

**Performance of Theatre for Dialogue:
"I like LIKE you...Exploring romantic Relationships."
Spring 2015
TD357: 25880 WGS 345: 46700 SW360K: 61730**

Instructor: Theatre for Dialogue Specialist, Voices Against Violence: Lynn Hoare

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Course Description

This course focuses on revision and rehearsal of a new interactive theatre program addressing qualities and behaviors of healthy relationships. Students will use facilitation skills and interactive performance methods as a tool to engage audience participants in dialogue. Students will explore Theatre for Dialogue methods including image theatre, adapted forum theatre, and role play. Class work will include facilitating/performing an original, devised program on campus for varied student populations.

Course Objectives: At the end of this course, you should be able to:

- Identify and define healthy and unhealthy relationship behaviors.
- Transfer knowledge of interpersonal violence into a theatre program offering dialogic learning on healthy and unhealthy relationship behaviors.
- Utilize facilitation techniques and interactive theatre methods to create honest discussion about the development of healthy, safe, balanced romantic relationships.
- Understand and describe the use of theatre techniques and improvisational methods as tools to educate the campus community at large.
- Discuss strategies for transforming a community through arts and civic dialogue.

Teaching Methods

This course uses theatre games, movement based activities, discussion, lecture and improvisation/devising as the primary methods of instruction.

Required Reading

Copies, links and electronic readings provided.

Class Organization and Expectations

This class will be conducted partially as a seminar and partially as workshop/rehearsal. Class will consist of exercises, lecture, discussion, presentation and performance. Students are responsible for active participation in the class, being prepared to discuss readings and completing all assignments on time.

Attendance: If you must miss a class meeting, please notify Lynn in advance. A great deal of emphasis is placed on being in class due to the participatory nature of the course. **You will be allowed one (1) unexcused class absence during the semester without penalty.** More than one unexcused absence will result in the deduction points from your final grade. Each absence beyond your one free absence will result in a deduction of 5 points per absence. **Students are also expected to be in class on time. If you know you will be late for class because of a specific reason, please notify Lynn in advance.**

Self-care/Support: Given the topics of discussion in class, we recognize that there may be issues that may come up for some students in the class. Through the course of the year, you also may find that your perspectives and opinions on relationship violence may change. This may make it easier or more difficult to confide in or talk with people close to you. We encourage you to please take care of yourself and seek outside help/support if you need to talk to someone about your feelings. We encourage you to speak to a counselor at the Counseling and Mental Health Center (call 512-471-3515 to make an appointment) or call the CMHC Crisis Hotline (512-471-2255). You are always welcome to talk to either Lynn before or after class or during office hours.

Other: From time to time, portions of the class or presentations/performance may be photographed, and/or video/audio recorded. Students need to let the instructor know if they are not comfortable with that.

Assessment and Evaluation of Outcomes

• Performance Participation	100
○ 5 performances , 20 pts per performance	
• Facilitation Assignment	20
• Journals/reflections (5 including final)	25
• Team Role	15
• Final Project: Archive of journey and performance	25
• Ensemble and Class Participation:	15
• TOTAL	200

Detailed Assignment Information

Performance Expectations: (100)

- 5 performances of program and one dress rehearsal/pilot performance
- report to performance space an hour in advance of performance start time
- prepared for character work, scene work and facilitation
- participate in ensemble warm ups, prep, set up and clean up
- available for 30 minutes following performance to clean up and debrief/check out
- partner scene work is prepared outside of class and is ready to be performed on relationships workshop day
- being late, unprepared, non-participatory in ensemble will result in deduction from performance points

- FOR YOUR RELATIONSHIP PROFILE WORKSHOP, you are required to have rehearsed as necessary outside of class to bring your final scenes to the workshop, ALONG with your scene beats (in electronic form). You are expected to show up to your workshop READY with all scenes to work on.

Facilitation Assignment: (20)

- You will be provided with a scene or moment of facilitation. Your job is to insert appropriate level 1, 2 and 3 questions and follow up questions. Keep in mind the intention of the scene/program moment and the facilitator function.

Journals/Reflections: (25)

Journal 1: 2-3 page Reading reflection. How do these readings relate to your character and relationship profile? What information in these readings supports what you are thinking about your character? What is surprising? How does this information impact your character and relationship choices?

Journal 2: Complete character background sheet in detail, share with relationship partner, add in places that character's background might impact relationship (complete relationship background together)

Journal 3: Performance observation (of other team). You will be provided with questions to reflect on a performance of the other team. You will be asked to assess the program from the outside, not as participant or peer, but as program evaluator.

Journal 4: Reflection on your performances (following your second performance). You will be provided with questions.

Journal 5: Final Reflection upon completion of 5 performances. You will be provided with questions.

