Instructor: Jean Xavier Brager, Ph.D.
Contact: jxbrager@loyno.edu
Office Hours: MWF (1:30-2:20PM)
Office: Bobet 309

COURSE DESCRIPTION

At the intersection of performance and communication studies, the primary focus of this seminar is the exploration of two related practices, performance and performativity, as they both are cultural and political forms of expression. Through the critical analysis of various types of performances and the implementation of stage-based group exercises, we will gain better insight into performance as a lens to understand culture and society.

Borrowing from various aspects of visual art (photography, painting, advertisements, street art) and considering several types of performances (public speech, theatre, film, staged reading, etc.) we will familiarize ourselves with practice-based methods and major performance theory, develop presentation skills, and learn more about Otherness, embodiment, race, and gender, avoiding binary thought processes with an all-inclusive approach to difference. If the world is, indeed, a stage, we must act in it as free, socially conscious, and empowered individuals.
THE FIRST-YEAR SEMINAR OBJECTIVES

1. **Critical Thinking:** Students completing this First-Year Seminar should be able to (a) formulate questions about the subject matter, (b) distinguish facts from assumptions and inferences, (c) take a position, and (d) show proficiency in the critical readings of texts, including discerning major arguments, salient points, and underlying assumptions and biases.

2. **Written Communication:** Students completing this First-Year Seminar should be able to (a) reflect on issues in writing, (b) formulate and defend a position in writing, (c) compare and contrast approaches to the subject, (d) apply the content of readings or class discussions to personal experience, and (e) respond to questions or prompts presented by the instructor, or other writing tasks.

3. **Oral Communication:** Students completing this First-Year Seminar should be able to (a) reflect on issues orally, (b) formulate and defend a position in class debate, (c) contribute meaningfully to class discussions, (d) make effective oral presentations, responding clearly and logically to questions posed by the instructor or classmates, and (e) lead a class discussion of peers, or other oral communication tasks.

4. **Information Literacy:** Students completing this First-Year Seminar should (a) demonstrate the ability to evaluate information and (b) appropriately incorporate information into an assignment.

REQUIRED MATERIALS & RESOURCES

- No textbook will be required.
- Reading assignments, such as scholarly articles, book chapters, and links to websites will be available on Blackboard, to be printed and brought to class according to the syllabus.
- Links to commercials and films will be available via streaming on Blackboard, online, and/or on reserve at Monroe Library for on-site viewing.

ASSIGNMENTS

**Reflective Essays (10%)**

At the end of the each of the first four sections of this course, students will write a reflective, in-class essay on a topic assigned by the professor. Students must bring in laptops or other devices to class on these days. These topics will relate to the guiding question and topics from each of the sections of the course. These essays should be **two, double-spaced, typed pages**. The first two reflective essays will be completed in-class and should be sent via email to Dr. Brager at the end of class. The third essay will be a five-minute monologue for the FYE Performance, written out-of-class. Based on the semester’s theme of “bodies and borders,” it ought to be personal, engaging, and transformational. The final reflective essay will be done out-of-class and should also be sent via email to Dr. Brager, no later than 11:59 pm, on November 20th. The dates for these essays are as follows:

- **Essay #1** – Wednesday, September 6
- **Essay #2** – Wednesday, September 27
- **Essay #3** – Wednesday, October 18
- **Essay #4** – Monday, November 20
**Research Paper (with sources and presentation)**

This written assignment, to be completed at home, consists of a five-page, scholarly article around the theme of performance and performativity that draws from class readings and additional resources (at least five bibliographical sources required). Students will be responsible for choosing a topic related to what we’ve covered in class, exploring it in greater depth. The development of this issue, theme, or question serves as the culminating assignment of the course and will include a detailed outline, a draft of the paper (consulting the WAC Lab for extra help), and a final paper with sources. Each of these three stages of this assignment will be graded independently (see Grading Scale below).

