UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Antropologia della Performance

2627-1-F5702R026

Course title

Anthropology of Performance

Topics and course structure

The course aims to provide an in-depth understanding of key themes, concepts and issues in performance anthropology. To this end, it is divided into three sections.

The first part examines certain historical aspects of cultural and social anthropology in depth. This section aims to familiarise students with the analytical perspective of demo-ethno-anthropological disciplines.

The second part explores anthropological perspectives on rituals, symbols, and artistic expression.

The third part will present ethnographies and explore the debate on the anthropology of dance. The aim is to examine the main approaches to analysing performance from ethnographic and anthropological perspectives, with a particular focus on the social uses of dance in educational contexts.

Objectives

Through this course, and by attending classes regularly and actively participating, the aim is to PROMOTE the following learning outcomes:

Knowledge and understanding:
To acquire knowledge of expressive, performative and participatory languages for the realisation of educational

activities

Ability to apply knowledge and understanding:
To be able to apply artistic languages in organisational contexts
Knowing how to apply artistic languages in informal and non-formal educational settings

Independence of judgement:
Developing original reflections and projects in response to the needs of work contexts
Promoting innovative research based on the synergy between educational and artistic skills
Fostering critical and divergent thinking; analysing different professional contexts and identifying their needs
Design, implement and evaluate training initiatives using artistic languages, whilst also taking into account emerging issues of sustainability and social ethics within the contexts of intervention

Communication skills:
Work within multidisciplinary teams in complex professional contexts and communicate effectively with partners in the educational, organisational and artistic-cultural sectors, as well as with a wider audience
Use artistic and expressive languages as training tools to promote critical and divergent thinking and as innovative means of communication

Learning skills:
Use personal methods of self-promotion and tools to support one's professional growth
Develop reflective and metacognitive skills to monitor the adequacy of one's knowledge and skills and identify any areas requiring further study

Methodologies

The course consists exclusively of lectures: 18 three-hour sessions and 1 two-hour session, making a total of 19 sessions (56 hours), of which 50 per cent are lecture-based and 50 per cent are interactive.

Interactive sessions will include, for example, the presentation and discussion of ethnographic case studies, the viewing, analysis and discussion of multimedia and documentary materials, as well as participation in practical activities.

There will also be 4 lectures delivered remotely in an asynchronous format. These lectures, which are exclusively lecture-based, may be listened to multiple times by students (both attending and non-attending) depending on their prior knowledge of the subject. The lectures will be held in Italian.

Online and offline teaching materials

Throughout the course, optional supplementary teaching materials may be uploaded to the e-learning platform on an ongoing basis to enable students to study the subject matter in greater depth at their own pace.

The teacher will provide materials to support non-traditional students in their studies and exam preparation: four asynchronous lessons will be uploaded at the beginning of the course.

Programme and references

The syllabus and reading list cover the course material (for those attending) and the texts listed below.

Matthew Engelke, Pensare come un antropologo, Einaudi.
Victor Turner, Antropologia della performance, Il Mulino.
Cristiana Natali, Percorsi di antropologia della danza, Cortina.
Paolo Apolito, Ritmi di festa. Corpo, danza, socialità, Il Mulino.

All texts must be studied in detail.
Although this course is taught in Italian, teaching materials may also be available in English for Erasmus students, who may take the exam in English if they wish.

Assessment methods

Oral examination on the course content, designed to assess the knowledge acquired through the critical study of the texts included in the syllabus and through active participation in the activities proposed during the course (for attending students only). There are no mid-term assessments.
The choice of an oral examination is consistent with the course objectives, as it allows, through a dialogue-based communicative situation, for interaction with the student to assess their ability to critically understand the course topics and to make connections between theory and practice.

The assessment will be based on the Dublin Descriptors: the level bands are as follows:

1. High Level (25-30/30): Distinguished - Excellent
   Knowledge and Understanding: The student demonstrates in-depth and solid knowledge of the texts and topics covered; understands and analyses the texts presented without hesitation.

Ability to apply knowledge: is able to identify general considerations on the authors/topics examined in the texts with confidence and effective personal observations; with adequate argumentative skills, is able to analyse, summarise, interpret, contextualise and compare the texts presented, also making use of interdisciplinary links.

Autonomy of Judgement: demonstrates excellent critical skills, autonomy of judgement and originality in the analysis and interpretation of texts.

Communication Skills: expresses themselves clearly, rigorously, fluently and appropriately. Is fully aware of the need to use different linguistic registers depending on the communicative situation.

Learning skills: demonstrates excellent/very good independent learning skills, is able to effectively rework knowledge and link it to their own experience; is fully aware of the usefulness of the discipline.

2. Average level (18-24/30): Sufficient - Good
   Knowledge and understanding: The student demonstrates a general understanding of the texts and topics covered. Although there are some minor inaccuracies or a few uncertainties regarding specific, non-essential details, overall the student shows sufficient comprehension and a reasonable ability to analyse the texts.

Ability to apply knowledge: The student has some difficulty connecting general points to the examples provided in the texts. The summary of the content is sometimes not very effective, and the contextualization and comparison of authors and themes could be further developed.

Autonomy of judgement: The student demonstrates a fair degree of independence in forming critical assessments, although he or she sometimes tends to rely on the opinions of others.

Communication skills: express themselves clearly and with sufficient precision, with a reasonable command of the specific language of the discipline. Is aware of the need to use different linguistic registers depending on the communicative situation.

Learning skills: The student demonstrates a reasonable ability to apply knowledge and relate it to personal experience. An awareness of the subject's practical value is present, though it is still developing.

3. Not Sufficient: Still consolidating
   Knowledge and understanding: The student demonstrates only a partial understanding of the texts and topics covered. Their grasp of the content is sometimes uncertain and requires further exploration and greater precision in interpretation.

Ability to apply knowledge: The student finds it difficult to link general considerations to the examples in the texts and to summarise the content effectively. Contextualisation and comparison between authors and themes still need to be developed.

Autonomy of judgement: Critical thinking and independent evaluation need to be guided through more personal reflection and reworking.

Communication skills: Oral presentation is at times somewhat halting; it would be advisable to strengthen the use of subject-specific vocabulary and improve the precision of expression.

Learning skills: The student still shows difficulty in personally reworking knowledge and linking it to broader experiences and themes. Greater awareness of the educational value of the subject is desirable.

NB: Students with PUOI (special educational needs) must email the document before the exam.

Office hours

By appointment, writing to prof. Rimoldi

Programme validity

The programmes last for two academic years.

Course tutors and assistants

Dr. Roberta Di Serio

Sustainable Development Goals

QUALITY EDUCATION