

**Theatre for Dialogue: Exploring Interpersonal Violence
Fall 2013**

SW 360K: Unique #64155; TD 357T: Unique #26670; WGS 345: Unique #47845
Wednesdays 2-5:00 PM

Location: Conference Room of the Counseling and Mental Health Center, SSB, 5th floor

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

Office location and hours: SSB G1.400H (ground floor of SSB) Thursdays, 2-3pm

Office phone: 475-6989 (direct line)

Lynn's Cell:

Email: lhoare@austin.utexas.edu

Co-Instructor: VAV Prevention and Outreach Specialist, VAV: Erin Burrows

Office location: SSB G1.400H (ground floor of SSB)

Office phone: 475-6957 (direct line)

Email: eburrows@austin.utexas.edu

Course Description

This course trains students to use the tools of interactive theatre to raise awareness and educate others about the issues of interpersonal violence including relationship violence, sexual violence and stalking. In particular, students are trained in Theatre of the Oppressed and other applied theatre methods. Students are also encouraged to explore issues of diversity with respect to interpersonal violence. Fall semester is a pre-requisite to the spring semester course; a commitment to both semesters is required to participate in the fall semester course.

Course Objectives

By the end of the semester, students will:

- Define and critique rape culture
- Describe how rape culture supports violence against women and others
- Define and recognize sexual assault, relationship violence and stalking
- Identify and employ appropriate supportive responses to a survivor and offer resources
- Explore strategies for transforming a community through arts and civic dialogue.
- Describe the use of theatre to explore social justice issues, and demonstrate the use of theatre as a tool to educate the campus community at large.
- Generate original theatre scenes based on realistic situations

Teaching Methods

This course uses a variety of teachings methods, including videos, discussion, theatre games and movement based activities. Students are encouraged to participate, and to take care of themselves at all times, assessing personal limits and comfort levels. If necessary, students may step out to take a break from activities (including discussion and videos) by leaving the classroom and waiting in the group waiting area.

Required Reading

Students will be required to buy a class packet. There are reading assignments EVERY week. These readings provide the foundation for information discussed in class. Students are expected to stay current with the readings. **The reading packet** will be available for pick up at Speedway/Abel's Copies: University Towers, 715D W. 23rd St., 472-5353; info@abelscopies.com;

To cut down on the amount of content in your reading packet, and to keep you from having to buy books, I have researched the books in our library. There are quite a few books on our reading list that are available for electronic check out – meaning that you can access them for a few hours or up to 7 days at a time through a computer. Please become familiar with this option; I have noted the books available through this option on your reading list.

Class Organization and Expectations

This class will be conducted as a seminar. 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.

Conduct:

Students are expected to adhere to student conduct guidelines at all times. Students must understand that they are selected into this class as leaders and ambassadors for the Voices Against Violence Program. They are held to a high standard of personal conduct both in and outside class.

Students are encouraged to engage in respectful dialogue around the issues presented in class. We encourage students to be aware of the power and control dynamics in our day to day interactions and be mindful of others in class. Any physical, verbal or psychological intimidation toward anyone in class will not be tolerated.

Students are expected to maintain professional conduct with each other, even if they may have personal relationships or friendships with each other outside the class.

If the instructor (or a student) assesses that participation in performance and in-class exercises is detrimental to the health or well being of the student, or other participants in the class, counseling may be recommended to the student. The student may be provided with an alternate course of study that will not include peer theatre performance at the discretion of the instructor.

Confidentiality:

Given the nature of our class, we require an agreement of confidentiality from everyone. Any personal information brought up in class should stay in class unless the person who revealed the information brings it up outside class. The class location in the Counseling and Mental Health Center (CMHC) makes it very important to maintain confidentiality of any other students you may meet or any other confidential information you might encounter on the 5th floor of the SSB. **Students in the class may not approach any other student (other than their classmates) in the waiting area of CMHC even if they know them, unless they are approached first by the other student.** Even then, please keep your conversation to a minimum and do not discuss the meeting with anyone else. Students are also prohibited from going into any other area at CMHC besides the waiting area, the conference room and the restroom.

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.

