

**Theatre for Dialogue: Exploring Interpersonal Violence  
Fall 2011**

SW 360K: Unique # 61775

TD 357T: Unique # 26570

Wednesdays 2-5:00 PM

**Location:** Conference Room of the Counseling and Mental Health Center, SSB, 5<sup>th</sup> floor

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

**Office Hours:** Thursdays, 2-3pm

**Office location:** Counseling and Mental Health Center, 5<sup>th</sup> Floor, SSB, 471-3515 (front desk)  
*(All visitors must check in at the front desk.)*

**Office phone:** 475-6989 (direct line)

**Classroom phone:** 475-6917 (call if running late)

**Lynn's Cell:** (cell – please try office or classroom phone first)

**Email:** [lynnhoare@mail.utexas.edu](mailto:lynnhoare@mail.utexas.edu)

**Instructor:** Adjunct Professor of Social Work, **Heather Davies, LCSW**

**Office Hours:** Wednesdays, 12:45-1:45pm

**Phone:**

**Email:** [hdaviesq@yahoo.com](mailto:hdaviesq@yahoo.com)

**Teaching Assistant:** Dept. of Theatre and Dance: **Anne McNamee**

**Office Hours:** By appointment

**Email:** [annemcnamee@gmail.com](mailto:annemcnamee@gmail.com)

## **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**

- To understand the complex dynamics of interpersonal violence, including relationship violence, sexual violence and stalking.
- To identify red flags of unhealthy relationships and be able to define relationship violence, sexual violence and stalking.
- To learn how to act as an ally to a victim or survivor and to gain knowledge about the related resources on campus and in the community.
- To understand the use of theatre techniques and improvisational methods as tools to educate the campus community at large.
- To develop leadership skills and confidence in teaching others about these issues.
- To explore strategies for transforming a community through arts and civic dialogue.

## Teaching Methods

This course uses a variety of teaching 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 Abel's Copies: University Towers, 715D W. 23<sup>rd</sup> St., 472-5353; [info@abelscopies.com](mailto:info@abelscopies.com);

## 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 also 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 also 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 5<sup>th</sup> 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. Out of class performance, presentation, tabling, volunteering and retreat dates and times will be discussed with the class and sign-ups will be circulated. **Once you have signed up for an event, attendance is mandatory and will result in the deduction points from your final grade unless you notify Lynn in advance.**

**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 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.

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**

<b>Class Participation</b>	<b>20</b>
-Attendance in class (one absence allowed)	
-Participation in class activities and discussions	
<b>Journals (5 journals at 5 points each)</b>	<b>25</b>
<b>Written Essays</b>	
- Essays (15 pts ea, 3 essays due)	<b>45</b>
-Character Development project (3 assignments)	<b>20</b>
-Observation	<b>10</b>
-Facilitation Exercise	<b>10</b>
<b>Soundbyte Performance</b>	<b>20</b>
<b>Final Scenario</b>	<b>50</b>
-working as a group to plan, rehearse and perform a final scenario	
-recording your final scenario script to hand in	
-final reflection on the process and class	

**TOTAL: 200**

**Class participation** includes:

- **General Participation Guidelines:**
  - 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 are you struggling with, or what surprised you?**
  - **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, attend and volunteer to help with VAV events on campus.

This class incorporates theatre exercises that will challenge you in physical and emotional ways. They are designed to help you become better actors and be more comfortable with the roles you will play. **Remember you always have the option to pass when we are doing exercises.** We encourage you to speak to Lynn or Heather 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 two 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 5 dates where journals are due.

***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 three essays due that will reference and discuss the readings in the packet. Essays should be 3-4 typed pages. They should be carefully and thoughtfully written, in proper grammatical form without typos. Your essay should **discuss 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). Choose readings to reference from each of the previous weeks as follows:

- Essay 1, due Sept. 14<sup>th</sup> – reference readings from weeks 1, 2, 3
- Essay 2, due Sept. 28<sup>th</sup> – reference readings from weeks 4 and 5
- Essay 3, due Oct. 19<sup>th</sup> – reference readings from weeks 6, 7 and 8

In addition to referencing readings, **please also include discussion of something you have recently seen or heard on campus that relates to the issues of interpersonal violence** (stalking, sexual assault and relationship violence) and ties back to this week's readings

Some questions to consider when framing your essay might include:

- What surprised you?
- What intrigued you?
- How did the readings challenge your previously held assumptions?
- How might you apply what you have learned?

