

LMC 2600 Syllabus

Introduction to Performance Studies, Section, 3 Credits

Fall 2026

Instructor Information

Instructor: Philip Auslander

Email: auslander@gatech.edu

General Course Information

Description

The premise of Performance Studies, an academic discipline that has grown exponentially since the late 1960s, is that performance is a fundamental category of human (and perhaps not just human) activity not limited to the performing arts. One of the projects of Performance Studies has been to develop a general theory of performance by considering what the many things we may call performance have in common. This iteration of LMC 2600 will follow this path by identifying fundamental characteristics of performance and performing.

Course Learning Outcomes

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 in English or other languages, 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

Required Course Materials

All required materials will be provided by the instructor.

Grading Policy:

- Please note: work that simply meets the requirements of the assignment will receive a grade of "C." Grades of "A" and "B" designate levels of distinction in quality and content of the work.
- Final Grade Scale: Grades will be calculated on a 180 pt basis. To get a final grade of A, you must have earned at least a numerical grade of at least 162. For a B, you must have a numerical grade of at least 144; 126 for a C; 108 for a D. Please use these benchmarks to interpret your numerical grades.
- The numerical grade generated by this calculation is subject to modification in either direction in light of attendance, class participation, and other indications of engagement with and commitment to the course (or lack thereof). Please note that I do not automatically round up numerical grades at any stage.

Assignments

- Three Quizzes @ 20 pts: 60 pts
- Participation on Piazza: 40 pts
- Three Group Performance Exercises @ 20 pts (all members of each group receive the same grade): 60 pts
- Final Course Reflection: 20
- Total: 180 pts

Description of Graded Components

- Quizzes: There will be three 75-minute paper quizzes to be taken in class. These quizzes will not be cumulative: each will address the course material since the previous quiz. They will focus on course concepts gleaned from readings and class discussion.
-
- Group Performance Exercises: In the course of the semester, there will be three Group Performance Exercises that will explore three different dimensions of

performance. I will ask you to develop and present a creative response to a specific assignment. All Group Members are to perform in all exercises unless otherwise noted.

Each project will have several stages. The first will be an in-class Brainstorming Session during which we will engage in some exercises as a class and each group will brainstorm approaches to the assignment. The next class session will be a working session for groups to further develop their ideas, begin rehearsing, etc. You will have a week to prepare your performance outside of class. after which you will perform it during the class session indicated on the syllabus. The final stage will be the documentation of the performance.

- Participation in Piazza: There is an online forum for this course on Piazza. The purpose of Piazza is to provide students with a virtual space outside the classroom in which to raise questions about course materials and discuss them. I expect you to post substantively to Piazza at least 10 times during the semester. Your post should either initiate or respond to a discussion of the course materials or a closely related topic.
- Final Course Reflection: A paper 1250-1500 words in length in which you are to discuss what you are taking away from the course.

Course Policies

Attendance and Participation

Attendance requirement. You may miss a total of three (3) classes over the course of the semester without penalty. If at all possible, please contact the instructor when you know you will not be in class.

- *Reasons for absences.* The attendance policy does not make any distinction about the reasons for your absences. Absences for any illness count against the three permitted absences. Only absences officially exempted by the Institute (e.g., due to participation in official GA Tech athletics, to religious observance, to personal or family crisis confirmed by documentation from the Dean of Students) will not be counted among your allotted absences. These exemptions are difficult to get.
- *Responsibility for missed work.* Students are responsible for finding out what they may have missed while absent from class and what policy the instructor has for making up missed work. However, if you are not present to participate in a group presentation, you will fail the course.
- *Lateness/Absence.* If you are more than 20 minutes late to class (that is, if you come in after 2:20), you will be marked absent for the day.
- *Absence penalties.* Each additional absence after the allotted number deducts one-half of a letter grade (5 pts) from your final grade. Please click here] to see [Georgia Tech's updated institutional attendance policy.](#)

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 Arts, Humanities & Ethics area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help 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?

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

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Pre-Requisite

ENGL 1102

Collaboration, Group Work, and Use of Generative AI

You are required) to collaborate with other students in the class on performance projects that will entail work outside of class. It is expected that you will cooperate fully. Other work such as papers and presentations are to be entirely your own independent work.

I have no objection to your using generative AI (e.g., ChatGPT) as a research tool to identify sources and topics. However, the ideas you convey and the way they are expressed in all your writing for this course must be 100% your own. If you wish to use text generated by AI, you must treat it as you would any other research source: you must quote or paraphrase it and provide a citation to identify the source. To present ideas or expression generated by AI as if they were your own (that is, without specifically identifying them as produced by AI) is plagiarism and will be treated as such. If I have reason to suspect that any part of your work falls into this category, you will receive a grade of 0 for the assignment, and I will refer the case to the Office of Student Integrity immediately.

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

I do not give make-up quizzes except in cases of emergency documented by the Dean of Students office. I will administer a make-up only after receiving said documentation. In the case of absence due to activities certified by the Registrar or the Athletic Association, I prefer that you take the quiz early, before your activity, rather than after, if possible.

I do not accept late assignments. There are no assignments in this course that lend themselves to extended deadlines.

Inclement Weather and Digital Learning Days

If a weather-related event affects campus operations, we will probably move to synchronous digital instruction using Zoom via a meeting set up in Canvas. Once modified operations have been put in place, watch your email for instructions.

Student Use of Mobile Devices in the Classroom

The use of mobile devices to take notes or access readings is permitted. However, I expect your full attention. Please take off your headphones.

Additional Course Policies

Recordings of Class Sessions and Required Permissions:

Classes may not be recorded by students without the express consent of the instructor unless it is pursuant to an accommodation granted by the Office of Disability services. Class recordings, lectures, presentations, and other materials posted on Canvas are for the sole purpose of educating the students currently enrolled in the course.

Food and drink in the classroom

I have no objection to your eating and drinking during class as long as you do so quietly. No crunching or slurping!

Re-grading and re-submission

There are no opportunities for extra credit in this course. I am always happy to discuss your grades with you but very unlikely to change them as a result. I do not accept re-submissions of any assignment.

Campus Resources for Students

Undergraduate Student Academic Success Resources:

- **Academic Support:** Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at success.gatech.edu/tutoring, email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283.
- **Academic Resources** such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance;
- **Student Resources** such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- **Professional Development** such as the programming from the Career Center and other professional development resources and events”

Student Well-Being:

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. 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 \(gatech.edu\)](#))