

## HUM 3599 Applied Theater 1: Theory & Practice

T/R periods 8/9 3pm-4:55pm

Location: [TUR 2318](#)

### Instructor

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Office Hours: Wednesdays 11am-12pm or by appointment

Office Location: 720 SW 2nd Ave. South Tower, Suite 208

### Course Description

In this course, students from a variety of disciplines will immerse themselves in the exciting world of applied theatre for health education, community development, and social change. By investigating the work of revolutionary artists such as Brecht, Freire, Boal, and Moreno, as well as contemporary applied theatre practitioners, students will develop an understanding of how theatre can be a catalyst for discussion, change, and health promotion.

### Course Topics

1. The Epic and Political Theater: the work of Bertolt Brecht
2. Pedagogy of the Oppressed; the work of Paolo Freire
3. Theater of the Oppressed; the work of Augusto Boal
4. Psychodrama and Sociodrama; the work of Moreno
5. Case studies of Applied Theater in Health Education
6. Best practices and global perspectives in Applied Theater
7. Workshop development, construction, and facilitation

### Objectives

As a result of taking this course, students will be able to:

1. Define, interpret, and criticize applied theater theory, history, and impact
2. Test and modify applied theater forms and exercises
3. Propose, design, and construct an applied theater for health workshop

### Course Format

Students will meet for 100 minutes twice weekly for discussions, exercises, rehearsals, and performances. Students will be expected to rehearse outside of class time and complete weekly reading assignments for class discussions. The Federal/UF expectation for work outside of class is approximately 3hrs per credit hour. Students will devise and perform work monthly and will be encouraged to explore and create theater relevant to their interests and areas of study. The active participation of all students is required with a consistent mindfulness of maintaining safety, confidentiality, openness, and mutual respect for all participants.

### Required Materials

None

### Additional Readings will be taken from:

Saxton, Juliana, Prendergast, Monica. *Applied Theatre: International Case Studies and Challenges for Practice*.

Cohen-Cruz, Jan. *Engaging Performance: Theater as Call and Response*

Tim Prentki & Sheila Preston *The Applied Theater Reader*

Emert & Friedland. *Come Closer: Critical Perspectives on Theater of the Oppressed*.

Prentki, Tim. *Applied Theater - Development*

Freire, Paulo. *Pedagogy of the Oppressed*

Taylor, Phillip. *Applied Theater*

Other Assigned Articles

Week		Topic/s	Readings/Assignments Due
<b>JAN</b>			
1	10	Introductions Syllabus Overview Community Agreements/Values	
	12	Warm up: Jeff Lecture & Discussion What is Applied Theater? Applied Theater Definitions and History The Role of Theater in Health	Reading #1 Introduction to Applied Theatre
2	17	Warm up: Jeff  Discussion: How do we make applied theatre? Who is applied theatre for?	Reading #2 Chapter 2 of Applied Theatre: International Case Studies Ch. 26 of the Applied Theatre Reader
	19	Warm Up: Jeff  What are you exploring/ researching this term? What are your goals?	Goals assignment
3	24	Warm Up: Jeff  Pedagogy of the Oppressed Discussion	Reading/Reflection #3 Freire Ch. 1&2 Image Theatre work on Oppression
	26	Image Theatre work on Oppression Lab	Create images based on Freire text
4	31	Lecture & Discussion Brecht and his influence:	Reading #4 Intro to Brecht ATR – CH.4, Brecht on Theatre Agit-Prop Theater
<b>Feb</b>			
	2	Warm up: Jeff  Bo Burnham: Inside Teatro Campesino	Teatro El Campesino <a href="https://edu.digitaltheatreplus.com/content/workshops/4x45-luis-valdez-on-el-teatro-campesino">https://edu.digitaltheatreplus.com/content/workshops/4x45-luis-valdez-on-el-teatro-campesino</a> <a href="https://www.youtube.com/watch?v=IvDmbc8V6Z8">https://www.youtube.com/watch?v=IvDmbc8V6Z8</a>
5	7	Warm up: Jeff  Political/Newspaper Theatre/ACTO LAB	Reading 5: Teatro El Campesino Discuss ACTO projects Gest - story in 3 Frames

	9	Warm up #1  Political/Newspaper Theatre/ACTO LAB	
6	14	Political/Newspaper Theatre/ACTO LAB	ACTO Performances
	16	Warm up #2  Practice: Boal & Theater of the Oppressed	Reading #6 Prendergast: Chapter 5 on Boal Boal 100 Games: Image/Forum/Invisible Theater Boal: The Joker
7	21	Forum Theater Lab: Techniques & Practice	Image Theatre/Forum Structure
	23	Forum Theater Lab: Techniques & Practice	
8	28	Forum Theater Lab: Techniques & Practice	Draft forums
<b>March</b>			
	2	Forum Theater Lab: Techniques & Practice	Forum Theatre performances
9	7	Warm up #3  Theatre in Education/Health Education Case Studies	
	9	Warm up #4  Theatre in Education/Health Education Case Studies	
10	14	SPRING BREAK	
	16	SPRING BREAK	
11	21	Ethnographic Theater Lab Lecture/Discussion	Watch: VFM, FC2B, HOME <a href="#">Anna Deveare Smith</a> We Carried <a href="#">our Secrets</a> .
	23	Ethnographic Theater Lab	Reading #7 CH. 6 Theatre as Research R. Soans "Verbatim" Read: Intro to Twilight

