Course Syllabus - Spring 2013
The College of William and Mary

(CHINESE/THEATRE 150W)
Freshman Seminar:
Theater, Dance, and Performance in China

Instructor: Professor Emily Wilcox eewilcox@wm.edu.

COURSE TIME and LOCATION: Tuesdays and Thursdays 9:30-10:50 Tyler 318E
OFFICE HOURS: Tuesdays 3:30pm-5:30pm and other times by appointment.
OFFICE LOCATION: Washington Hall 316

Course Description:
Performance is an important part of Chinese culture past and present at both the elite and popular levels. From dancers in the imperial palace to rural folk ballad singers to young revolutionaries who used spoken drama as a form of social activism, performance has taken on a range of social significance in Chinese society, as well as many different aesthetic forms. This course will introduce students to the major forms of theater, dance, and performance in China, and it will provide an introduction to the key concepts and research methodologies in the field of performance studies. Students will learn to "read" Chinese performances in terms of both their social, political, and historical context and their structural and formal properties. As a writing seminar, this class will focus on developing critical reading and writing skills through engagement with literary and scholarly texts. Extensive use of writing workshops and exercises will help students to develop and hone their skills in academic writing, with a focus on three types of discourse: description, exposition, and argument. Students will complete a range of writing assignments, including an academic position paper, a book review, a performance criticism, an ethnographic reflection, and a final research paper. No prior knowledge or experience of Chinese culture, language or history is required, nor is knowledge or experience with theater, dance, or performance. Students need only have an interest in the topic and a willingness to explore new realms.

Course Objectives:
This course fulfills a dual objective of providing disciplinary training for students majoring or minoring in the programs in Chinese Language and Culture and Theater and Dance, as well as training students in the skills and methods of college-level academic writing.
1. Chinese Language and Culture
As a content course in the Chinese program, Chinese 150W has the following goals:
• Introduce students to important genres and works in Chinese performance culture, as they relate to larger themes in Chinese language, history, and culture;
• Provide students with the disciplinary vocabulary and knowledge to engage in rigorous reading, discussion, reflection and writing on Chinese theater, dance, and performance that reflects training in the field of Chinese literary and cultural studies;
• Introduce students to major works in the field of Chinese studies that relate specifically to theater, dance and performance culture.
2. Theater and Dance
As a cross-listed course in the Department of Theatre, Speech, and Dance, this course aims to:
• Familiarize students with important genres and works in the field of Chinese theater, dance and performance;
• Engage students in a discussion and exploration of methodological and disciplinary issues related to the study of non-Western theater forms, including intercultural theater, dance, and performance;
• Introduce students the field of performance studies, including its specialized language and concepts, its disciplinary trajectory, and its relationship to theater and dance studies.

3. Freshman Writing Seminar
As a Freshman Seminar with the “W” designation, this course fulfills the objectives set out for courses that fulfill the college writing requirement. These include (from the official handbook at http://www.wm.edu/as/writing/faculty/guidelines/index.php):
• Offer sufficient time for discussion of writing. Such discussions may take place as in-class writing workshops, peer review exercises, individual conferences, etc. The committee requires that a grammar and style handbook be adopted for use in the seminar.
• Allow for repeated opportunities to write. These opportunities may include weekly reaction papers, periodic response papers, multiple drafts of a single paper, etc.
• Require at least 6000 words (24 pages) of writing. The committee recommends that at least half (10-12 pages) be formal, analytic writing; the rest might include a variety of assignments--rough drafts of formal papers, in-class essays, research logs, etc.--provided these are commented on by the instructor. The committee defines "formal" writing as that which requires students' mastery of formal concerns--paragraph development, mechanics, style, etc.--as well as mastery of a content or method.
• Allow at least one opportunity to re-write work based on instructor feedback.
• Require an introduction to research methods appropriate to the subject. Although a research paper based on secondary sources is not required, the committee strongly recommends introducing first-year students to Swem library resources.

Course Requirements:
Assignments and activities for this course are broken down into the following categories:

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<thead>
<tr>
<th>Category</th>
<th>Percentage of Total Grade</th>
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<tbody>
<tr>
<td>Informal Writing Assignments</td>
<td>10%</td>
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<tr>
<td>Formal Writing Assignments</td>
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<td>o Concepts of Performance Paper Draft One</td>
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<td>o Concepts of Performance Paper Draft Two</td>
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<td>o Book Review</td>
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<td>o Performance Review</td>
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<td>o Final Research Paper</td>
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<td>Final Exam</td>
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<tr>
<td>Presentations</td>
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<tr>
<td>o Book Review Presentation</td>
<td>5%</td>
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<td>o Final Research Paper Presentation</td>
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<td>Participation</td>
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The specific descriptions of these requirements are explained below:
Informal Writing Assignments: These include all homework assignments marked with “**” in the Course Schedule, as well as any assignments completed and turned in during class. Informal writing assignments are graded on a scale of 0 to 2 as follows: “0” No Credit - not submitted; “1” Partial Credit - submitted but does not follow directions (because submitted late, incomplete, or not appropriate to the assignment); “2” Full Credit - submitted on-time, follows directions, and shows significant reflection on the contents from the week. Instructions for information writing assignments will be given in class and/or posted on Blackboard.