Team Roles (15): You will be assigned to a specific role within your team. You are responsible for the duties of this team member. Some of these duties will be identified on paper, but it is also your responsibility to predict and prepare for all aspects of this role. Bring your expertise, the feedback from your team members, and your own prediction about what might be helpful in this role. You are responsible for playing this role in a way that supports the work of the ensemble and helps to produce this program.

Ensemble and Class Participation (15): Attendance and Participation in class and in Lab is required. One absence is allowed during the semester. Each absence after your first will result in deduction of 5 points.

- **Final Exam** period is required
- **Attendance at Take Back the Night required:** If unable to attend TBTN, you may attend another Sexual Violence Prevention Month event sponsored by VAV
- **Attendance at a Changing Lives Youth Ensemble show is required.** Dates will be provided.

Final Project (25): Archive

You will create an archive of your journey and performance work this semester in the form of your choice: journal, zine, handmade book, digital story, blog, website, series of photos or illustrations, or a form you have yet to dream up. This archive is intended to: (1)offer a place to engage with core course questions (2)provide a chronicle of your personal artistic process, methods and philosophies and (3)document specific performance work/s created in this class.

Through the archive, you will chart the journey of your experience and performances this semester. The archive provides you a space to dig deeper into questions, challenges and triumphs from the semester. Additionally, it can be a space to consider your current philosophies on creating performances through the lens of social justice issues. If you chose to create a visual response, I ask that you supplement your archive with a one-page journal entry further illuminating your process.

University Policies and Notices

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. The following policy is written for social work students, but also applies to all students working with Voices Against Violence. When you work with VAV, you will be perceived as a VAV ally and ambassador on campus and must be mindful that people will associate you with VAV. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social Work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Voices Against Violence students should consider that they will be representing VAV while in the classroom, the university community, and the broader area communities.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

Use of Class Materials

The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could

result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Behavior Concerns Advice Line (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Use of Canvas in Class

In this class we will be using Canvas—a Web-based course management system with password-protected access at <http://courses.utexas.edu> for syllabus and all class assignments. Students can find support in using Canvas at www.canvas.utexas.edu

Feedback Statement

During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the professor’s teaching strategies are helping or hindering student learning. It is very important for the professor to know the students’ reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the professor and students can create an environment effective for teaching and learning.

Final grades will be determined on the basis of the following rubric. Please note: to ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus a B- will be inclusive of all scores of 80.000 through 83.999. The University does not recognize the grade of A+. University Grading Scale as follows:

POINT TOTALS FOR VAV CLASS

180-200 points	A-, A	(Exceeds Expectations)
160-180 points	B-, B, B+	(Very Good Work!)
140-159 points	C-, C, C+	(Meets basic expectations)
120-139 points	D-, D, D+	(UnSatisfactory)
119 points or under	F	(Failing)

UNIVERSITY GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

**Voices Against Violence Theatre for Dialogue:
 “I Like, LIKE you...exploring romantic relationships”
 Spring 2015**

Week	Date	Focus	Reading Due/Class Notes	Also DUE
WEEK 1	Wed. Jan. 20	Syllabus overview, cast assignments	Hand out syllabus, look over, discuss reading packet. Meet in small groups, meet with relationship partner. Hand out script.	
WEEK 2	LAB: Mon. Jan. 26	ALL! Devising Workshop	Meet in the Utopia Theatre in School of Social Work – work on Devising opening sequence	
	Wed. Jan. 28	Applied Theatre as a strategy	READING SET #1 DUE – carousel discussion. Devising workshop: Opening and One-Liners	
WEEK 3	LAB: Mon. Feb. 2	ALL: connective tissue – one liners, opening	READING SET #2 DUE - Ch. 2: “Stages of Relationships”, from: <u>Lesbian Couples: A Guide to Creating Healthy Relationships.</u>	
	Wed. Feb. 4	Opening, connective tissue	READING SET #3 for your Relationship Profile due for small group discussion Relationship Profile discussion/sharing, group presentation of readings	ALL: Journal 1: Reading reflection
WEEK 4	Mon. Feb. 9	LAB: relationship profile 1: Friends First	Friends First Relationship Workshop WORK: <ul style="list-style-type: none"> • First date • Conflict scene • Tango dance 	Scene work and written scene beats devised outside of class
	Wed. Feb. 11	ALL PLAY – facilitation wkshop #1 and #2	READING SET #4 DUE on Facilitation	ALL: Journal 2: Character and relationship worksheets due
WEEK 5	Mon Feb. 16	LAB: relationship profile 3: I’ll Take Care of you	I’ll Take Care of You Relationship Workshop <ul style="list-style-type: none"> • Build Image Sequence (bring 4 frozen pictures of the beginning of your relationship) • Anniversary Scene • You didn’t get my text • Ultimatum conflict Ally characters JOIN AT 4:15PM	Updated scripts due for all (recorders Lynn/Emily)
	Wed. Feb. 18	Relationship profile #2: Hook-Up/Break Up	Hook-Up/Break Up Relationship Workshop <ul style="list-style-type: none"> • FB scene • Library study date • Break up: 4:00pm, friend characters join	ALL: Facilitation Assign. due

