

SEXUAL WELLNESS ADVOCACY TEAM (SWAT) III

ASUO Women's Center/Office of the Dean of Students

**FHS 407-2 Credits
Spring 2014 Syllabus**

Wednesdays 6-9 pm
Location: Lillis 112 Mackenzie

Instructor
Abigail Leeder
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Sexual Violence Prevention & Education
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ASUO Women's Center, Mac Court

SWAT's Mission

The Sexual Wellness Advocacy Team Internship Program is committed to educating the campus community about sexual assault, relationship violence, and stalking through innovative, accessible presentations encompassing elements of theatre, experiential learning and multimedia. We honor survivors and aim to prevent interpersonal violence while giving students the opportunity to gain new skills.

COURSE DESCRIPTION

This course will train you to educate your peers about issues of interpersonal violence, including consent, sexual assault, and relationship violence and stalking, using theatre and other participatory activities as social change techniques. Students are encouraged to explore issues of privilege and oppression in our culture and their intersection with interpersonal violence, and to engage in self-exploration throughout the term.

In the beginning of the term, interns will participate in a one-day weekend workshop on community-based theater techniques. We will continue to explore these techniques throughout the term. Most SWAT classes will consist of approximately 1.5 hours of training on the given topic, followed by 1.5 hours of discussion and activities related to both theater techniques and training topics.

OBJECTIVES

- To understand the basic concepts around issues of interpersonal violence, including sexual assault, relationship violence and stalking.
- To learn theatre techniques and facilitation skills and use them as tools to educate the campus community at large.
- To gain knowledge about the resources and procedures on campus and in the community.
- To build and promote healthy relationship skills.
- To gain experience in creating and delivering innovative, creative and accessible presentations on sexual and dating violence for the campus community.

COURSE STRUCTURE

This class is graded pass/no pass and will be conducted as a seminar. It will include guest presenters sharing their expertise about specific areas of interpersonal violence. In addition to class meetings and the retreat, students should expect to devote 3 hours/week outside of class to SWAT. Out-of-class time includes workshops, class reading, discussion questions, and tabling/outreach.

Students are responsible for active participation in the class, participating in the required number out-of-class performances and completing all assignments on time. Students are encouraged to participate in activities/presentations related to the class topic.

Out of class performance/presentation/tabling dates and times will be discussed in advance with the class –once you have signed up for them - attendance is mandatory (unless YOU find someone at least 1 week in advance to substitute for your role).

Students are expected to be at class, rehearsals and performances on time. If you know you will be late because of a specific reason, please notify Abigail Leeder or your group in advance.

Students are also required to attend the spring class retreats on April 6th, 12 – 5 and April 20th, 10 – 5, at the Wesley Center.

ASSESSMENT AND EVALUATION OF OUTCOMES

Class Participation	30 %
Journal Responses	30 %
One-on-One Meetings	5 %
Workshop Participation/ Tabling	35 %

A total of 70 or more points denotes a passing grade as long as the student has earned more than Fifty percent of the points per each category. Fewer than 70 points or failure to complete at least Fifty percent of the requirements in each category denotes a failing grade.

Class Participation (30%)

Students are expected to be engaged in dialogue and discussion about the topics of each class and to contribute to continued workshop development. Throughout the term students are invited and expected to:

- Speak up in class and assume leadership in exercises
- Listen to other opinions and allow others space to express themselves
- Incorporate material discussed in class into the improvisation and theater exercises
- Be supportive of each other and work as a team

Journals & Creative Reflection: (30%)

- Students are expected to submit WEEKLY journal responses on Blackboard in response to prompts regarding SWAT related topics. These responses are to be well thought out and reflect integration of readings, in-class discussions and workshop experiences. Please make your responses thorough and a minimum of 250 words.

One-on-One Meetings: (5%)

I will meet with each intern at least once during the term. This is a chance for us to touch base about what is coming up for you around the course material as well as discuss your assignments. It is also a time get further coaching about your role and participation in the workshops and share insights that you might not feel comfortable sharing in class. . We will meet once within the first five weeks and if additional meeting time is desired by the student, or

by the instructor, we will meet again during the second half of the term. I will pass around a sign up sheet with times I am available.

Workshop Participation: (35%)

As SWAT, our goal is give at least 10 presentations/workshops to the campus community winter term. Each intern is required to participate in **at least 4 presentations** this term as well as table at **least 3 hours** per term (if SWAT tabling requests allow). New SWAT students will be observing their first two or three workshops. Observation will count toward the workshop participation requirement. While four is the minimum requirement we ask that you be willing to contribute your time toward SWAT meeting its presentation goals and reaching a wide campus audience. We would like to avoid an imbalance with some interns overextending themselves therefore we encourage voluntary participation beyond the minimum requirement.

Please plan to spend 60 minutes with your group preparing the week before a presentation and 30 minutes debriefing with the group afterward. We will also check in briefly in class after each presentation.

