

**Theatre for Dialogue: Exploring Interpersonal Violence
Fall 2009**

SW 360K: Unique # 63585

TD 357T: Unique # 26147

Wednesdays 2-5:00 PM

Location: Conference Room of the Counseling and Mental Health Center
Student Services Building

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

Office Hours: Thursdays, 2-3pm

Office location: Counseling and Mental Health Center, 5th Floor, SSB
(All visitors must check in at the front desk.)

Office phone: 475-6989 (direct line);
471-3515 (front desk);

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

Lynn's Cell: 762-2886 (cell – please try office or classroom phone first)

Email: lynnhoare@mail.utexas.edu

Instructor: Programming & Counseling Specialist, VAV: **Heather Davies, LCSW**

Office Hours: Wednesdays, 1-2pm, SSB 5.414

Phone: 475-6957 (direct line)

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Teaching Assistant: Dept. of Theatre and Dance: **Ben Snyder**

Office Hours: By appointment

Email: mugsy4508@aol.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 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 and the book, Theatre for Community, Conflict & Dialogue by Michael Rohd. There are reading assignments most weeks. 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. 23rd St., 472-5353; info@abelscopies.com;
- **Theatre for Community, Conflict and Dialogue**, by Michael Rohd will be available at the Co-Op but is also available through Amazon.com
- **Response Ability: A Complete Guide to Bystander Intervention**, by Alan Berkowitz, copies will be on loan through the Counseling Center

Class Organization and Expectations

This class will be conducted as a seminar and may include guest presenters to share their expertise about specific areas of interpersonal violence. 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 higher 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 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. 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.

Students will be required to attend the Fall Retreat (date will be discussed in class) from 10-5 PM. Potential retreat dates (we will only meet one of the following days, and this will be decided based on the most people available on each day) include: Saturday, Sept. 19th, Sunday, Sept. 20th, Sunday, Sept. 27th, and Sunday, Oct. 11th.

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). If you decide to meet with a counselor at CMHC, please request someone other than Heather. You are always welcome to talk to either Lynn or Heather as well, 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

- **Class Participation** **18 points (09%)**
(6 pts: 3 VAV events at 2 points each; 4 points for attendance, participation, completing self and course evaluations throughout semester including an on-line mid-semester course eval.)
- **Journals** (8 journals at 4 points each) **32 points (16%)**
- **Peer Theatre Observation/Reflection** **10 points (5%)**
- **Sound Byte Essays** (5 responses, 10 points each)..... **50 points (25%)**
- **Campus Sound Bytes (performance)** **30 points (15%)**
- **In-class Improvisation Exercise** **20 points (10%)**
- **Final Performance** **40 points (20%)**
(mini Theatre for Dialogue Scenarios)

TOTAL: 200 points

Class participation includes:

- **General Participation Guidelines:**
 - *participating* in a **brief one minute check-in** that lets the class know what sort of energy you are bringing to the class that day. It is NOT a recap of the week or an account of your day. It is to let people know how you are feeling that day, so as to be useful in performance – especially in scenes where people are interacting with you;
 - *articulately* speaking up in class and taking leadership in exercises; *listening* to other opinions and allowing others space to express themselves;
 - *incorporating materials* discussed in class and from the readings into the scenarios and exercises; *actively creating* diverse and culturally appropriate scenarios;
 - *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; *being supportive* of each other and working as a “team”;
 - *Using “I” statements* when discussing issues;
- **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.
- **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. **All students will be required to attend at least 3 tabling sessions or events.** A list of all events and ways that you can participate will be provided to you as soon as possible. To obtain participation credit for these events, you must sign into Blackboard Events page and list the date, event and time you participated. Each of the three required events is worth 2 points towards your participation grade.

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 in class due to the nature of the graded exercises. Students absent for a graded exercise in class will be responsible to talk to the instructor about making up the exercise in a different way. If you miss a writing assignment, there is 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 8 dates where journals are due.

Peer Theatre Observation/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.