SAT or SUN	Feb 21 or 22		FACILITATION WORKSHOP!!! 12-5PM, COME PREPARED TO WORK ON YOUR FACILITATION WITHIN PROGRAM	
WEEK 6	Mon Feb. 23	ALL PLAY: connective tissue, and facilitation	Facilitation Practice! Updated scripts due for all (recorders and Lynn/Emily) Work any leftover scenes	Know your facilitation!
	Wed. Feb. 25	Putting things in order!	Reading #5 Due <i>NO MARIGOLD</i>	
WEEK 7	Mon March 2	Putting things together, rehearsal with both casts		
	Wed. March 4	Rehearsal with tech		
WEEK 8	Mon March 9	Metro team dress rehearsal / pilot performance		ALL: Due: proposal outline for your archiving project
	Wed March 11	Coral team dress rehearsal / pilot performance		ALL: Journal 3: (following other team pilot) your reflection on their pilot
	March 16-20		Happy Spring BREAK!!!!	
WEEK 9	Mon March 23	LAB –rehearsal for ALL		
	Wed March 25	Rehearsal for ALL		
	Thurs March 26	PERF 1	PERFORMANCE #1: METRO	
	Sun March 29	PERF 1	PERFORMANCE #1: CORAL	
WEEK 10	Mon. March 30	LAB – METRO	Coral team off!	
	TUES MARCH 31	PERF 2	PERFORMANCE #2: METRO	

	Wed April 1	REHEARSAL - CORAL	Metro team off!	
	FRI APRIL 3	PERF 2	PERFORMANCE #2: CORAL	
WEEK 11	Mon April 6	LAB - TBA		
	Mon April 6	PERF 3	PERFORMANCE #3 – METRO 3-5PM DURING LAB, IN UTOPIA	
	Wed April 8	CLASS – YES!	Performance check in, sharing, troubleshooting	
	Wed April 8		TAKE BACK THE NIGHT!	Required attendance
	Thurs April 9	PERF 3	PERFORMANCE #3: CORAL	
WEEK 12	Mon April 13 –NO LAB!		NO LAB!!	Journal 4: Self reflection on performance work (1-3)
	Wed April 15		NO CLASS!!! Please go see performances through the David Cohen New Works Festival	
WEEK 13	Mon April 20	LAB – METRO	Rehearsal brush up	
	Tues April 21	PERF 4	PERFORMANCE #4: METRO	
	Wed April 22	CLASS - CORAL	Rehearsal brush up	
	Thurs April 23		PERFORMANCE #4: CORAL	
PERF 5	Sun April 26	PERF 5	PERFORMANCE #5: METRO PUBLIC!!!	
WEEK 14	Mon April 27		NO LAB!	
	Tues, April 28	PERF 5	PERFORMANCE #5: CORAL	
	Wed April 29		YES to CLASS! DEBRIEF! Troubleshooting challenging audience behaviors, review audience evaluation and comments	
WEEK 15	Mon May 4		Closing class	
	Wed May 6		FINAL class	DUE: Journal 5, Final Reflection AND Final Archive project

Assessment and Evaluation of Outcomes

- **Performance Participation** **100**
 - 5 performances , 20 pts per performance

- **Facilitation Assignment** **20**

- **Journals/reflections (5 including final)** **25**
 - **Journal 1: Reading reflection/comments (5)**
 - **Journal 2: Character development (5)**
 - **Journal 3: Observation of other team pilot performance (5)**
 - **Journal 4: Reflection on your first 2 performances (5)**
 - **Journal 5: Final reflection for semester (5)**

- **Team Roles** **15**

- **Final Project:** **25**
 - Archiving of project – how do you capture this project, your experience and reflection on it, as well as the experience of the group?
How would you document this to preserve it, and document it if you were planning to share it out?

- **Ensemble and Class Participation:** **15**
 - Attendance and Participation in class and in Lab is required.
 - One absence is allowed during the semester.
 - Each absence after your first will result in deduction of 5 points.
 - **Final Exam** period is required
 - **Attendance at Take Back the Night required:** If unable to attend TBTN, you may attend another Sexual Violence Prevention Month event sponsored by VAV
 - **Attendance at a Changing Lives Youth Ensemble show is required.**
Dates will be provided.