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

***Character Development Exercise:***

You will have three assignments that will work towards the development of one fictional character. The first two assignments will help you build the world and background of this character, preparing you to write a brief monologue (1-2 minutes) in this character's voice for the third assignment. You will receive more information about each exercise. See dates and overview below.

1. Character development questions (worth 5 points). Due Wednesday, Sept. 21<sup>st</sup>.
2. Character story (worth 5 points). Due Wednesday, October 5<sup>th</sup>.
3. Character monologue (worth 10 points). Due Wednesday, October 12<sup>th</sup>.

**All assignments are due by 2pm. SUBMIT WRITTEN WORK DIRECTLY TO LYNN AND ANNE THROUGH EMAIL.**

### ***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 VAV 10<sup>th</sup> Anniversary Celebration on Thursday, Oct. 27<sup>th</sup>. Participation in this is mandatory and worth 20 points.**

### ***Mini-Scenarios:***

With a group of your classmates, you will create and perform a scene that encourages discussion of interpersonal violence. You will be assigned to a group. You will have to arrange times outside class to prepare your scenario. Your group will choose a facilitator for the scene, and the other group members will be characters in the scene. The scene must incorporate strategies for including the audience/spectators such as freezes, sub-ins, and hot-seating. You will be evaluated on the “reality” of the scenario, the inclusion and accuracy of information presented, teamwork, building in red-flags, incorporating issues of diversity, the effectiveness of the facilitation, and the consistency of the portrayals. The scenario must directly relate to the issues of sexual assault, relationship violence and stalking as they affect students on campus. 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 use 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 **Wednesday, December 7, 2:00-5:00pm. 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**

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C- (Class failed/no credit: 73 and below – for graduate students)
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = F

**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+	(Just Meets expectations)
120-139 points	D-, D, D+	(Satisfactory)
119 points or under	F	☹



## Theatre for Dialogue Class Schedule

*Class schedule is subject to change. Reading assignments may be revised and copies of additional readings may be provided later in semester.*

### **WEEK 1: Wednesday, August 24:**

- Welcome and Introductions, Class syllabus and paperwork
- Human Barometer
- Constellations

### **Reading assignments for the next class: The Foundations of Theatre for Dialogue - DUE Aug. 31**

1. *Applied Theatre: An Introduction*, from The Applied Theatre Reader, edited by Tim Prentki and Sheila Preston
2. *Theatre in Health Education (THE)*, from Applied Theatre, edited by Monica Prendergast and Juliana Saxton
3. *Are We There Yet?: On the road to safer sex through interactive theatre*, by Jan Selman with Shaniff Esmail, Brenda Munro and Jim Ponzetti from The Applied Theatre Reader, edited by Tim Prentki and Sheila Preston
4. *Activism with Heart: The VAV Project*, by Claire Canavan

**DUE NEXT WEEK: Journal assignment #1 (due Wednesday, Aug. 31 by 2:00pm):** You will be working with interpersonal violence, specifically dating violence, sexual assault and stalking, 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?  
**SUBMIT DIRECTLY TO LYNN THROUGH EMAIL.**

### **WEEK 2: Wednesday, August 31: JOURNAL #1 DUE**

Exercises: Using The Body

- Cover the space
- Poster Dialogue: What do we know? What do we want to know?
- Puppeteer, Pushing
- Statues, Sculpting and Image Theatre, playing with levels

### **Reading assignments for the next class: Prevention and Intervention - DUE Sept. 7**

1. *The Spectrum of Prevention: Developing a Comprehensive Approach to Injury Prevention* by Larry Cohen and Susan Swift
2. *Spectrum of Prevention* from the Prevention Institute
3. *Reducing Sexual Violence on Campus: The Role of Student Leaders as Empowered Bystanders*, by Victoria L. Banyard, Mary M. Moynihan, and Maria T. Crossman
4. *Engaged Pedagogy*, from Teaching to Transgress: Education as the Practice of Freedom, by bell hooks
5. *The Art of Interactive Theatre*, pp. 71-85, Theatre for Living, by David Diamond
6. "What you need to know...." Tips from former VAV students

**DUE NEXT WEEK : Journal assignment #2** (due Wednesday, Sept. 7<sup>th</sup>, by 2pm): Discuss how you see yourself fitting into the Voices Against Violence program (where do you feel comfortable leading and where do you tend to shy away?). Go to the VAV website and become familiar with what it has to offer. Choose one piece of information to discuss that EITHER:

- helps support you in the role you take on with VAV,
- OR fits into a model of prevention that you have read about this week.