Sound Byte Essays: The Sound Byte Essay is based on research you are doing in the campus community about the issues of dating/domestic violence, sexual assault/sexual violence, stalking and bystander behavior. You will receive an assignment sheet detailing expectations. There will be four different methods of research gathering (specific directions provided separately). After gathering your research, you will write an essay, due by 2:00pm (on Wednesdays, Sept. 9, 16, 23 and 30th). SUBMIT ESSAYS DIRECTLY TO HEATHER THROUGH EMAIL. Sound Byte Essays should be 3-4 typed pages, depending on length of your research. They should be carefully and thoughtfully written, in proper grammatical form without typos. The essay must contain the following components:

- Which method of research you used;
- Documentation or transcription of research (if you recorded it). All research should be clearly presented and sourced (if you use a facebook posting, you should know who posted it and what day it was posted; if you gather media messages, you need to clearly state where you saw them, whether it was a print ad, TV, online, what product was being advertised, etc.);
- Your reactions to what you heard, learned, gathered;
- How it relates to the readings for that week.

Campus Sound Byte Performance: This is a group performance that will be devised/created in class. It will be based on our study of August Boal's Image Theatre, and will incorporate the campus research you have done on issues of dating violence, sexual violence and stalking.

Improvisation: You will participate in an improvised scene that is directed by Lynn. You will be evaluated on your ability to sustain the character, to be consistent with the structure and content of the improvisation, and to provide accurate details based on the readings and our class discussions around the issues of power and control. This is a group exercise, but you will be graded individually based on a rubric.

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 and a scenario. 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 spect-actors 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 will be scheduled for Wednesday, Dec. 9th from 9am-12pm.

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 26:

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

Reading assignments for the next class:

- *Activism with Heart: The VAV Project*, by Claire Canavan
- *Engaged Pedagogy*, from Teaching to Transgress: Education as the Practice of Freedom, by bell hooks
- *The Most Influential Man You Have Never Heard Of*. Obituary for Augusto Boal
- *Obituary: Augusto Boal*, from The Guardian
- *Theatre for Living and its Relationship to Theatre of the Oppressed*, pg.38-43 from Theatre for Living by David Diamond

Journal assignment #1 (*due Wednesday, Sept. 2 by 2:00pm*): You will be working with interpersonal violence, specifically dating violence, sexual violence 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?

WEEK 2: Wednesday, September 2:

- Annual VAV Events, presented by the VAV student coordinators
- Exercises: Using The Body
- Cover the space
 - Puppeteer, Pushing
 - Statues, Sculpting and Image Theatre

Reading assignments for the next class:

- *The Complexity of Identity: "Who am I?"* by Beverly Daniel Tatum from Readings for Diversity and Social Justice
- *The Cycle of Socialization* by Bobbie Harro from Readings for Diversity and Social Justice
- *Prejudice and Discrimination* by Warren J. Blumenfeld and Diane Raymond from Readings for Diversity and Social Justice
- *White Privilege: Unpacking the Invisible Knapsack* by Peggy McIntosh
- *Language and Silence: Making Systems of Privilege Visible* by Stephanie Wildman with Adrienne Davis, from Readings for Diversity and Social Justice

Journal assignment #2 (*due Wednesday, Sept. 9 by 2:00pm*): List as many identities that you wear as you can. Which do you wear publicly? Which do you wear privately, or only in certain contexts? Which of your identities are NOT privileged by majority culture? Which of your identities are affected by or related to the work you are doing with VAV?

WEEK 3: Wednesday, September 9:

- History of VAV, presented by Dr. Jane Bost
- Exploring issues of identity with respect to interpersonal violence
- 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:

- *Dating Violence on Campus: A Fact of Life*, National Center for Victims of Crime
- *Campus Dating Violence Fact Sheet*
- *Know the Red Flags.com – statistics on Texas*
- *Getting to Know Relationship Violence (VAV packet)*
- *To Learn: Fundamental Information*, ch. 3 from [Helping Her Get Free: A Guide for Families and Friends of Abused Women](#)
- *The Art of Interactive Theatre*, pp. 71-85, [Theatre for Living](#), by David Diamond
- *Kris and Franky: A Dating Story (VAV Resource Guide) – handed out*

Sound Byte Essay #1 on Relationship Violence (*due by Wednesday, Sept. 16th at 2:00pm*)
(See assignment handout for specifics for this exercise)

