

Tamkang University Academic Year 112, 2nd Semester Course Syllabus

Course Title	SEMINAR ON PERFORMANCE STUDIES	Instructor	HUI-CHUAN WANG
Course Class	TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Selective ◆ One Semester
Relevance to SDGs	SDG4 Quality education		
Departmental Aim of Education			
<p>I. Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</p> <p>II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.</p> <p>III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</p> <p>IV. Strategies</p> <ol style="list-style-type: none"> 1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation. 2. Promote technologicalization and internationalization. 3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program. 4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market. 5. Enrich international video conferencing. 6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching. 			
Subject Departmental core competences			
<p>A. Nurture the ability to do research in literary studies, language teaching and linguistics. (ratio:35.00)</p> <p>B. Strengthen qualitative and quantitative research methods and abilities in critical thinking. (ratio:35.00)</p> <p>C. Cultivate professional ethics and social responsibility.(ratio:30.00)</p>			
Subject Schoolwide essential virtues			
<p>1. A global perspective. (ratio:5.00)</p>			

2. Information literacy. (ratio:30.00)
3. A vision for the future. (ratio:5.00)
4. Moral integrity. (ratio:30.00)
5. Independent thinking. (ratio:10.00)
6. A cheerful attitude and healthy lifestyle. (ratio:5.00)
7. A spirit of teamwork and dedication. (ratio:5.00)
8. A sense of aesthetic appreciation. (ratio:10.00)

Course Introduction

This course aims to cultivate an understanding of Performance Studies by exploring its interdisciplinary nature, historical development, and key concepts. Students will analyze performances as cultural practices, examine power dynamics within them, and delve into the intersections of identity. Through critical examination of the body, technology, and site-specific performances, students will gain insights into the diverse ways performance functions as a dynamic cultural and social phenomenon.

The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

- I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.
- II. Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.
- III. Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	To cultivate an understanding of Performance Studies and to engage in research in this field	Cognitive

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABC	12345678	Lecture, Discussion	Study Assignments, Discussion(including classroom and online), Report(including oral and written)

Course Schedule			
Week	Date	Course Contents	Note
1	113/02/19 ~ 113/02/25	Orientation	
2	113/02/26 ~ 113/03/03	Goffman: The Presentation of Self in Everyday Life	
3	113/03/04 ~ 113/03/10	Schechner: Performance Theory	
4	113/03/11 ~ 113/03/17	Performance Theory (contd.)	
5	113/03/18 ~ 113/03/24	Performance and Performativity	
6	113/03/25 ~ 113/03/31	Performance Art	
7	113/04/01 ~ 113/04/07	Spring Break	No Class
8	113/04/08 ~ 113/04/14	Performance Art (contd.)	
9	113/04/15 ~ 113/04/21	Performances in the Digital Age	
10	113/04/22 ~ 113/04/28	Performances in the Digital Age	
11	113/04/29 ~ 113/05/05	Brainstorming: Ideas for the term paper	
12	113/05/06 ~ 113/05/12	Outlining the term paper	
13	113/05/13 ~ 113/05/19	Performance Analysis (1)	
14	113/05/20 ~ 113/05/26	Term paper progress report	
15	113/05/27 ~ 113/06/02	Performance Analysis (2)	
16	113/06/03 ~ 113/06/09	Performance Analysis (3)	
17	113/06/10 ~ 113/06/16	Oral Presentation	
18	113/06/17 ~ 113/06/23	Term paper due	
Key capabilities		self-directed learning International mobility Humanistic Caring Interdisciplinary	
Interdisciplinary			

Distinctive teaching	
Course Content	Logical Thinking
Requirement	Read Chapter 18 "How Performance Studies emerged" of Simon Shepherd's Cambridge Introduction to Performance Theory before the first week's seminar. A PDF of the chapter will be available on iClass.
Textbooks and Teaching Materials	Using teaching materials from other writers: Presentations, Handouts, Videos
References	Marvin Carlson, Performance: A Critical Introduction, Routledge, 2004. Richard Schechner, Performance Theory, Routledge, 2003. Simon Shepherd, The Cambridge Introduction to Performance Theory, Cambridge UP, 2016.
Grading Policy	◆ Attendance : % ◆ Mark of Usual : 10.0 % ◆ Midterm Exam : 10.0 % ◆ Final Exam : 40.0 % ◆ Other <Participation> : 40.0 %
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.