http://contact.asu.edu>. ASU Tech Studios provide a variety of walk-in support services on all ASU campuses: <https://uto.asu.edu/services/campus-it-resources/techstudio>. To learn the basics, refer to the Student Guide: <https://community.canvaslms.com/docs/DOC-10701> and the Canvas Glossary: <http://links.asu.edu/student-canvas-glossary>.