1. The detailed outline for your paper will be **due on Friday, October 11**. After he has reviewed it, Dr. Brager will provide you with feedback and guidance as your transition to the writing stage of the project.
2. To assist in this process (and to ensure a stronger final paper), you will need to work through your first draft with a WAC Lab tutor and submit the draft **no later than November 8**.
3. **The final paper will be due Monday, November 27– in no case and for no reason will Dr. Brager accept papers after this date. Failure to submit papers by the deadline will automatically result in a two-letter grade reduction to the final grade for the course.**
4. To go along with this paper, you will also be required to share a **10-minute presentation** on the topic/issue on which you focus in the paper. In addition to sharing your topic/issue and the argument that you are making in the paper, make sure to use a variety of resources to visually and persuasively engage your classmates. Presentations will take place during the weeks of Section V.

**First-Year Experience (FYE) Performance (30%)**

The final project, *Tête-à-Tête*, will consist of an interdisciplinary FYE performance before all other First-Year Seminar students, based on your personal experiences around the FYE semester’s theme, “Bodies and Borders.” The 90-minute soirée will take place on November 15, 2017, at 7 p.m. in Roussel Hall (your call will be earlier that evening). The performance will be open to FYS students, Loyola faculty/students, and the general public.

**GRADE EVALUATION**

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<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Preparation/Participation</td>
<td>20%</td>
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<tr>
<td>Reflective essays (4)</td>
<td>10%</td>
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<tr>
<td>Research Paper Outline</td>
<td>10%</td>
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<tr>
<td>Research Paper 1st Draft</td>
<td>10%</td>
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<tr>
<td>Research Paper Final Draft</td>
<td>20% (including oral presentation)</td>
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<tr>
<td>FYE Performance</td>
<td>30% (rehearsals and performance)</td>
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**GRADING SCALE**

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<tr>
<th>Grade</th>
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<td>90-92</td>
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<td>D+</td>
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<td>60-66F = 59 &amp; below</td>
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**Preparation & Participation (20%)**

Attendance and active participation are the keys to success in this First-Year Seminar. Each student is expected to actively participate each day of the course. Full participation credit will be granted provided you are present, interact with your classmates and instructor, and complete the daily assignment in order to engage in discussions and activities.

After three tardies, each subsequent tardy will be counted as an absence. For each of the first three absences (excused meaning, previously discussed with instructor or not), you will lose one (1) possible percentage point from your final grade. After more than three absences, each subsequent absence will cost 3% of your final possible grade.

Please note that students will absolutely be required to attend all three FYE events and all students’ oral presentations.
COURSE OUTLINE

SECTION I – What is Performance?

WEEK 1

Monday, August 21st
- Presentation of the seminar’s themes and problematics
- Drama-based techniques and Marcel Proust’s Questionnaire

Wednesday, August 23rd
- Introduction to major communicative concepts: reality/fiction; natural/cultural; POV, Aristotelian catharsis.
- Monologues & Story Telling (The True Art of Lies)

WEEK 2

Monday, August 28th
Reading:
- Sawoski. P., “The Stanislavski System”
Viewing:
- Adult Conversation Scene from Derek Cianfrance’s Blue Valentine (2010)
- “Tuileries” by the Coen Brothers from Paris, je t’aime (2011)
- “Place des Fêtes” by Oliver Schmitz from Paris, je t’aime (2011)
- “Faubourg Saint Denis” by Tom Tykwer from Paris, je t’aime (2011)

Wednesday, August 30th
Reading:
- Brecht and Verfremdungseffekt
Viewing:
- Brecht-inspired movies
- Trailer of Jean-Paul Godard’s Contempt (Le Mépris, 1963)

WEEK 3

Wednesday, September 6th
Writing:
- ESSAY #1

SECTION II – Deconstructing Stereotypes

WEEK 4

Monday, September 11th
Reading:

Viewing:
- Sweatpants scene from Mark Waters’ Mean Girls (2004)
• **Wedding Scene** from Jason Reitman’s *Young Adult* (2011)

**Wednesday, September 13th**

Reading:

Viewing:
- FYE Event (required)
- *Persepolis* Roundtable (Roussel Hall, 7-8:30pm)