WEEK 4: Wednesday, September 16

- Understanding Relationship Violence and Power and Control
- Video: The Quiet Storm: part 1
- Power and control wheels
- Red flags
- Image theatre

Reading assignments for the next class:

- *Acquaintance Rape of College Students*, Rana Sampson, Office of Community Oriented Policing Services, www.cops.usdoj.gov
- *Guidelines for Consent in Intimate Relationships*, Alan Berkowitz
- *Texas Penal Code, Chapter 22: Assaultive Offenses*
- *Executive Summary from “A Health Survey of Texans: A Focus on Sexual Assault”*
- *Sexual Assault Facts, History, Statistics from the Milwaukee Lesbian Gay Bisexual Transgender Community Center*, www.mkelgtb.org

Sound Byte Essay #2 on Sexual Assault (*due by Wednesday, Sept. 24th at 2:00pm*)
(See assignment handout for specifics for this exercise)

WEEK 5: September 23:

- Sexual Assault
- Understanding Consent

- Regretted Sex versus Sexual Assault

Reading assignments for the next class:

- *VAV Stalking Packet*
- *Stalking on College Campuses*, from The National College Women Sexual Victimization Study
- *Kill Dormmates*, from Stanforddaily.com
- *UNL Bans Dorm's 'Assassin' Game*, Associate Press, Omaha, NE
- *Stalker Identification (ch. 1) Types of Stalkers and Why They Stalk (ch. 2)*, from How to Stop a Stalker by Detective Mike Proctor

VAV Performance directly following class, 6-8pm with pizza - REQUIRED

Sound Byte Essay #3 on Stalking (*due by Wednesday, Sept. 30 at 2:00pm*)

(See assignment handout for specifics for this exercise)

WEEK 6: Wednesday, September 30:

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

Reading assignments for the next class:

- *To be Distancer, Rescuer or Anchor*, Ch. 4: Helping Her get Free
- *Becoming an Ally, Action Continuum, Spheres of Influence* from Teaching for Diversity and Social Justice by Adams, Bell and Griffin
- Response Ability by Alan Berkowitz (on order at UT Co-Op)

Sound Byte Essay #4 on Bystander Behaviors (*due by Wednesday, October 7, at 2:00pm*)

(See assignment handout for specifics for this exercise)

WEEK 7: Wednesday, October 7:

- Trauma Reactions and Self-Care
- Bystander Intervention
- Response Ability: Main Video, Pt. 2
- Response Ability: Training Video, Pt. 1 & 2

Reading assignments for the next class:

- *"The Rape" of Mr. Smith* by Anonymous, from Readings for Diversity and Social Justice
- *Pornography and Men's Consciousness*, by Jackson Katz, from Readings for Diversity and Social Justice
- *Fifty Obstacles to Leaving, a.k.a. Why Abuse Victims Stay* by Sarah Buel
- *Why do Abusers Batter?* From ACADV Website

Journal assignment #3 (due Wednesday, Oct. 14th by 2:00pm): In which contexts might you be uncomfortable speaking up as a bystander/ally (think specifically in terms of race, ethnicity, gender, sexual orientation, disability and class)? What barriers stand in the way? What kind of personal work do you need to do to overcome these barriers?

WEEK 8: Wednesday, October 14: TODAY: Domestic Violence Awareness Month Rally, 10:30-1:30, West Mall

- Theatre of the Oppressor/Puppeteer
- Prepping for Domestic Violence Awareness Month Performance

Reading assignments for the next class:

- *"You're My Pretty Bird in a Cage: Disability, Domestic Violence, and Survival* by Kimberly Black Wisseman; from IMPACT, a publication of the Institute on Community Integration, 2000
- *Breaking the Power of Discrimination*, by Ellie J. Emanuel; from IMPACT, 2000
- *More Common Than We Think: Recognizing and Responding to Signs of Violence* by Leigh Ann Davis; from IMPACT, 2000
- *Homophobia and Violence (sidebar)*; from IMPACT, 2000
- *Survivors with Disabilities: Myths and Facts* from www.uvm.edu
- *People with Disabilities and Sexual Assault* from Wisconsin Coalition Against Sexual Assault
- *"What Can We Do?"* from Privilege, Power and Difference by Allan G. Johnson