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 by text or email.

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 471-3515 to make an appointment) or call Telephone Counseling (471-2255). You are always welcome to talk to either Lynn before or after class or during office hours.

Filming Note:

Students in the VAV class this year (2013-14) will be filmed as part of a documentary. If you have already consented to being filmed and being a potential subject of the documentary, you can expect for a filmmaker to be contacting you outside of class to coordinate filming of you in your regular life activities. If you did not consent to being filmed, you may be captured in regular class footage, but you will be edited out. You will not be filmed outside of class. I want to reiterate that you can participate or not. If you do NOT want to participate, you will be edited out of all footage that gets used. The documentary will eventually focus more closely on a few members of the class, though it will include footage of everyone in class and/or performance.

Assessment and Evaluation of Outcomes

Class Participation	20
-Attendance in class (one absence allowed),	
-Attendance at retreat, Participation in class activities and discussions	
Journals (6 journals at 5 points each)	30
Written Essays (2 essays, 15 pts each)	30
Final reflection on the process and class	10
Rape Culture Capture "Thick" description	15
Theatre for Dialogue Observation	10
Soundbyte Performance	25
Rape Culture Interruption Scenes	30
-working with small group to plan, rehearse and perform	
-recording	
Final Scenes	30
-working as a group to plan, rehearse and perform a final scenario	
-recording your final scenario script to hand in	
	TOTAL: 200

Class participation includes:

- Being on time and ready for class EVERY DAY, and communicating with an instructor when you are not able to be present or on time; speaking up in class, listening to other opinions and allowing others space to express themselves; being aware of when you need to step up or step back;
- incorporating materials discussed in class and from the readings into the scenarios and exercises; actively creating diverse and culturally appropriate scenarios;
- taking leadership in exercises;
- playing the role of the “audience” during class and taking initiative to replace the characters in the scenes;
- critiquing your own performance and that of your fellow classmates while being respectful and sensitive to the topic and to other classmates;
- Using “I” statements when discussing issues;
- Being supportive of each other and working as an Ensemble.
- Participating in VAV Class retreat, scheduled after consulting class schedules
- **Completing assigned readings each week, and arriving in class ready to participate in dialogue about assigned readings.** Questions for discussion each week will include:
 - **What did you learn?**
 - **What surprised you, what are you struggling with/questioning?**
 - **How do these readings relate to the work you are doing with VAV?**
- Completing Self and Course Evaluations as requested throughout semester.
- Extra Credit: Participation in VAV Events: Voices Against Violence is very involved on campus and often has events that need volunteers to help with publicity, tabling, and participation. If you are interested in extra credit for class, one option is to attend and volunteer to help with VAV events on campus. Talk to Lynn about options.

This class incorporates theatre exercises that will challenge you in physical and emotional ways. They are designed to help you become better actors and to be more comfortable with the roles you will play. **You will always have the option to pass when we are doing exercises.** Please speak to Lynn if you have any concerns about exercises introduced in the class. We hope you will model the behavior we would like our audiences to have – and speak up if you feel you do not want to continue with any exercise.

There will be no “makeup” sessions offered for in-class exercises due to the nature of in-class graded exercises. Students absent for a graded exercise in class must take the initiative to speak to the instructor about making up the exercise in a different way. If you miss a writing assignment, there may be a possibility to make up the same assignment for a percentage of the original total.

Journals:

To help you explore a particular topic you will also be asked to respond to specific questions in your journal. You are also welcome to include any thoughts, reflections and observations you have about class discussions and exercises. Journals will be graded for completion and timeliness. **Journals must be at least three double spaced pages in length.** Journals are always due on Wednesdays by 2:00pm. See due dates on class schedule. **Please include your name and date the journal is due in the heading of the journal. SUBMIT YOUR JOURNAL DIRECTLY TO LYNN BY EMAIL.** Journals that are handed in LATE will be penalized 1 grade point for every late day. In the syllabus there are 6 dates where journals are due, and a final reflection journal is due at our final exam period.

