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THTR 501.01: Introduction to Graduate Studies

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School of Theatre & Dance
Introduction to Graduate Studies
Mondays, 11:10-12:00

McGill 216

Dr. Jillian Campana

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Office Hours: Mondays 9:30-11 and Fridays 1-2:30

AIM:

The purpose of this course is to explore potential areas of special interest within performance in order to discover areas for future research and art making. This goal will be accomplished by conducting new research, producing academic writing, and documenting current practical work with a special focus on reflection.

OUTCOMES:

At the end of the semester you will have increased your ability to:

- *Produce solid graduate writing and research;*
- *Focus your areas of interest;*
- *Present at national conferences;*
- *Publish papers in academic journals; and,*
- *Be prepared to begin work on your Final Creative Project.*

REQUIREMENTS:

- Be present and participate.
- Bring a computer.
- Article discussion: You will choose a refereed academic journal to share with the group you will lead us in a discussion of the work.
- Paper: Choose a theatre/performance/art journal and write an article for submission.
- Project: Create a portfolio that documents a project undertaken this semester. Forms might include: digital, mixed media, photographic and journalistic, blog, etc. The portfolio mixes descriptions of the work undertaken with images of the work undertaken with reflections and possible new directions for future work.
- Conference: Research at least 5 conferences occurring within the next year that you could foresee attending and presenting at. You will choose 1 of the conferences, write a focused proposal to present at the conference and present the work either at the conference, for your program, or for a class.

TEXTS:

Research Methods in Theatre and Performance by Baz Kershaw and Helen Nicholson. Edinburgh University Press, 2011.

You are each responsible for choosing one article for everyone to read and you will lead us in a discussion of the work. You will need to provide hard copies of the article one week before the class in which you will be leading the discussion.

CONTENT:

Jan 27: overview, introductions, goals, grad school. What is research? Discussion of projects, research, final creative project.

Feb 3: types of research: participatory research, qualitative research, ethnography, case study, quantitative, pragmatic (mixed methods), arts based research; begin book discussion

Feb 10: library research with Tammy Ravas

Feb 17 no class Presidents Day

Feb 24: presentation of article topic, goals and timeline

March 3: presentation of project topic, goals and timeline

March 10: check in with paper and project- share progress, discuss concerns; **one article presented:**

Mike

March 17: presentation of conference topic, goals and timeline

March 24: future work: publications, jobs, future goals and projects;

March 31 no class Spring Break

April 7: presentation of progress/check in with paper, conference, projects: **presentation of one article:**

Peter

April 14: abstracts and bibliography due for article; **presentation of one article: Kerstin**

April 21: conference abstract due

April 28: discuss progress, concerns, feasibility, successes.

May 5: project portfolio due –presentations of portfolios

Finals week: articles and conference proposals due

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online

at http://life.umt.edu/vpsa/student_conduct.php.

All Theatre & Dance students must have an in-depth knowledge of the practices and procedures outlined in the School of Theatre & Dance *Student Handbook*. The *Handbook* is available online

at <http://www.umt.edu/theatredance/about/handbook>.

There is inherent risk involved in many Theatre & Dance classes as they are very physical in nature.

Please proceed through class, shop time, or rehearsal with caution. Always be mindful of your personal safety and the safety of others. Students participating in class/shop/rehearsal/performance do so at their own risk.

Due to safety considerations, at **no** point during a student's time spent in class or serving on a production (in any capacity) should non-enrolled persons be guests of that student **without my consent**. Presence of such unauthorized persons in a class, shop, or any backstage/off-stage area will negatively affect a student's grade.

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.

What is the purpose of graduate school?

Undergraduate education gives students a broad, general education. Graduate education provides students with more advanced learning in a specialized discipline or sub-discipline. Graduate school gives an in-depth understanding such that the student becomes something of an expert in the topic of study. A good graduate program also teaches advanced skills as applied to the particular field of study. The purpose of graduate schooling is to learn material that you expect to use professionally or want to know for personal satisfaction.

What is research?

Research is using factual information to create new knowledge.

<http://www.alzheimer-europe.org/Research/Understanding-dementia-research/Types-of-research/The-four-main-approaches>

Pete: performance, directing, research and writing, 10 williams

Mike: sustainability and arts, eco critical issues, Missoula, locate,

Kersti: musical, performance, collaboration, creativity, English Lit,