**WEEK 5**

**Monday, September 18th**

Reading:

Viewing:
- Introduction of Judith Butler’s *Gender Troubles*
- *Judith Butler’s Gender is Performative*
- Arrival in Class Scene from Xavier Dolan’s *Laurence Anyways* (2012)
- Clips from the BBC series *The Office*

**Wednesday, September 20th**

Reading:

**WEEK 6**

**Monday, September 25th**

Reading:
- Chelsea Mary Elise Johnson’s “‘Just Because I Dance Like a Ho I’m Not a Ho’: Cheerleading at the Intersection of Race, Class, and Gender,” University of Southern California, 2015.

Viewing:
- Clips from movies with race and power

**Wednesday, September 27th**

Writing:
- ESSAY #2

**SECTION III – Beyond Binaries**

**WEEK 7**

**Monday, October 2nd**

Reading:

Viewing:
• **Mother** Scene from Garth Davis’ *Lion* (2016)

**Wednesday, October 4th**

Viewing:
- **The Spirit of Travel**: Louis Vuitton Commercial
- **The Little Red Riding Hood**: Chanel 5 Commercial
- **Very Irrésistible**: Givenchy Commercial

**WEEK 8**

**Wednesday, October 11th**

Reading:
- Duality (dual citizenship, bilingualism, etc.) to be selected by students

Viewing:
- Duality (dual citizenship, bilingualism, etc.) to be selected by students

Writing:
- PAPER OUTLINE

**WEEK 9**

**Monday, October 16th**

Speaking:
- Effective communication (wording, rhythm, body language, connection)

FYE Event (required):
- *Loyothon* Trivia Competition (Roussel Hall, 7-8:30pm)

**Wednesday, October 18th**

Writing:
- ESSAY #3 (This essay/monologue will be read and critiqued in front of all students.)

    **SECTION IV – Performance as a Vector of Change**

**WEEK 10**

**Monday, October 23rd**

Reading:
- **Performance Art**

Viewing:
- **Protest Art**

**Wednesday, October 25th**

Staging Bodies and Borders
MONOLOGUE memorized

**WEEK 11**

**Monday, October 30th**

FYE Performance: Concept, scenography, rhythm
Wednesday, November 1st
FYE Performance: line-up and staging

WEEK 12

Monday, November 6th
FYE Performance: First Run-Through

Wednesday, November 8th
FYE Performance: Second Run-Through
PAPER FIRST DRAFT DUE

SECTION V – Our Lives as a Stage

WEEK 13

Monday, November 13th
FYE Event (required):
  • *Tête-à-Tête* Dress Rehearsal (Roussel Hall, 3:20-7:00 pm)

Wednesday, November 15th
FYE Event (required):
  • *Tête-à-Tête* Performance (Roussel Hall, 7:00-8:30 pm; you are called at 5:30 pm)

WEEK 14

Monday, November 20th
Writing:
  • ESSAY #4

WEEK 15

Monday, November 27th
Research Paper Oral Presentations
FINAL PAPER DUE

Wednesday, November 29th
Research Paper Oral Presentations

WEEK 16

Monday, December 4th
Research Paper Oral Presentations

Wednesday, December 6th
Research Paper Oral Presentations
Academic Honor Code:

Any violation of the Loyola University Honor Code will not be tolerated. Academic integrity is always expected.

Students with Disabilities:

It is the policy of Loyola University to make reasonable academic accommodations for qualified individuals with verified disabilities. If you have a disability and wish to receive accommodations, please contact Disability Services at 504-865-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.

University Emergency Preparedness Policies:

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

- Practice signing on for each course through Blackboard.
- Provide regular and alternative e-mail address and phone contact information to each instructor.
- In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:
  - Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension
  - Keep up with course work during the evacuation/suspension as specified on course syllabi and online Blackboard courses.
  - Complete any reading and/or writing assignments given by professors before emergency began.
- Assuming a power source is available:
  - Log on to university Web site within 48 hours of an evacuation/suspension.
  - Monitor the main university site (www.loyno.edu) for general information.
  - Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
  - Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
  - Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.