Theatre for Dialogue Observation and Reflection:

This is an opportunity for you to observe a Theatre for Dialogue performance on campus or in the community. This will give you an idea of what is expected of you in your final scenario, and also will give you a chance to reflect on what you find effective in the presentation. You are responsible for signing up to attend a Theatre for Dialogue performance and then submitting a 3-4 page reflection. You will receive a list of questions to guide your reflection. **The reflection is due the Wednesday following your observation, at the same time journals are due, 2:00pm. SUBMIT YOUR OBSERVATION/REFLECTION DIRECTLY TO LYNN.**

Essays:

You have two essays due that will reference and discuss the readings in the packet. Essays should be 3-5 typed pages, in 12 point font, double-spaced and turned in as a WORD document. They should be carefully and thoughtfully written, in proper grammatical form without typos. Your essay should respond to the question listed and reference **at least 3 readings** from our packet from the previous reading assignments. Please include the source of the reading you are discussing in the body of the paper (title and author).

All essays are due by 2:00pm. SUBMIT ESSAYS DIRECTLY TO LYNN THROUGH EMAIL.

Rape Culture Capture: This is a solo activity, prepared out of class and brought to class to share. After reading and writing about rape culture, this exercise asks you to reflect on three different moments where you have experienced/witnessed or learned about a situation of rape culture. One moment should reflect something between you and another person, the second moment should reflect an experience in a learning environment (a reading, a joke that is made related to class content, something a professor or TA or someone in a class made, etc), and the third moment should reflect an experience that happened online, through a social networking or media avenue. Your description of each moment should be “thick” meaning you are describing all players and the sequence of events in as much detail as possible. Include your own response in the moment, and, if you didn’t respond the way you really wanted in the moment, describe your ideal response. **DUE by 2pm, submitted to Lynn**

Interpersonal Violence Sound Byte Performance:

This is a group performance that will be devised/created in class. We will work in small groups and as a whole to devise short performance pieces based on what you are learning about the issues of stalking, sexual assault and relationship violence and the dynamics of power and control. **This performance will be shared at the Relationship Violence Awareness Month Public Performance on October 17th Time TBA. Participation in this is mandatory and worth 25 points.**

Rape Culture Interruption scenario: You will work in a small group to take one moment from the “rape culture capture” scenes and bring it to life in a way that many students on our campus can relate to (or will feel is familiar). You will rehearse this scene outside of class, decide the interactive technique you will employ, and will perform the scene in class. The scene must incorporate strategies for including the audience/spect-actors such as freezes, sub-ins, and hot-seating. You will be evaluated on the “reality” of the scenario,

Relationship Scenes

With a partner you will create and perform 2-3 scenes that bring up issues of healthy vs. unhealthy relationships. You will be assigned to a partner and will be assigned potential scenario content. You will

arrange times outside class to prepare your scenes. This is a group project and the final grade will be based both on individual and group assessment. A rubric will be provided.

Final Exam:

There will be no written final for the class, but WE WILL MEET DURING the final exam period for our final closing class for the semester. According to the online Academic Course Calendar, our final is tentatively scheduled for **Thursday, December 12, 9:00-12:00 noon. This is a required class period.**

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 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/>).

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>.

Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

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 Blackboard in Class

In this class we will be using Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to record your VAV events for points, and to give students an opportunity to dialogue. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

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.

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-
677.0 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

POINT TOTALS FOR VAV CLASS

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

Voices Against Violence
Theatre for Dialogue: Exploring Interpersonal Violence
Fall 2013

