

Module code: MOD006239	Version: 2 Date Amended: 27/May/2020
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1. Module Title
Provocations

2a. Module Leader
Susan Wilson

2b. School
Cambridge School of the Creative Industries

2c. Faculty
Faculty of Arts, Humanities, Education and Social Sciences

3a. Level
6

3b. Module Type
Standard (fine graded)

4a. Credits
15

4b. Study Hours
150

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:			

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

This module will explore a range of contemporary performance and live art practices that are challenging, often controversial and sometimes disturbing. You will examine how the body can be explicitly staged in performance art and also the ways in which it can be a vehicle for expressing identity positions that are marginalised within dominant western culture. As such, you will encounter contemporary performance practices that articulate racial, gender, transgender, queer, disabled and refugee identity positions. You will be asked to consider the ethical implications of this practice, its relationship to its audience and its effectiveness as a strategy of resistance to mainstream stereotypes. Indicative content may include the extremism of live art by Franko B, Ron Athey, Kira O'Reilly and Marina Abramovic; activist interventions by Richard Dedemonici and Reverend Billy and the Church of Stop Shopping; representations of race in Brett Bailey's *Exhibit B*; queer identities in Split Britches' *Belle Reprieve*; transgender performance by Heather Cassils and the representation of disability in dance works by Bill Shannon.

Seminars will explore the relationships between performance, the body and identity through a combination of videos, web material, reviews, interviews and critical essays from major theorists in the field. The practitioners you will study may deploy shock-tactics in the delivery of their work; you will be encouraged to be intellectually curious, ask questions about this work and be open to new ideas, practices and processes.

6b. Outline Content

- Engagement with a range of practitioners, including discussion of the ethical and political implications of their performances and practice.
- Critical analysis of the body in performance focusing on identity positions, audience relations, violence, shock and activism.
- Examination of contemporary performance work through video, performance texts, reviews, interviews and critical essays, with performance and installations visits where relevant.
- Feedback and tutorial support in the production of one 3,000-word essay as assessment.

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources

Seminar room with audio/visual facilities.

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Demonstrate a detailed knowledge of the relationships between performance, the body and identity;
2	Knowledge and Understanding	Debate the political, cultural and ethical issues that arise from the performances and texts studied on this module.
3	Intellectual, practical, affective and transferrable skills	Engage in independent scholarly research and investigation of associated primary and secondary source material;
4	Intellectual, practical, affective and transferrable skills	Communicate a detailed knowledge of critical frameworks and selected practitioners in a lucid and well-structured essay.

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	0	N/A	N/A
Other teacher managed learning	24	1-4	Seminar 2-hr x 12 weeks
Student managed learning	126	1-4	Reading set material weekly and independent research for 3,000-word essay
TOTAL:	150		

9. Assessment for the above Module Occurrence

The assessment for some modules includes a presentation (see below for details on how this particular module is assessed). We recognise that presenting, especially to a large group, can cause significant anxiety or distress for some students. If this may affect you, please contact your Module Leader or the Disability and Neurodiversity Service as early as possible. We will work with you to consider appropriate reasonable adjustments. Depending on your individual needs, these might include, for example, presenting to a smaller group or presenting only to a member of academic staff.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-4	100 (%)	Fine Grade	30 (%)

Essay 3,000 words

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above**
- (b) pass any pass/fail elements**

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]