

ROSE BRUFORD COLLEGE OF THEATRE & PERFORMANCE
Module Specification

1. GENERAL INFORMATION

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| Title | Activating Change II |
| Module code | TSC503 |
| Credit rating | 40 |
| Level | 5 |
| Indicative contact hours | 3 |
| Pre-requisite modules | None |
| Co-requisite modules | None |
| School responsible | Performance |
| Member of staff responsible | Professor Brian Lobel |
| ECT* | 20 |
| Notional hours of Learning** | 400 |

2. AIMS

This module aims to:

- Enhance and extend your knowledge of social history and activism to include contemporary performance-makers and current struggles and strategies.
- Give you skills, competencies and frameworks to articulate your personal and political points of view/argumentation into writing, syllabus-design and performance-making.
- Enhance and extend your practice-based research skills via the Activation Lab and its Seminar Paper, Installation and Viva Voce.

3. BRIEF DESCRIPTION OF THE MODULE

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The module runs throughout the whole year across two semesters. The first part of the module is a guest lecture series which features contemporary leaders, activists and change makers sharing their experiences of social change and how art is used as a tool to forward these agendas. Building upon the work in Activating Change I, each week will feature a different social change movement (e.g. environmental justice, trans rights), with a different speaker or two addressing their own work in relation. Each week's speaker will also curate a 1-3 readings to frame their lecture. These lectures (1.5 hours) are intended to be public, with outside guests welcomed to advance conversations, allowing and encouraging new voices into our classroom. Your cohort of students will be tasked with curating 1-2 of the speakers.

The second part of the module will advance the practice-based research from Activating Change I, further developing your artistic practice through embodied understandings of theory. This Activation Lab will entail you developing your own reading lists and practical exercises which will be led for your peers in a series of in-class practical presentations. In the end, your cohort will develop a series of installations capturing the various projects you create.

* ECT (European Credit Transfer and Accumulation System): There are 2 UK credits for every 1 ECT credit, in accordance with the Credit Framework (QAA). Therefore if a module is worth 30 UK credits, this will equate to 15 ECT.

** Notional hours of learning: The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore if a module is worth 30 credits, this will equate to 300 notional study hours, in accordance with the Credit Framework (QAA).

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4. INTENDED LEARNING OUTCOMES

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| Category of outcome | <i>Upon successful completion of the module, you will be able to:</i> |
| Knowledge and understanding | a) articulate your ideas on contemporary social change movements in both written and practical modes. |
| Intellectual skills | b) design a syllabus on a specific change-focused goal. c) present your theoretical ideas confidently using appropriate performance methodologies. |
| Practical skills | d) develop an installation drawn from critical theory. |
| Transferable skills and personal qualities | e) present and defend ideas both in practice and in viva voce setting. |

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Throughout the first part of the module there will be a weekly three hour classroom session. The first 1.5hr dedicated to a public lecture/discussion, and the second 1.5hr dedicated to seminar discussion and/or interactive workshop with the guest lecturer. This is an opportunity for the guest lecturers to extend their ideas in practical ways, and an opportunity for you to have longer and more in-depth discussion. The second part of the module will be three hours a week of lecturer-led seminar workshops focussed on your practice-based research skills. While at first these workshops will be tutor-led, they will eventually be given over to the cohort who will lead various workshops in each week.

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6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

The first part of the module is assessed through a syllabus which you will design. The syllabus (a combination of annotated reading list and outline of activities) should be crafted for a member of the public on a topic of your choice. It should begin with a short description/justification (up to 500 words), include at least 10 sessions (1-3 readings and an activity per session) and include a list of appropriate places to promote the syllabus.

The Syllabus will be assessed on the following criteria:

- a) Articulation: how effectively the syllabus directs a reader/audience to understand the social movement/context/learning the syllabus proposes.
 - b) Research: how appropriate research has been incorporated into the syllabus, not only in its choice of readings and activities, but in its introduction and annotated descriptions throughout.
 - c) Overall Quality: how professionally the syllabus is edited and presented.
- Theatre & Social Change will develop an online space through which to promote these syllabi/teaching tools to the broader community.

The second part of the module is assessed via your Activation Lab project which you will first present a Seminar Paper about, and, after receiving feedback, create a Performance Installation about. These projects are intended to explore theory in an embodied manner, on a topic of your choice. Your Seminar Paper and Performance Installation will be assessed on the following criteria:

- a) Articulation: how effectively the project demonstrates an argument made through performance methodologies.
- b) Research: how appropriate research and historical context has been incorporated into your thinking, both in Seminar Paper and in Installation Performance.
- c) Overall Quality: how professionally the Activation Lab work is edited and presented.

The final assessment point of the Activation Lab project is a 15-minute *viva voce* with a member of academic staff talking through questions which arise after your Performance Installation. Your *viva* will be assessed on the following criteria:

- a) Articulation: how effectively you answer questions and articulate your thoughts about your own performance practice.
- b) Research: how you incorporate historic and theoretical thinking into your overall conversation about the work.
- c) Overall Quality: how professionally you speak about your work.

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| Assessment task | Length | Weighting within module (if relevant) |
|--------------------------|-------------------|---------------------------------------|
| Original Syllabus | Approx 2000 words | 30% |
| Seminar Paper | 10 minutes | 20% |
| Viva Voce | 15 minutes | 20% |
| Performance Installation | 1 hour | 30% |

Bibliography:

This is Not a Drill: Extinction Rebellion Handbook (2019), Penguin: London.

Kershaw, Baz & Coult, Tony (1983) *Engineers of the Imagination*, Methuen: London.

Thom, Jess (2012) *Welcome to Biscuit Land*, Souvenir Press: London.

Vaughan, Lauren (2017) *Practice Based Design Research*, Bloomsbury: London.

Wilson, Shawn (2015) *Research is Ceremony: Indigenous Research Methods*.

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| Date of current version <i>(for RBC use)</i> | |
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