Journal assignment #4 (due Wednesday, Oct. 21 at 2:00pm) Write about your reactions to our class so far. How do you feel about your participation in class? How do you feel about the participation of others in the class? 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 9: Wednesday, October 21: TONIGHT: Domestic Violence Awareness Month Public performance - REQUIRED (the VAV class will be presenting Campus Sound bytes as part of this public performance)

- Prepping for DVAM Performance

Reading assignments for the next class:

- *Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity* by Michael Kimmel
- *Developing Men's Leadership to Challenge Sexism and Violence* by Tom Schiff
- *Facilitation*, p. 112-127 from Theatre for Community Conflict and Dialogue by Michael Rohd

Journal assignment #5 (due Wednesday, Oct. 28 by 2:00pm) Reflect on the Campus Sound Bytes process. Share your thoughts on the steps of gathering information, synthesizing it with class members and creating our montage. How did you feel this sharing went?

WEEK 10: Wednesday, October 28:

- Facilitation Workshop
- Improvisation Practice
- Assign Final Scenario Project groups and scene information

Reading assignments for the next class:

- *Rape: A Men's Issue* from Men Can Stop Rape, www.MenCanStopRape.org
- *About Male Survivors*, from Milwaukee Lesbian Gay Bisexual Transgender Community Center (www.mkelgbt.org)
- *Abuse in Lesbian Relationships*, from Milwaukee Lesbian Gay Bisexual Transgender Community Center (www.mkelgbt.org)
- *Men Who Beat the Men Who Love Them*, from Milwaukee Lesbian Gay Bisexual Transgender Community Center (www.mkelgbt.org), excerpted from "Men Who Beat the Men Who Love Them by Island and Letellier)
- *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)

Journal assignment #6 (due Wednesday, Nov. 4 at 2:00pm): What messages (from family, culture, identities you hold, region you are from, socio-economic status, etc.) have you received about gender roles and how power is negotiated in relationships? Which of these messages do you choose to embrace? Which of these messages are you challenging?

WEEK 11: Wednesday, November 4:

- Graded improvisation in class
- Assign final scenario groups

Reading assignments for the next class:

- [classified]: *stories that catalyze dialogue about diversity*_by Laura Agnich, Kimberly Baker, Megan Carney and Shannon Turner from Community Arts Network Reading Room (communityarts.net)

- *In the Workshop Room*, from Theatre for Living: the Art and Science of Community-Based Dialogue by David Diamond

NO JOURNAL! Use this as a chance to catch up on recording VAV points, scheduling final scenario rehearsals, etc!

WEEK 12: November 11:

- Facilitation skills, scenario structure
- Modeling facilitation
- Practicing improvising with sub-ins

Reading assignments for the next class:

- *Love's Destroyer*, by Hara Estroff Marano, from *Psychology Today*, July/August 2009
- *The Gift of Fear* by Gavin DeBecker

Final Scenario Essay: (*due Wednesday, Nov. 18 at 2:00pm*) SUBMIT DIRECTLY TO HEATHER THROUGH EMAIL. The final scenario essay consists of four parts; each section will be completed by one member of the group. All pieces must be compiled and submitted as one document, with the author of each section listed. The four sections include:

1. Document the process of deciding with the group which campus population to address and how research will be conducted with this population;
2. Document and transcribe the actual research with this population;
3. Describe how this research affects the development of your scenario – what did you learn, and how will this determine the direction and specifics of your scenario?;
4. Transcribe as much of your final scenario as you currently have in place (it's ok if your scenario is not complete at this point). Include as many details and as much dialogue as possible.

WEEK 13: November 18th:

- Small group work
- Share part of group scenario
- Character and personal introductions, practice hotseating in groups

Journal assignment #7 (*due Wednesday, Dec. 2nd 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?

WEEK 14: November 25: No class– Thanksgiving week!!

Have a great week, and rest and enjoy the break.

WEEK 15: December 2: Last day of class

- Graded Scenarios - Invite your friends and family!

Journal assignment #8 (*due by beginning of assigned finals meeting time*) Final Self-Reflection on semester and your work. Questions will be provided.

Final Exam Meeting Time: 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. 9th from 9am-12pm.