Formal Writing Assignments: These include all homework assignments marked with “*” in the Course Schedule. They will be completed outside of class and will be graded on a 100-point scale. A detailed grading rubric and assignment instructions will be provided for each assignment as a separate document that will be posted on Blackboard and discussed in class.

Formal writing assignments include:
1. Concepts of Performance Paper Draft One and Revision (minimum 3 pages each): Students will compose an original argument paper analyzing a Chinese performance form using one or more key concepts from performance studies introduced in the class.
2. Book review (minimum 2 pages): Students will write a book review on a scholarly monograph in the study of Chinese performance. They will be presented with examples of book reviews and an in-class workshop will be held on the structure and style of book reviews. A list of potential book selections will be provided by the instructor during the second week of classes.
3. Performance review (minimum 2 pages): Students will write a review of a performance viewed either live or in video, following the style of journalistic art criticism. Examples of performance criticism will be presented and discussed in class.
4. Final Research Paper (minimum 8 pages): A final research paper on an aspect of Chinese theater, dance, and performance. These must have supporting primary and secondary sources and must include notes and a bibliography. We will have at least one library workshop to prepare for this assignment, and students will be asked to submit topic proposals and initial bibliographies early in the semester to prepare for this paper. Suggested research paper topics will be provided during the first several weeks of the semester.

Final Exam: The Final Exam will take place during the Exam Period, according to the time designated by the official College of William and Mary exam schedule. The exam will contain a combination of short answer responses, fill-in-the-blank, and essay questions. It will be cumulative (dealing the content from the entire course), and it will cover all materials discussed and presented in class, including readings, lectures, and student presentations. A study guide will be distributed at least one week prior to the exam date.

Presentations: Students will give a total of two presentations in this class, on topics of their choice. The first will be on the monograph they have selected for the Book Review project, and the second will be on the performance they have selected for the Performance Review project. Both topics should ideally be related to the final research paper topic the student has selected, and in this way they will help prepare the student for the Final Paper project. Detailed instructions for presentations will be provided in class and posted on Blackboard.

Participation: In class discussions and explorations of the assigned readings are a very important part of this class, in which all students are expected to be active participants. Students will be
given a grade at the end of each week that assesses their in-class participation for that week. Students can ask to see these grades at any time. The average of these weekly grades will constitute the overall participation grade. Participation grades will be given on a scale of 0-7, taking into account the following factors: attendance, timeliness, respect for other students and for the instructor, contribution to large group discussions, contribution to small group discussions, attendance at office hours (expected minimum twice per semester), preparedness (bringing assigned readings to class, having completed the assignment for the day) and level of intellectual engagement as demonstrated in quality of verbal and written contributions (including informal writing assignments).

**Course Expectations:**
Apart from the assignments outlined above, the following are general expectations for students:
- Bring the assigned readings for the day with you to every class meeting, either in hard or electronic copy;
- Email me or come to office hours if you have questions or concerns about the course that cannot be addressed during class time, or if you need extra help. (Office hour and email information can be found at the top of this syllabus);
- Let me know immediately (preferably during class) if assignments or expectations are unclear;
- Feel free to interrupt lectures at any time if you have questions about the material presented;
- Maintain a standard of behavior that accords with the College’s Honor Code, and feel free to cooperate with other students while maintaining the integrity of your own work;
- Regular attention to emails from the instructor and to posted course materials on Blackboard.
- Appropriate and non-disruptive use of technological equipment in class (laptops, cell phones).

In addition, students can expect the following from the instructor:
- Equal and fair treatment of all students regardless of background, major, year in college, linguistic ability, etc.
- Genuine passion for teaching students and demonstrated desire to help them improve;
- Clear explanations of class assignments and expectations, including criteria of evaluation for all papers, exams, and quizzes;
- Timely return of graded assignments with feedback as appropriate;
- Regular use of Blackboard to distribute electronic course readings, to post handouts and course assignments (including PPT files and links used in lectures as appropriate), and to report student grades in a transparent and accessible manner;
- Timely response to emails, and availability to students during office hours and appointments;
- Overall commitment to student learning in and outside the classroom;
- Openness to student feedback and ideas.

Note on Absences: If you have special circumstances that cause you to miss class for any reason, please email me in advance of your absence and provide a written statement indicating that the absence should be excused, for what reason, and proof of the reason. In-class assignments missed due to unexcused absences cannot be made up.