			Roadside Theatre Ethnographic Theatre Experiment
12	28	Ethnographic Theatre Lab	Project Check in
	30	Ethnographic Theatre Lab	
<b>April</b>			
13	4	Ethnographic Theatre Lab	1st Drafts
	6	MH Counseling Role-Plays	Reading #8 Drama Therapy Playback Theatre Theatre in Medicine
14	11	MH Counseling Role-Plays	Character Development and Group Warmups
	13	MH Counseling Role-Plays	Role-plays
15	18	Ethnographic Theatre Lab At the Harn	Ethnographic Theatre performances
	20	Theatre in Museums at the Harn	
16	25	Final Class	Semester in a minute Final Reflection paper: Did you achieve your goals?

### Assignments

1. Readings/Reflections: 9 readings and reflections
2. Warm Up: Students are required to lead 1, 20-30 minute warm up session for the class
3. Newspaper Theater: Students will create and perform a 5-10 minute Political/Newspaper Theater scene/video.
4. Theater in Health Education Case Study Presentations: Students will research and present an international theater for health case study to the class and discuss the relevance and techniques used in the project.
5. Forum/Interactive Theatre Project: Students will create and deliver a group forum theatre experience
6. Ethnographic Theatre Project: Students will create a 10-minute play based on interviews and collected material. This play will be read/performed in class.
7. Final Reflection Paper: Students will reflect on the work they accomplished during the semester in a 750 word paper.

**Grading**

Warm up		50 points
Goals Assignment		5 points
Reading Reflections	(9X10pts)	90 points
Newspaper Theater Presentation		50 points
Theater in Health Education Case Study		50 points
Forum Theatre Project		75 points
Ethnographic Theatre Project		75 points
Reflection Paper		50 points
Participation		100 points

TOTAL 545 points

**Grading Scale**

Letter Grade	% Equivalency	GPA Equivalency
A	94-100	4.00
A-	91-93.99	3.67
B+	88-90.99	3.33
B	84-87.99	3.00
B-	81-83.99	2.67
C+	78-80.99	2.33
C	74-77.99	2.00
C-	71-73.99	1.67
D+	68-70.99	1.33
D	64-67.99	1.0
D-	61-63.99	.67
E	60 or below	0.00

Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major. UF grading policy website:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> - calculatinggpa

**Course Policies**

**Attendance:** Your attendance in this course is essential to your success. Each student will be given 1 free unexcused absence. Excused absences require a doctor's note which must be provided and uploaded to Canvas within 2 weeks of the absence. Requests for excused absences for UF related activities will be considered on a case-by-case basis and must be approved **BEFORE** the absence occurs. Each unexcused absence will result in a **10-point reduction of the participation grade** (100 pts available).

**Class Demeanor and Participation:** Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students and come to class prepared. This means staying current and keeping up to date with the course schedule, activities, and assignments. Please limit usage of devices for the break time.

Class participation will be evaluated based on:

- Coming to class informed; you've done the assigned work
- Thoughtfulness; you're applying the ideas in the readings and assignments to class discussion
- Engagement; you're taking part in discussions and sharing your ideas
- Consideration; you take the perspectives of others into account

Participating in class discussion is essential to your success in the course. If you do not participate or regularly miss classes, ***it will negatively impact your grade.*** \*\*If students have personal reasons that prohibit them from joining freely in class discussion, e.g., disabilities, language barriers, etc., please see the instructor as soon as possible to discuss alternative modes of participation.

**In this course we explore several ways of knowing, and a variety of personal and cultural ideologies; respect for different ways of thinking and seeing the world is essential. We invite all perspectives that share a common grounding in the ideology that all lives have equal value.**

**Late work:** In general, late work will receive an immediate 5 point deduction and must be turned in within 5 days of the assignment deadline to receive credit. This 5-day window policy allows you to take a small penalty and have 5 extra days to complete an assignment. Late work that is turned in after the 5 day window will only be accepted in the event of an excused absence or with **prior** permission from the instructor. Extenuating circumstances will be considered on a case-by-case basis.

**Communication:** It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might affect his or her participation in the course. Please do not let any questions or concerns you have go unattended. It is the instructor's intention to respond to all e-mail communication within 48 hours, excluding weekends.

**Spontaneity:** Due to the experiential nature of this course, the instructor retains the right to alter this syllabus as needed to accommodate class pace, interests, and/or special challenges or opportunities that may arise.

### **Recording Classes/Lectures**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **UF Policies**

#### **UF Policies for Getting Help**

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

\* \*\*\*Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

#### **Students Requiring Accommodations**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students on the [Gator Evals page](#).

### University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

### Campus Resources:

#### Health and Wellness

##### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** [counseling.ufl.edu/cwc](http://counseling.ufl.edu/cwc), and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

##### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu).

### Academic Resources

[E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

[Career Resource Center](#), Reitz Union, 392-1601. Career assistance and counseling.

[Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

[Student Complaints Campus](#)

[On-Line Students Complaints](#)