Date	Focus	Reading Due	Also Due
Wed. Aug 28	Welcome and Introductions, Class syllabus		
WEEK 2: Wed. Sept. 4	Cover the space; Poster Dialogue; Examining Gender: Considering a continuum of gender and sexual identities. Shane: 3:30-4:30PM	PACKET: 1. <i>Applied Theatre: An Introduction</i> , from <u>The Applied Theatre Reader</u> , edited by Tim Prentki and Sheila Preston 2. <i>Are We There Yet?: On the road to safer sex through interactive theatre</i> , by Jan Selman Esmail, Munro and Ponzetti from <u>The Applied Theatre Reader</u> , edited by Prentki and Preston 3. "What you need to know...." Tips from former VAV students 4. <i>Feminism is for Everybody</i> , by bell hooks from <u>Passionate Politics</u> 5. <i>You're a Hardcore Feminist, I swear</i> , by Jessica Valenti, from <u>Full Frontal Feminism</u> ONLINE: 6. <i>Genderpalooza! A Sex and Gender Primer</i> , by Heather Corinna, READ ONLINE: http://www.scarleteen.com/article/body/genderpalooza_a_sex_gender_primer	Journal assignment #1
WEEK 3: Wed. Sept. 11	Identity; Privilege; Considering guilt and accountability	PACKET: 1. <i>The Complexity of Identity: Who Am I?</i> Beverly Daniel Tatum from <u>Readings for Diversity and Social Justice</u> 2. <i>The Cycle of Socialization</i> by Bobbie Harro from <u>Readings for Diversity and Social Justice</u> 3. <i>Anti-Oppression Theory</i> , from the YWCA Training Manual, reprinted from the CALCASA Support for Survivors Training Manual) 4. <i>Intersectionality: A Tool for Gender and Economic Justice</i> , from <i>Women's Rights and Economic Change</i> by Association for Women's Rights in Development (AWID) 5. <i>Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity</i> by Michael Kimmel from <u>Readings for Diversity and Social Justice</u> 6. <i>White Privilege: Unpacking the Invisible Knapsack</i> by Peggy McIntosh HANDOUT IN CLASS: 7. <i>VAV Rape Culture Handout</i>	Journal assignment #2 (and bring identity pie to class!) Reminder: DUE NEXT WEEK: Rape Culture Capture
9/14-9/15	Class retreat:	RETREAT??? work in small groups, 8 count movement introduction	

<p>WEEK 4: Wed. Sept. 18</p>	<p>Discussing rape culture; Rape Culture and the media; Risk reduction vs. primary prevention</p>	<p>PACKET:</p> <ol style="list-style-type: none"> 1. <i>Re-visioning the Sexual Violence Continuum</i>, by Lydia Guy from Partners in Social Change 2. <i>The Triad of Violence in Men’s Sports</i>, by Michael A. Messner, in <u>Transforming a Rape Culture</u> 3. <i>Raising Girls in the 21st Century</i>, by Emilie Buchwald, in <u>Transforming a Rape Culture</u> 4. <i>Stuck in (Gender) Neutral</i>, by Jackson Katz in <u>The Macho Paradox: Why Some Men Hurt Women and How all Men Can Help</u> 5. <i>Seduced by Violence No More</i>, by bell hooks, from <u>Transforming a Rape Culture</u> 6. <i>How Rape is Encouraged in Men and Boys and What We Can Do</i>, by Myriam Miedzian from <u>Transforming a Rape Culture</u> 7. VAV Definitions 	<p>DUE: Rape Culture Capture</p>
<p>WEEK 5: Wed. Sept. 25</p>	<p>Sexual violence law and policy – UT policies; Trauma Reactions and Self-Care</p>	<p>PACKET:</p> <ol style="list-style-type: none"> 1. <i>Sexual Assault Among College Students</i>, by Karen S. Calhoun, Mouilso, Edwards, from <u>Sex in College</u> 2. <i>Texas Penal Code, Chapter 22: Assaultive Offenses</i> <p>ONLINE as electronic books through UT Libraries:</p> <ol style="list-style-type: none"> 3. <i>Yes Means Yes! Visions of Female Sexual Power and a World Without Rape</i> <u>An Old Enemy in a New Outfit: How Date Rape Became Gray Rape and Why It Matters</u>, Lisa Jervis 4. <u>Full Frontal Feminism</u> <i>The Blame (and Shame) Game</i> by Jessica Valenti, CH. 4 <p>ONLINE:</p> <ol style="list-style-type: none"> 1. VAV Website: Review the Sexual Assault information available through the VAV website (http://www.cmhc.utexas.edu/sexualviolence.html) 2. <i>UT Policy on Sexual Assault:</i> http://catalog.utexas.edu/general-information/appendices/appendix-h/ 3. <i>Driver's Ed for the Sexual Superhighway: Navigating Consent:</i> http://www.scarleteen.com/article/boyfriend/drivers_ed_for_the_sexual_superhighway_navigating_consent 4. <i>Sex Talk: a comic about gettin’ it on:</i> http://www.webcomicsnation.com/maisha/sextalk/series.php?view=single&ID=175624 	<p>Essay #1</p>
<p>WEEK 6: Wed. Oct. 2</p>	<p>Boundaries and Relationships -share rape culture examples in small groups -Work on campus</p>	<p>PACKET:</p> <ol style="list-style-type: none"> 1. <i>Adolescent Romantic Relationships</i>, ACT for Youth Center for Excellence: Research Facts and Findings 2. <i>Introduction and Overview, Ch. 1</i>, from <u>Boundaries and Relationships: Knowing, Protecting and Enjoying the Self</u>, by Charles L. Whitfield, M.D. 3. <i>Healthy Boundaries and Limits, Ch. 9</i> from <u>Boundaries and Relationships</u>, by Charles L. Whitfield, M.D. 4. <i>Relationships: Their Basic Dynamics and Boundaries, Ch. 10</i> from <u>Boundaries and Relationships</u>, by Charles L. Whitfield, 	<p>Journal #3</p>