**SUBMIT DIRECTLY TO LYNN THROUGH EMAIL**

**WEEK 3: Wednesday, September 7: DUE TODAY: JOURNAL #2**

- Columbian Hypnosis/Theatre of the Oppressor
- Red Flags
- Power and Control Wheels
- Sound and Verbal Montage: what does this sound like in the world?

**Reading assignments for the next class: Interpersonal Violence: The Scope of the Problem - DUE Sept. 14**

1. *Getting to Know Relationship Violence* (VAV packet)
2. *Campus Dating Violence Fact Sheet*
3. *Executive Summary from "A Health Survey of Texans: A Focus on Sexual Assault"*
4. *Dating Violence on Campus: A Fact of Life*, National Center for Victims of Crime
5. *Acquaintance Rape of College Students*, Rana Sampson, Office of Community Oriented Policing Services, [www.cops.usdoj.gov](http://www.cops.usdoj.gov)
6. *VAV Stalking Packet*
7. *Stalking on College Campuses*, from The National College Women Sexual Victimization Study
8. *You're a Hardcore Feminist. I Swear* by Jessica Valenti from Full Frontal Feminism: A Young Woman's Guide to Why Feminism Matters
9. *Introduction: On the Cliff of Awakening*, from Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others by Laura van Dernoot Kipsky with Connie Burk
10. *Chapter One: A New Vision for Our Collective Work*, from Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others by Laura van Dernoot Kipsky with Connie Burk

**DUE NEXT WEEK: Essay #1** (Due Wednesday, Sept. 14<sup>th</sup> by 2:00pm): Submit to Heather through email.

**WEEK 4: Wednesday, September 14: DUE TODAY: Essay #1**

- Complete the image: power and control
- Video: The Quiet Storm: part 1 - with discussion
- Consent Exercises, Sexual Assault and Regretted Sex

**Reading assignments for the next class: Identity Markers and Intersections – DUE Sept. 21**

1. *The Complexity of Identity: "Who am I?"* by Beverly Daniel Tatum from Readings for Diversity and Social Justice
2. *The Cycle of Socialization* by Bobbie Harro from Readings for Diversity and Social Justice

3. *Prejudice and Discrimination* by Warren J. Blumenfeld and Diane Raymond from Readings for Diversity and Social Justice
4. *White Privilege: Unpacking the Invisible Knapsack* by Peggy McIntosh
5. *Feminist Politics: Where We Stand* by bell hooks from Feminism is for EVERYBODY

**DUE NEXT WEEK:** Character Development Questions (due Wednesday, Sept. 21 by 2pm.  
SUBMIT TO LYNN AND ANNE THROUGH EMAIL.

**WEEK 5: September 21: DUE TODAY: Character Development Exercise**

- Exploring issues of identity with respect to interpersonal violence (What identities do you hold? Which identities might create barriers to support and which might facilitate support?)
- Exploring privilege: personal and group, earned and unearned: What do we have the power and responsibility to change?
- Examining markers of identity

**Reading assignments for the next class: Broadening the Lens – DUE Sept. 28**

1. *The Perfect Rape Victim* by Katie Koestner from Just Sex: Students Rewrite the Rules on Sex, Violence, Activism, and Equality
2. *To Learn: Fundamental Information, ch. 3* from Helping Her Get Free: A Guide for Families and Friends of Abused Women
3. *"The Rape" of Mr. Smith* by Anonymous, from Readings for Diversity and Social Justice
4. *Abuse in Lesbian Relationships*, from Milwaukee Lesbian Gay Bisexual Transgender Community Center ([www.mkelgbt.org](http://www.mkelgbt.org))
5. *Male Survivors* from Men Can Stop Rape.com
6. *Sexual Assault Facts, History, Statistics from the Milwaukee Lesbian Gay Bisexual Transgender Community Center*, [www.mkelgtb.org](http://www.mkelgtb.org)
7. *Men Who Beat the Men Who Love Them*, from Milwaukee Lesbian Gay Bisexual Transgender Community Center ([www.mkelgbt.org](http://www.mkelgbt.org)), excerpted from "Men Who Beat the Men Who Love Them by Island and Letellier)
8. *Impact Newsletter: Feature Issue on Violence and Women with Developmental or Other Disabilities*, Published by the Institute on Community Integration, Fall 2000