- **TOTAL** **200**

Workshop/Performance Team Roles

Each team will have one person in each role listed below. In some cases team members will work across teams in order to support each other and work together.

Script Recorder – 1 person per team

This team member will manage the script in a google doc that is available to cast members and Lynn and Emily at all times. Cast members will submit scene beats to recorder who will input and organize script and make sure it is up to date and accessible throughout the process. Requires organization and knowledge of google drive, timeliness, and communication with team peers about submitting up to date scenes.

Assessment - 1 person per team

This team member is responsible for working with Lynn to create and implement an evaluation process for assessing audience reactions and experiences of the workshop/performance. These team members will organize pre and post show assessment surveys and support team members in the implementation during each presentation. Requires an interest in surveying peers to gain understanding of their experience of program, willingness to think through appropriate questions to assess learning and experience in program.

Stage Manager – 1 person per team

This team member will help coordinate people and places for rehearsals and performances. They will be in charge of props, sound, set up, and will make sure cast members have what they need before performance begins. Requires organization, planning, prediction, attention to detail, ability to be a leader and help make things happen.

Tech/Design production – 1 person per team

This team member is in charge of gathering the bios and photos for each character and creating a prezi or other interesting media format that can be projected during the performance. They also work on pre- and post-show visuals. Requires visual sensibility, interest in developing easy to use projection to support program, good design skills, timeliness, attention to detail. This person also gathers bios of characters from each team member to input into projection.

Music production– 1 person per team

This team member is in charge of thinking through the music. Music production will begin with current playlist. Duties include assessing which pieces fit and which need to be replaced. Music production also includes cutting music appropriately for introductions to scenes and exits from scenes. This person is in charge of creating a performance playlist with fade in and fade out, AND either creating or consulting on pre and post show playlists.

READINGS (available on Canvas and through email/UT Library)

Reading Set #1: Due 1/28/14

- Applied Theatre: International Case Studies, Chapter 1: Theories and History of Applied Theatre
- Applied Theatre: Creating Transformative Encounters in the Community, Chapter 1: Applied theatre as a transformative agent

Reading Set #2: DUE 2/2

- Ch. 2: "Stages of Relationships", from: Lesbian Couples: A Guide to Creating Healthy Relationships. Clunis, D. M., & Green, G. D. (2000). AVAILABLE online at the UT Libraries.

Reading Set #3: Due 2/4

Friends First:

ALL READ:

- "Love, College Style", Reagan, Sex in College, McAnulty - AVAILABLE online at the UT Libraries.

2 people read:

- "Sexual Orientation and College Students", Sex in College. by Michael R. Kauth, PhD and Andrea Bradford, PhD. -AVAILABLE online at the UT Libraries.

2 people read:

- "Intimacy Goals and Strategies of Conflict Resolution in Dating Relationships: A Mediation Analysis", Sanderson, Catherine A., Karetzky, Kim H. Journal of Social and Personal Relationships <http://spr.sagepub.com>

Hook-Ups/Break Ups:

ALL READ:

- "Love, College Style", Reagan, Sex in College, McAnulty - AVAILABLE online at the UT Libraries.

2 people read:

- "Religion, Race, Social Class and Gender Differences in Dating and Hooking Up", Brimeyer and Smith, from Sociological Spectrum

2 people read:

- Green-Eyed Facebook Monster: Social Network Use and Relationship Disruption by Theresa Hurton
http://digitalcommons.providence.edu/cgi/viewcontent.cgi?article=1078&context=socialwork_students
- "It's Over, Didn't You Get My Text?" Bonos, Washington Post, 8/26/12

I'll Take Care of You:

ALL READ:

- "Love, College Style", Reagan, Sex in College, McAnulty - AVAILABLE online at the UT Libraries.

2 people read:

- “Intimacy Goals and Strategies of Conflict Resolution in Dating Relationships: A Mediatlional Analysis”, Sanderson, Catherine A., Karetzky, Kim H. Journal of Social and Personal Relationships <http://spr.sagepub.com>

2 people read:

- Ch. 2: “How I Predict Divorce” The Seven Principles for Making Marriage Work, John M Gottman

Reading Set #4 Due 2/11

- “Facilitation,” Theatre for Community, Conflict and Dialogue: The Hope is Vital Training Manual. Michael Rohd
- “Challenging Facilitation: Training Facilitators for Theatre for Dialogue Programs,” Lynn Hoare, Learning Through Theatre: The Changing Face of Theatre In Education, Eds: Anthony Jackson and Chris Vine.
- Ch. 5 : “A Classification of Questions”, : Asking Better Questions, Morgan and Saxton
- Ch. 2: Practices of Applied Theatre (from Applied Theatre)

Reading Set #5 Due: 2/25

- Excerpts from: The 5 Love Languages: The Secret to Love that Lasts