	soundbyte performance	M.D. 5. <i>Checking My Boundaries, Ch. from Boundaries and Relationships</i> , by Charles L. Whitfield, M.D.	
WEEK 7: Wed. Oct. 9	Relationship Violence; Work on campus soundbyte performance	PACKET: 1. <i>CDC Report on National Intimate Partner and Sexual Violence, Fall 2011</i> 2. <i>There is Another Way</i> , by Ana-Maurine Lara, from <i>The Revolution Starts at Home</i> 3. <i>Supportive Response for Survivors (VAV)</i> EMAILED: 4. <i>VAV Survivor's Toolkit – look at through emailed PDF</i> ONLINE 5. VAV Website: Review the Relationship Violence information available through the VAV website http://www.cmhc.utexas.edu/datingviolence.html ONLINE as electronic books through UT Libraries: 6. <i>Understanding Domestic Violence, A Primer</i> , by Fran S. Danis and Shreya Bhandari, from <i>Domestic Violence: Intersectionality and Culturally Competent Practice</i> (FOCUS on pp. 29-44) http://UTXA.ebib.com/patron/FullRecord.aspx?p=895119 7. <i>To Learn: Fundamental Information, ch. 3</i> from <i>Helping Her Get Free: A Guide for Families and Friends of Abused Women</i> (http://UTXA.ebib.com/patron/FullRecord.aspx?p=679774)	
WEEK 8: Wed. Oct. 16	Work on Sound Byte Performance in class; perform THIS WEEK at “Breaking the Silence” speak out! THURS,10/17 7-9pm (??)	PACKET: 1. <i>Introduction: On the Cliff of Awakening</i> , from <i>Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others</i> by Laura van Dernoot Kipsky with Connie Burk ONLINE as electronic books through UT Libraries: 2. <i>Cultural Competence and Intersectionality: Emerging Frameworks and Practical Approaches</i> , by Fran S. Danis and Shreya Bhandari, from <i>Domestic Violence: Intersectionality and Culturally Competent Practice</i> 3. CHOOSE ONE READING from the Danis Book, SIGN UP WITH partner to present one chapter NEXT WEEK	Perform Soundbytes at Speak OUT!
WEEK 9: Wed. Oct. 23	Stalking, Self-Care,	PACKET: 1. <i>Stalking on Campus: The National College Women Sexual Victimization Study</i> 2. <i>The Gift of Fear</i> by Gavin DeBecker 3. <i>Chapter One: A New Vision for Our Collective Work</i> , from <i>Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others</i> by Laura van Dernoot Kipsky with Connie Burk ONLINE 4. VAV Website: Review the Stalking information available through the VAV website	Journal #4 Assign Rape Culture Interruption scene groups

