

LMC 3262 Syllabus

Performance Studies, RBR, 3 credit hours

Summer term 2026

Instructor Information

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General Course Information

Description

This course provides basic foundations in Performance Studies as it covers its roots into social behavior and turn to theater and performativity. It then reaches into performance in digital media that is facilitated by interaction design. Performances still exist in theatres and on live stages. But they also happen on YouTube, TikTok, eSports, and while playing video games. As these technologies evolve, we also have to adjust our view of performance to include new elements such as robots, AI, or drones. As performance changes, so does our role within it.

We will ask: How do digital media affect performative expression? How can we expand on their opportunities and deal with their limitations? To answer these questions, we will tackle theoretical readings as well as practical assignments and our own performance prototypes. The class will feature readings, discussions, critique sessions, and teamwork is necessary throughout but especially in the final project.

The final group project will be a locative media piece that stages dramatic action on a location of your choosing in Berlin.

Course Learning Outcomes

- **Textual/Visual Analysis:** Students will learn to read, analyze, and interpret not only cultural projects such as film, literature, art, and new media, but also scientific and technical documents.
- **Interpretive Frameworks:** Students will become familiar with a variety of social, political, and philosophical theories and be able to apply those theories to creative and scientific texts, as well as to their own cultural observations.
- **Communication Skills:** Students will be able to gather, organize, and express information clearly and accurately, with sensitivity to will be able to do so both by using traditional media and by tapping the potential of new digital media.

- Students understand and apply the mathematical principles and computational affordances appropriate to creative digital expression.
- Students can create digital artifacts with an awareness of history, audience, and context.
- Students can work effectively in teams to accomplish a common goal.

Required Course Materials

The course has no single textbook and all readings will be provided as pdfs online but key references are:

- Bial, Henry, ed. 2007. *The Performance Studies Reader. Second Edition*. London New York: Routledge.
- Schechner, Richard. 2020. *Performance Studies. An Introduction*. 4th edition ed. London; New York: Routledge.

Grading Policy:

Grading of individual pieces will be in percentage and then converted to points.

The Honor Code of Georgia Tech applies (see <http://www.honor.gatech.edu/>).

Grade breakdown:

100-90% = A

89-80% = B

79-70% = C

69- = D

Assignments

	Percentage/ points
Participation	20
Critical Analysis: Text Presentation	15
Critical Analysis: Performance Analysis (individual presentation)	15
Critical Analysis: Locative Media Performance Analysis (group presentation)	20
Practice: Final project	30

Description of Graded Components

Critical analysis: Text presentation: (15 points) students will form small groups and present a reading in class; the groups are chosen by the course instructor; this presentation should cover and explain the key terms and arguments of the text at hand; exemplify them (each reading is associated with a particular take on the notion of “play”) – for example they can include a short

video clip of that particular performance style; they should include your own perspective toward that text and you should show that you have understood the text and have an own opinion about it; presentation should cover the core components and illustrate them with an example piece if possible (if texts are heavy on theory this might apply less; each presentation should finish with a list of questions you collected from the material and that you want to open to the class.

you hand in: you deliver that presentation as a powerpoint in class and submit the slides on Canvas before class on the day it is due

Critical Analysis: Performance analysis: (15 points) individual assignment; a critical analysis of an existing performance piece (from online or other source – but it needs to be an existing piece); break down the nature of the performance, what defines this particular piece? particular media qualities; what media strategies are applied? Where do they work? Where not? Why? To what other media does it relate e.g. is this an adaptation, does it use TV or cinematic techniques? If so: what does it change or adapt? Length ~ 12 min plus discussion;

you hand in: your .ppt for the presentation on Canvas (deadline: 5pm of the due day)

Critical Analysis: Locative Media Performance analysis: (20 points) group assignment; a critical analysis of an existing locative performance piece (instructors will provide a list for sign up); break down the nature of the performance, what defines this particular piece? What technologies were used? How did the piece integrate the location in its theme/ story/ development? What worked in the piece, what would you see more critically? Reference texts read in class (and/or beyond) in your analysis; length: ~ max 20 min plus discussion;

you hand in: your .ppt for the presentation on Canvas (deadline: 5pm of the due day)

Final project: (30 points) group assignment; each group will identify a publicly accessible space in Berlin (do not work near any critical space such as embassies, police or military controlled spaces, nor in/ near personal, derelict, or otherwise inaccessible spaces), they will develop a dramatic story for that space, then they will produce a simple locative media piece which realizes this story on location (as much as possible; do not interfere with local customs or regulations); please keep the covered area limited to ~ 1 mile; they will implement these pieces in a form of local media performance; during your work: keep a shared online document where you collect your ideas, sketches, references and other design elements; you will present your piece in class (bonus points for creating a project video); note that your group project's grade will serve as guideline for individual grades but your personal grade might vary from it depending on your involvement in the project; you will make a short project video that showcases your project in an engaging way

you hand in: ppt of in-class presentation; your accumulated design document; any additional media (recordings, images, videos, design sketches) produced for the piece; all on Canvas; video (if file is too big: submit direct download link)

