

**PCA 312A/313A: Performances of Living**  
**Monday, 6:00-9:00PM, Fall 2013**

<b>Instructors:</b>	Charlie Pepiton, MFA	Jessica Prody, PhD
<b>Office:</b>	Griffiths 112	Griffiths 219
<b>Office Phone:</b>	315.229.5728	315.229.5051
<b>Office Hours:</b>	M 11:00-12:00, W 10:00-12:00, & By Appt.	T 2:30-3:30, W 10:00-12:00, & By Appt.

**Course Description:**

This course pushes the boundaries of traditional learning to focus on life experience as an educational tool. Much of the specific content of the course will be designed collaboratively with the course community, as both faculty and students consider what is needed to explore questions of identity, positionality, and performance. Throughout the course, students will be pushed to (1) discover, own, communicate, and hone their opinions, beliefs, and positions, (2) identify the consistent self, (3) diversify and express life experiences, and (4) interrogate the boundaries of performance.

**Required Readings:**

Jensen, Derrick. (2004). *Walking on Water: Reading, Writing, and Revolution*. White River Junction, VT: Chelsea Green Publishing Company.

Coelho, Paulo. (2006). *The Alchemist*. New York: HarperCollins Publishers. (or any other edition)

Additional Readings determined by class and assigned as needed

**Course Expectations:** This course will be primarily built collectively between the students and professors. The details will be fit into the broad guidelines that follow.

- *Instructor Guided (50% of Final Grade)*
  - Personal Expression of Identity (5%)
  - Interview with Contrasting Ideology (10%)
  - Midterm: Critical Analysis of Initial Expression of Identity (10%)
  - Workshops (25%)
- *Student Designed (50% of Final Grade)*
  - 2-3 Assignments designed by students (25%)
  - Final Assignment (25%)

**Assignments:** Specific instructions for each assignment will be discussed in class. Brief summaries are provided here.

- *Personal Expression of Identity:* Drawing on our discussion of identity and narrative create your own expression of identity to introduce yourself to the class.
- *Interview with Contrasting Ideology:* You will seek out someone with a specific worldview that is different than your own. You will undertake an interview with this individual with the goal of understanding how that individual sees you.
- *Midterm:* You will undertake a critical analysis of your personal expression of identity that incorporates literature and/or discussions from individuals with contrasting identities to think through how others would read your expression and how you now read it.
- *Workshops:* Half of each class will be set aside to workshop individual or group projects you are working on this semester. These projects should illustrate moments in which you explore your identity by putting yourself into positions that make you uncomfortable and exploring what that says about you and who you are. These pieces must be done with quality (ready to present, but can be a work in progress), have a distinct point of view, and demonstrate critical engagement with the concept of identity. To receive a 2.0 on this portion of the class, you must workshop 3 pieces. To receive a 3.0 you must workshop 4 pieces. To receive a 4.0 you must workshop more than 4 pieces. Revised workshops will count as a ½ a presentation. You should contact Charlie

and/or Jessica one week prior to wanting to workshop a piece so that we can schedule accordingly.

- *Final Assignment:* As a class, you will determine a public group demonstration of what you have learned during the course of this semester. The course community will also determine the way in which this assignment will be graded.

**One Other Request:** We would like each of you to bring in one piece (text, audio/video, etc) throughout the semester that offends you or simply something with which you do not identify. We'd like these pieces to inspire discussion and allow us to explore identity, positionality, and an understanding of how our identity is shaped partly by the things that do not resonate with us. We will sign up for days for each of you to bring in a piece very early in the semester.