		<p>http://www.cmhc.utexas.edu/stalking.html)</p> <p>ONLINE as electronic books through UT Libraries:</p> <p>5. <i>To be Distancer, Rescuer or Anchor</i>, Ch. 4 from <u>Helping Her Get Free: A Guide for Families and Friends of Abused Women</u></p> <p>http://UTXA.ebib.com/patron/FullRecord.aspx?p=679774)</p>	
<p>WEEK 10:</p> <p>Wed. Oct. 30</p>	<p>Intervention Vs. prevention; Definitions Matrix</p> <p>Timeline of History of Sexual Violence Activism</p>	<p>PACKET:</p> <ol style="list-style-type: none"> 1. <i>Becoming an Ally, Action Continuum, Spheres of Influence</i> from <u>Teaching for Diversity and Social Justice</u> by Adams, Bell and Griffin 2. <i>When can I Help? A Conceptual Framework for the Prevention of Sexual Violence through Bystander Intervention</i>, by Sarah McMahon and Victoria L. Banyard 3. <i>TAASA Primary Prevention Toolkit</i> <p>BOOK HANDED OUT IN CLASS:</p> <ol style="list-style-type: none"> 4. <u>Response Ability: The Complete Guide to Bystander Intervention</u>, by Alan Berkowitz (book handed out in class) <p>ONLINE as electronic books through UT Libraries:</p> <ol style="list-style-type: none"> 5. <i>Where Teens Live: Taking an Ecological Approach to Dating Violence Prevention</i>, from <u>Domestic Violence: Intersectionality and Culturally Competent Practice</u> 	<p>Essay #2</p> <p>AND – bring in one example (to describe) of your favorite self-care</p>
<p>WEEK 11:</p> <p>Wed. Nov. 6</p>	<p>Interactive Techniques</p>	<p>PACKET:</p> <ol style="list-style-type: none"> 1. <i>The Art of Interactive Theatre</i>, pp. 71-85, <u>Theatre for Living</u>, by David Diamond 2. <i>In the Workshop Room</i>, from <u>Theatre for Living: the Art and Science of Community-Based Dialogue</u> by David Diamond 	<p>Journal #5</p> <p>Assign scene partners for final scenes</p>
<p>WEEK 12:</p> <p>Wed. Nov. 13</p>		<p>TBD: Readings as assigned for specific scene work</p>	<p>PERFORM RAPE CULTURE SCENES IN SMALL GROUPS for class</p>
<p>WEEK 13:</p> <p>Wed. Nov. 20</p>	<p>In-Class rehearsal;</p>	<p>TBD: Readings as assigned for specific scene work</p>	
<p>WEEK 14:</p> <p>Wed. Nov. 27</p>		<p>NO CLASS – HAPPY THANKSGIVING!</p>	

WEEK 15: Wed. Dec. 4	Performances !	PERFORMANCES OF SCENES!!!	Journal #6
FINAL TH, Dec. 12	FINALS MEETING!	FINALS MEETING! PLAN TO MEET FOR ENTIRE TIME TO CLOSE CLASS AND HAND IN FINAL WORK. Thursday, December 12, 9:00-12:00 noon	Final Reflection

JOURNALS:

Journal assignment #1 (due Wednesday, Sept. 4 by 2:00pm)

- You will be working with VAV issues all year. What strengths do you bring to these topics and to the class? What challenges do you feel you might have? What are you most nervous about? What else do you want me to know?
- Go to the VAV website.** Choose one piece of information to DISCUSS that EITHER:
 - helps support you in the role you take on with VAV,
 - OR is new and valuable information for you.

Journal assignment #2 (due Wednesday, Sept. 11 by 2pm):

- Fill out the Identity Pie**, and bring to class, prepared to discuss/share (you will get to decide what you share/don't share). Hand in to Lynn in class.
- Choose 1-2 objects** you would use to represent your gender identity. Describe and explain why you chose these objects.
- Reflect** on filling out the Identity Pie AND the readings: what surprised you? What do you take for granted? Which of your identities are not evident, and how do you hide or show them? Where do you hold privilege?

Journal assignment #3 (due Wednesday, Oct. 2nd by 2:00pm)

- Take the Checking My Boundaries quiz in the packet. What did you learn about yourself? What surprised you? What questions do you have? How does the idea of boundaries fit in with your idea of relationship violence?