**Required Texts:**
The following texts should be purchased for this course, either at the College Book Store or through other sources. All additional required readings and viewings will be made available electronically on Blackboard at no cost. Books are also on reserve in Swem.


**COURSE SCHEDULE**

**Week One: Introduction to the Course**

*Thursday, January 17*

No required readings

Writing exercise (in class): Types of Writing

**Week Two: Writing Foundations: Style and Mechanics**

*Tuesday, January 22*


Writing Exercise (in class): Editing for Style and Mechanics I

*Thursday, January 24*


Writing Exercise (in class): Editing for Style and Mechanics II

**Week Three: Introduction to Chinese Indigenous Theater: Kunqu and The Peony Pavilion**

*Tuesday, January 29*

**Editing exercise due at the start of class.**


Required Viewing: [http://www.youtube.com/watch?v=0AIT6NGYzL8&feature=related](http://www.youtube.com/watch?v=0AIT6NGYzL8&feature=related) Kunqu, scene from *The Peony Pavilion* as shown on China Central Television.

Writing Exercise (in class): Descriptive Writing

*Thursday, January*

**Descriptive Writing exercise due at the start of class.**


Writing Workshop (in class): Descriptive Writing Assignments
Week Four: The Art of Xiqu: Tools for Interpretation
Tuesday, February 5
Film (Selections): *The Peony Pavilion*
Movement Workshop: Chinese Indigenous Theater (xiqu)
Writing Exercise (in class): Expository Writing

Thursday, February 7
**Expository Writing Assignment due at the start of class.
Film (Selections): *The Peony Pavilion*
Writing Workshop (in class): Expository Writing Assignment

Week Five: Introducing Performance Studies: Theater Beyond the Curtain
Tuesday, February 12
Film (Selections, in class): Beijing 2008 Olympics Opening Ceremony
Writing Exercise (in class): Building Arguments I

Thursday, February 14
**Argument Assignment due at the start of class.
Film (in class): Birthday of a Village God
Writing Exercise (in class): Thesis Statements and Argument Papers

Week Six: Performance Studies and the Global: Dealing with Non-Western Performance
Tuesday, February 19
**Thesis Statement exercise due at the start of class.
Film (in class): Jay Chou “On the Run” Tour
Writing Exercise (in class): Building Arguments II

Thursday, February 21
*Concepts of Performance Paper (First Draft) due at the start of class.
No Required Reading.
Writing Workshop (in class): Concepts of Performance Paper

Week Seven: The Spoken Drama in China: *Huaju* and *Teahouse*
Tuesday, February 26

**Thursday, February 28**
Film (Selections): *Teahouse*

**Week Ten: Spring Break**
**Tuesday, March 5th**
**NO CLASS - SPRING BREAK**

**Thursday, March 7th**
**NO CLASS - SPRING BREAK**

**Week Eight: Introduction to Chinese Dance: Dai Ailian**
**Tuesday, March 12**
* Concepts of Performance Paper (Revision) due at the start of class.
Movement Workshop: Chinese Dance (location TBA)

**Thursday, March 14**
**Ethnographic Reflection paper due at the start of class.**
Films (view in class): Selections of contemporary Chinese Folk Dance

**Week Nine: Western Dance in China**
**Tuesday, March 19**
Films (view in class): Selections of contemporary Chinese Ballet and Classical Dance

**Thursday, March 21**
Required Reading: Sample Book Reviews (to be posted on Blackboard); Start reading your selected monograph for the Book Review assignment.
Writing Workshop: Components and Style of a Book Review

**Week Eleven: Book Review Presentations**
**Tuesday, March 26**
Book Review Presentations.

**Thursday, March 28**
Book Review Presentations.

**Week Twelve: Preparing for Research Papers**
**Tuesday, April 2**
*Book Review assignment due at the start of class.
Library Workshop: Using Swem Resources for Research Papers

**Thursday, April 4**
**Proposed Research Paper Topic due at the start of class.
Writing Workshop: Strategies and Skills for Good Research Papers

**Week Thirteen: Research and Writing on Chinese Performance**
**Tuesday, April 9**
**Annotated Bibliography assignment due at the start of class.
Writing Workshop: Using Sources in Research Papers.

**Thursday, April 11**
Required Reading: Selected Performance Reviews (to be posted on Blackboard).
Writing Workshop: Elements of Journalistic Art Criticism.

**Week Fourteen: Performance Review Presentations**
**Tuesday, April 16**
**Performance Review assignment due at the beginning of class
Performance Review Presentations.

**Thursday, April 18**
Performance Review Presentations.

**Tuesday, April 23**
**Research Paper Draft due at the beginning of class.
Writing Workshop: Research Paper Drafts.

**Thursday, April 25**
*Final Research Papers due at the beginning of class.
Review for Final Exam.

**Final Exam: Monday, April 29**
9:00am-12:00pm Location TBA