

Performance Intervention and Documentation

Working in teams, students will choose an urban location where a specific environmental, economic, or human rights issue needs addressing. First, students will identify the connection between the local man-made objects, technologies, and activities that threaten quality of human life and/or the natural world. Next students will compose a research question that will reveal information about the physical elements of the site and generate data related to inequalities and dangers. Using the archive of current and historic strategies and interventions for inspiration, students will create and participate in a live, public performance event that takes place at the site of investigation.

Individual Contributions: Each student needs to contribute to the team projects in all stages: research, performance, documentation, and final in-class presentation. During final presentations at the end of the semester, each member of the group needs to present on one aspect of the project for 4-5 minutes (in other words, each group of four members will have up to 20 minutes to present their material to the rest of the class). There will also be time for questions and discussion after presentations. One member of each group could be assigned to field questions and lead a post-presentation discussion.

Final Project Components:

Annotated Bibliography

Use your annotated bibliography to record research conducted on the history of the selected issue, the architectural aspects of the place where the performance occurs, and performative strategies used. Include a minimum of 2 sources per group member. MLA format.

Each of the following weighted criteria will be evaluated:

- Quality and relevance of sources
- Formatting of bibliography & citations
- Execution of critical summary
- Analysis of sources in relation to project topic

Consult assignment guidelines and template for more details.

Performance

In order to be successful, the performance must:

- 1) Be designed to incite change, generate awareness of, or create a critical conversation about the misuse of resources and the environment and the resulting negative effects on human life and society
- 2) Thematically and theatrically incorporate the designed and natural elements of the site into the performance itself

Consider: Who is your audience (those responsible for the misuse of place or those potentially affected by the misuse)? What is the specific goal of your performance (raise awareness, produce tangible

change, inspire participation)? How can you use the materials and structures of the space in the performance to engage with the issues and your audience? What theatrical strategies and creative methods can you devise that will make your message impactful and memorable? What is each team member's role in the performance and how do you collaborate effectively to utilize each person's skills and produce a successful event? Finally, how do you encourage participation, either as part of the performance or after the event as actors in the social arena?

Documentation and OpenLab Project Site

A section of an OpenLab project site will be created by each group, containing

an introduction to the project, a summary of research findings, an annotated bibliography and citations for all additional sources consulted, planning and promotional documents related to the performance event, documentation of the live event in the form of a photo essay, and anticipated outcomes of your performative intervention including the impact on audiences and the urban environment.

In-class Presentation

Each group will prepare a 20-25 minute presentation on their final project. You should display your work on OpenLab project site and discuss all the elements there. Every member of the group must participate in the presentation. Importantly, the presentation is a moment to conduct a reflection on the different stages of development, performance, and documentation. Think about the successes and shortcomings of the performance. Why were certain aspects successful and why did certain aspects fall short of expectations? What might you have done differently if you could do it again? The presentation is not about convincing the audience that the performance was a complete success. Rather, it is about showing that you can think critically about your own work.

Preparation:

- Create speaking notes: a bullet-point list of topics on a piece of paper so you don't go off topic while speaking.
- Use concepts from the course readings and lectures to conduct a meta-analysis of the development, performance, and documentation process. Cite specific readings, guest lectures or site visits to frame your observations or make comparative analyses.
- Time yourself and practice presenting ahead of time. Five minutes will seem longer when you are speaking in front of a group of people. You also want to practice to make sure you are staying on topic and you are able to express everything you need to say in the period of time provided.
- Work collaboratively. Make sure each member in your group understands their role.