**DUE NEXT WEEK: Essay #2 on (due by Wednesday, Sept. 28<sup>th</sup> at 2:00pm)** SUBMIT TO HEATHER THROUGH EMAIL.

**WEEK 6: Wednesday, September 28: DUE TODAY: Essay #2**

- Discuss Readings
- Prevalence and Risk Reduction of Stalking on Campus, watch The Assassins Guild Documentary (youtube.com)

**Reading assignments for the next class: Becoming an Ally – DUE Oct. 5**

1. *To be Distancer, Rescuer or Anchor*, Ch. 4: Helping Her get Free

2. *Becoming an Ally, Action Continuum, Spheres of Influence* from Teaching for Diversity and Social Justice by Adams, Bell and Griffin
3. *Texas Penal Code, Chapter 22: Assaultive Offenses*
4. *Guidelines for Consent in Intimate Relationships*, Alan Berkowitz
5. **Also reading Response Ability: The Complete Guide to Bystander Intervention, by Alan Berkowitz (book handed out in class)**

**DUE NEXT WEEK:** Character Story exercise (*due by Wednesday, October 5<sup>th</sup> at 2:00pm*).  
SUBMIT TO LYNN AND ANNE THROUGH EMAIL.

**WEEK 7: Wednesday, October 5: DUE TODAY: Character Story Exercise**

- Bystander Intervention
- Trauma Reactions and Self-Care

**Reading assignments for the next class: Considering the Subtleties – DUE Oct. 12**

1. *An Old Enemy in a New Outfit: How Date Rape Became Gray Rape and Why It Matters* by Lisa Jervis from Yes Means Yes! Visions of Female Sexual Power and a World Without Rape
2. *The Blame (and Shame) Game* by Jessica Valenti from Full Frontal Feminism
3. *Fifty Obstacles to Leaving, a.k.a. Why Abuse Victims Stay* by Sarah Buel
6. *Why do Abusers Batter?* From ACADV Website
7. *Survivors with Disabilities: Myths and Facts* from [www.uvm.edu](http://www.uvm.edu)
8. *People with Disabilities and Sexual Assault* from Wisconsin Coalition Against Sexual Assault
9. *Pornography and Men's Consciousness*, by Jackson Katz, from Readings for Diversity and Social Justice

**DUE NEXT WEEK:** Character Monologue. SUBMIT TO LYNN AND ANNE THROUGH EMAIL.

**WEEK 8: Wednesday, October 12: DUE TODAY: Character Monologue**

- Work on monologues in small group,
- Image/gesture with monologues
- Perform monologues in class

**Reading assignments for the next class: Moving Forward – DUE Oct. 19**

1. *"What Can We Do?"* from Privilege, Power and Difference by Allan G. Johnson
2. *Developing Men's Leadership to Challenge Sexism and Violence* by Tom Schiff
3. *In the Workshop Room*, from Theatre for Living: the Art and Science of Community-Based Dialogue by David Diamond

**DUE NEXT WEEK:** Essay #3 (Submitted by 2pm through email to Heather)

**WEEK 9: Wednesday, October 19: DUE TODAY: Essay #3**

- Bring in one thing that represents one way you like to take care of yourself
- Work on Sound Byte Performance

**Reading assignments for the next class: Other Gender Considerations – DUE Oct. 26**

1. *Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity* by Michael Kimmel
2. *Rape: A Men's Issue* from Men Can Stop Rape, [www.MenCanStopRape.org](http://www.MenCanStopRape.org)
3. *About Male Survivors*, from Milwaukee Lesbian Gay Bisexual Transgender Community Center ([www.mkelgbt.org](http://www.mkelgbt.org))
4. *Domestic/Sexual Violence & Gender Identity: You wanna talk complex?* From F.O.R.G.E. newsletter, Vol. 4, Issue 10, Oct. 15, 1999, ([http://my.execpc.com/~dmmunson/Nov99\\_4.htm](http://my.execpc.com/~dmmunson/Nov99_4.htm))