Workshop Sign-ups –

All Students are expected to check UO email accounts DAILY.

Extra Credit SWAT Projects

Attending the UO Alliance for Sexual Assault Prevention meetings (First Wednesday of each month 11:30-1) or serving as a liaison to other student organizations can count as extra credit.

EXPECTED BEHAVIOR

Students must understand that they are selected into this class as leaders and ambassadors for the Sexual Wellness Advocacy Team Program. They **are held to a high standard of personal conduct both in and outside class.** Please be mindful that your interactions outside class also reflect the high standard that is associated with being a SWAT leader. This includes the kind of information that you share on things like Facebook and your interaction with other students in informal settings. Students are expected to NOT be under the influence of drugs or alcohol when they are in class or at any event or context where they are representing SWAT.

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 while in class and at SWAT events, even if they may have personal relationships or friendships with each other outside the class.

Classroom expectations include:

- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class; not reading other materials, books, newspapers or **Text Messaging.**

Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

Given the topics of discussion in class, we recognize that there may be issues that may come up for some students in the class. Please take care of yourself. You can consult with a counselor at the University Counseling and Testing Center (to make an appointment call 346-3227) or seek other outside help/support. You are always welcome to talk with Abigail as well.

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

Students should also feel free to bring information about events related to class issues to class. Students are welcome to notify the class through email about such events. Blackboard should not to be used for issues that are not related to the class.

CONDUCT

Students are expected to adhere to student the University of Oregon conduct guidelines at all times. All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://www.uoregon.edu/~conduct/>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

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.

ATTENDANCE POLICY

Attendance at all class meetings is mandatory. If you must miss a class meeting, rehearsal or event you have signed up for, you must notify Abigail Leeder in advance and arrange for a substitute if you are missing an event. A great deal of emphasis is placed on being in class due to the participatory nature of the course.

Class Schedule

Week 1: April 2

Go over syllabus

Plan for term

Reading Assignments Due by Retreat:

- A “Rape Culture” Tutorial for the Nay-Sayers
- How Sexually Violent Language Perpetuates Rape Culture and What You Can Do About It

New Students Also Read:

- The Macho Paradox (Katz), Chap. 1: “Violence Against Women is a Men’s Issue”

No Journal Assignment due Week 1.

Week 2: April 9

Begin TBTN prep

Assignments Due:

Readings:

- The Macho Paradox: Chap. 5 “Male-Bashing” by Jackson Katz
- **Journal Assignment:** See Blackboard.

New Students also read:

- SWAT Manual P. 1-13 & *Reaching Men* Ch 4 “Rape and Sexual Assault”
- **Journal Assignment:** See Blackboard.

RETREAT:

Sunday, April 13th, 10 am – 5 pm

Wesley Center, 1236 Kinkaid St. (next to The Duck Store)

Week 3: April 16

Continue TBTN Prep

Assignments Due:

Readings:

- The Longest War (Solnit)
- Asking For It (Valenti)
- **Journal Assignment:** See Blackboard

Week 4: April 23

Prep for TBTN, EMU Ampitheatre

Assignments Due:

- **Read:** “The Campus Rape Myth” by Heather MacDonald
- **Listen to:** NPR, Talk of the Nation: Rape: The Victims, Perpetrators, and Law Enforcement
- **Journal Assignment:** See Blackboard.

Thursday, April 24th: Take Back the Night – Attendance Mandatory 6:00 PM (Please plan to stay for the speak out until approximately 11pm)

Week 5: April 30

TBTN & Sexual Violence Prevention Week Debrief / **Strengthsfinder?**

Assignments Due:

Readings:

- Facilitation p. 1-5
- It Takes a Village to Rape a Woman (Katz)
- **Journal Assignment:** See Blackboard.

Week 6: May 7

Brandy Ota – ASUO Women’s Center

Facilitation Practice

Assignments Due:

Readings:

- Rape Prevention Aimed At Rapists Does Work: The “Don’t Be That Guy” Campaign
- Rape Has a Purpose (Chemaly)
- **Journal Assignment Due:** See Blackboard.

Week 7: May 14

Assignments Due:

Readings:

- Mythcommunication
- Trigger Warning: An Open Letter from Mia Farrow
- **Journal Assignment:** See Blackboard.

Week 8: May 21

Assignments Due:

Videos to watch:

- The Performance Model of Sex, Now in Video Form!
- Sexual Objectification: What It is, Why It’s Damaging, and How We Change It
- **Journal Assignment: See Blackboard.**

Week 9: May 28

Erin McGladrey?

Assignments Due:

Reading:

- Ten Things to End Rape Culture (The Nation)
- **Journal Assignment:** See Blackboard.

Week 10: June 4

Pulling it all together. Final class party!

Assignment Due: See Blackboard. Creative reflections presented in class.