Participation: (20 points) regular attendance (see also attendance policy) and punctuality; (note that attendance is crucial but does not equal participation); participation in class; contributions to

discussions; engaging the opening discussions of theory sessions; teamwork! Help your fellow students, come up with suggestions in the design discussions, assist whenever somebody is stuck; one measure of attendance will be your contributions to direct questions (often posed at the beginning of the sessions)

you hand in: nothing to hand in; participation will be assessed over time

Course Policies

Attendance and/or Participation

Class attendance is required. If a student needs to miss a class due to an approved absence (see <https://catalog.gatech.edu/rules/4/>), contact the instructor 24 hours in advance. If Institute Approved Absences collide with class times please contact the instructor in advance to make sure the workload can be distributed.

If you cannot inform the instructor 24 hours in advance, send a justification for any absence via email before class and mention the legitimate reasons for missing class. Travel is not a legitimate reason. Depending on the impact, each unexcused absence will affect your end of semester final grade. Four unexcused absences (or more) lead to a fail for the class. Any exam or class presentation missed due to an unexcused absence will be recorded as a zero.

Attendance performance will also inform the participation grade.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

This is a Core IMPACTS course that is part of the Humanities area. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?

Completion of this course should enable students to meet the following [Learning Outcome](#):

- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

In this class, we strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and students. A basic breakdown of these expectations is here: [The Student-Faculty Expectations](#).

Pre- &/or Co-Requisites

Pre-requisite LMC 1102 English

Collaboration, Group Work, and Use of Generative AI

Individual assignment need to be developed and presented by each individual students. Group assignments will require collaboration and teamwork.

The use of AI for background research is allowed but students must be able to understand, critically interrogate, and explain any material. AI is not permitted in the generation of any final deliverable (text, presentation, media, code) unless specifically allowed by the instructor.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

Late submissions lead to automatic reductions of the grade unless a valid excuse is provided. Any 1 day delay, meaning anything after 5pm of the due day, will have 10% reduced from the grade; any 2 day delay will have 20% reduced, 3 day delays will not be accepted.

Extensions and make-up assignments are given for illness, approved Institute activities or religious observances (see <https://catalog.gatech.edu/rules/4/>).

Student Use of Mobile Devices in the Classroom

No use of cell phones (including texting) or headphones in class unless it is for coursework or approved by the instructor.

Additional Course Policies

Students should not record class sessions unless permitted by the instructor.

We will be hosted by the TU Berlin and students should remain aware of their code of conduct (for guidance see <https://www.tu.berlin/en/about/organization/advising-services-complaints-offices>).

Resources for Students

Student Well-Being:

Your health is more important than this class. Sometimes it is difficult for the instructor to have enough personal contact to see how you are. But you should know that your health and wellbeing are much more important than any grade or coursework. Let us help if any situation develops – the earlier the better. Again, please inform the instructor of any issues or challenges and do not hesitate to reach out.

Coursework can be demanding and everybody can encounter challenges sometimes. There are many reasons, such as an illness or a family emergencies, that might affect focus and studying conditions. If this happens to you, come and see the instructor about it as soon as possible to make alternative arrangements for work that has been missed, and continue coming to class.

If you encounter more pressing difficulties, anxieties, or mental health challenges, then please let the instructor know but also turn to the support we have in place at the Institute. This includes the Counseling Center (<https://counseling.gatech.edu/>).

Georgia Tech has partnered with Uwill to offer virtual mental health services in addition to what is provided by the Center for Mental Health Care and Resources and our other campus partners. Through this new service, students will have access to five free virtual counseling sessions without a referral, as well as virtual on-demand wellness events to complement counseling. Use your @gatech.edu email address to sign up at <https://app.uwill.com/>

A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide](#) ([gatech.edu](#)))

Additional Syllabus Components

Please be aware that your work might be accessible to others in future classes or in other academic presentations. This regards your code, presentations in class, as well as the videos and other deliverables. Unless you explicitly state that you do not want your work shared, it is implied that you give permission for sharing work with others in the class and with future students. If you are not comfortable with this, please let the instructor know. Unless you inform the instructor in writing (email) that you do not want your work shared with others in the context of current and future versions of this course, it is assumed that it is available.

You will work in public spaces in a foreign country and need to be mindful of different cultural, social, and legal circumstances. For a general travel advisory for Germany see <https://travel.state.gov/en/international-travel/travel-advisories/germany.html>.