**DUE NEXT WEEK : Journal #3 (due Wednesday, Oct. 26<sup>th</sup> 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?

SUBMIT DIRECTLY TO LYNN THROUGH EMAIL

**WEEK 10: Wednesday, October 26: JOURNAL #3 DUE**

**VAV 10<sup>TH</sup> ANNIVERSARY CELEBRATION: THURSDAY, OCT. 27<sup>TH</sup>**

**Required attendance; VAV class will present Sound Bytes performance**

- Prepping for Domestic Violence Awareness Month Performance

**Reading assignments for the next class: Growing Toward Facilitation – DUE Nov. 2**

1. *Facilitation* by Michael Rohd from *Theatre for Community, Conflict and Dialogue*
2. *Facilitating Interactive Theatre*, Voices Against Violence, Theatre for Dialogue, Lynn Hoare

**DUE NEXT WEEK : Journal assignment #4 (due Wednesday, Nov. 9<sup>th</sup> 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?

**WEEK 11: Wednesday, November 2: DUE TODAY: Journal #4**

- VAV model
- Assign Final Scenario Project groups and scene information
- What skills does a VAV facilitator need?

**NO Reading assignments for the next class**

**NOTE: MAKE SURE YOU HAVE COMPLETED YOUR THEATRE FOR DIALOGUE OBSERVATION**

**WEEK 12: November 9:**

- Facilitation Workshop
- Facilitation skills, scenario structure
- Developing and sequencing questions

**Reading assignments for the next class: Final Thoughts – DUE Nov. 16**

1. *The Gift of Fear* by Gavin DeBecker

**DUE NEXT WEEK: Facilitation Assignment** (*due Wednesday, Nov. 16<sup>th</sup> at 2:00pm*): Use the in-class VAV scene model to create a facilitation guide that you could use if you were facilitating this scene. Create at least 10 pauses with questions identified. Which questions would you ask when? What are some of the main issues/points you want the audience to consider? Think carefully about the order of your questions and follow-up questions. **SUBMIT TO LYNN THROUGH EMAIL**

**WEEK 13: November 16: DUE TODAY: Facilitation Assignment**

- Modeling facilitation, practicing with a lightning facilitation round
- Practicing improvising with sub-ins
- Small group work for final 45 minutes

**WEEK 14: November 23: Thanksgiving week NO CLASS!**

**Required rehearsal with group with Lynn or Anne in attendance (between Nov. 16 and Nov. 30<sup>th</sup>)**

**DUE NEXT WEEK: Journal assignment #5** (*due Wednesday, Dec. 1<sup>st</sup> at 2:00pm*): Reflect on the process of creating your graded 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 presentation? What did you bring to the group that was important to the process? What skills do you need to strengthen for next semester? **SUBMIT TO LYNN THROUGH EMAIL**

**DUE NEXT WEEK: Final Scenario:** (*due Wednesday, Dec. 1<sup>st</sup> to Lynn by 2:00pm*) As a group, create a written document that reflects your final scenario. List actors-characters and

include character introductions. You may choose whether or not to write it as a script. If you do not include scripted lines, specifically describe action in each scene. Include possible Pause points and main questions facilitator will ask. Include personal introductions.

You may submit one copy of this electronically from your group.

**SUBMIT TO LYNN THROUGH EMAIL**

**WEEK 15: November 30: Last day of class: FINAL SCENARIO PRESENTATIONS!**

**DUE: JOURNAL #5**

**DUE: FINAL SCENARIO OUTLINE (SUBMIT ONE COPY FOR GROUP TO LYNN THROUGH EMAIL BY Nov. 30<sup>th</sup>).**

- Graded Scenarios – Invite your friends and family!

**DUE NEXT WEEK: Final Reflection** (*due by beginning of assigned finals meeting time*) Final Self-Reflection on final performances and your work over the course of the semester. Questions will be provided. (part of your final scenario grade) **SUBMIT TO LYNN THROUGH EMAIL.**

**Final Exam Meeting Time: Wednesday, Dec. 7<sup>th</sup> from 2:00-5:00pm DUE: FINAL REFLECTION**

There will be no written final for the class. However, we will use the time allocated for the final exam to close class, reflect on the semester and complete evaluations. Your final self-evaluation is due at our finals meeting.

According to the online Academic Course Calendar, our final will be scheduled **for Wednesday, Dec. 7<sup>th</sup> from 2:00-5:00pm.**

**DO NOT MAKE PLANS TO LEAVE TOWN UNTIL THIS IS FINALIZED. ATTENDING THE FINAL EXAM PERIOD IS A REQUIRED PART OF THE CLASS.**