Journal assignment #4 (due Wednesday, Oct. 23rd by 2:00pm)

- Reflect on the devising and performance of the Sound Bytes.** How did you feel this sharing went? Share your thoughts on the steps of creating these performance pieces, creating a sequence, and sharing with an audience.
- Write about your reactions to our class so far.** What do you find challenging? What do you find helpful? How are you balancing the work you are doing in this class (personal and academic) with taking care of yourself?

Journal assignment #5 (*due Wednesday, Nov. 6th by 2pm*):

You have been working closely with the issues of interpersonal violence for 10 weeks (at least).

- What is the impact of this exposure on you cognitively, emotionally, and physically?
- What behaviors or sensations are indicators to you that you are at the threshold of what you can handle and need to take a break from the material for a while?
- What self-care strategies have you discovered that help nourish and sustain you in order to counter-balance the effects of this exposure?
- What internal resistance have you noticed to engaging in these self-care strategies even when you know cognitively that they might be helpful and/or needed?

Journal assignment #6 (*due Wednesday, Dec. 4th by 2:00pm*)

- Reflect on the process of creating your Rape Culture Interruption scenarios: What were some of the challenges? What worked for your group? What do you want your audience to know and understand at the end of your scenes? What did you bring to the group that was important to the process? What skills do you need to strengthen for next semester?
 - Reflect on the process of creating your relationship scenes: What were some of the challenges? What worked for your pair? What do you want your audience to know and understand at the end of your scenes?

Final Reflection (*due at finals meeting, Thurs, Dec 12, 9:00-12:00 noon*)

Questions will be assigned closer to the date.

ESSAYS:

Essay #1 (Due Wednesday, Sept. 18th by 2:00pm)

ESSAY QUESTION: What is rape culture and where does it come from? Include references to at least three readings from the past three weeks (readings should be referenced by author, date of publication in parenthesis).

Essay #2 (due Wednesday, Oct. 30th by 2:00pm)

ESSAY QUESTION: Discuss the similarities and differences in how relationship violence and sexual violence impacts specific populations. Focus on describing the specificity of impact on one population (the chapter you signed up to read/explore). Use at least 2 other readings from book to compare/contrast with your focus chapter. ALSO discuss possible intervention and prevention strategies for one specific populations.

OTHER:

Rape Culture Capture (*due Wednesday, Oct. 2nd at 2:00pm*):

Capture three moments of rape culture that you have experienced or witnessed. Each moment should be written in "thick description" meaning that you are thorough in your description of who, what, when, where, why. For each moment, describe what happened, how you responded/didn't respond, and alternately, if you could have a do-over, what you would do differently (if anything). If you are describing a moment you witnessed, describe how the actors behaved, and what you would do differently (if anything). Your three moments should capture:

1. A moment between people who know each other that happens in person (you and a friend or family member, etc)
2. A moment in a classroom/education/employment environment (this could be in a group situation, in a student organization)
3. A moment that takes place online or through some type of electronic medium

Rape Culture Interruption scenario:

You will work in a small group to take one moment from the “rape culture capture” scenes and bring it to life in a way that many students on our campus can relate to (or will feel is familiar). You will rehearse this scene outside of class, decide the interactive technique you will employ, and will perform the scene in class in your small group. The scene must incorporate strategies for including the audience such as freezes, sub-ins, and hot-seating. You will be evaluated on the “reality” of the scenario, your work as a group, and your choice of the interactive strategy. Rubric will be provided.

Theatre for Dialogue observation (for Get Sexy. Get Consent.)

This is due one week following the performance you observe, no later than November 25th. You will receive questions to respond directly to. This is an opportunity to witness a Theatre for Dialogue program and how audience members interact with a program. You will be provided with a list of dates/times that Get Sexy will be performed.

Relationship Scenes

With a partner you will create and perform 2-3 scenes that bring up issues of healthy vs. unhealthy relationships. You will be assigned to a partner and will be assigned potential scenario content. You will arrange times outside class to prepare your scenes. This is a partner project and the final grade will be based both on individual and team assessment. A rubric will be provided.