

## **HUM 3599 Applied Theater 1: Theory & Practice**

T/TH, Period 7-8 (1:55 PM - 3:50 PM)

Location: Studio G012

### **Instructor**

Jeffrey Pufahl

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Office: Fine Arts D, Room 109

Office Hours: Monday 4-5pm, or by appointment

### **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 Paulo 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 in Applied Theater for Health – International perspectives and case studies
7. Workshop, project development, construction, and performance.

### **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 or performance.

### **Course Format**

Students will meet on T/TH for 100 minutes for discussions, exercises, rehearsals, and performances. Students will be expected to rehearse outside of class time and complete weekly reading assignments for class discussions. 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**

Students will be required to purchase the following books:

Boal, Augusto. *Games for Actors and Non-Actors*

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

Students will be required to purchase a coil-bound journal.

**Additional Readings will be taken from:**

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*

Boal, Augusto. *Theater of the Oppressed*

Taylor, Phillip. *Applied Theater*

Other Assigned Articles

Week		Topic/s	Readings	Due Date
	AUG			
1	20	<b>Theater Games and warm ups.</b> Syllabus Overview Research Portfolio & Story Circle	Assignment: What are you exploring this term?	
	22	<b>Theater Games and warm ups.</b> Community Agreements/Values Discussion: What are you exploring/ Researching this term?	Freire: Pedagogy of the Oppressed Arts and Health Reading 1 ATR: Introduction	
2	27	<b>Boal Theater Exercises &amp; Games</b> Seminar & Discussion: Freire & The Pedagogy of the Oppressed Applied Theater Definitions and History The Role of Theater in Health	ATR – CH.4, Brecht on Theatre Agit-Prop Theater Cohen-Cruz Chapter 1	
	29	<b>Boal Theater Exercises &amp; Games</b> Seminar & Discussion Brecht and his influence: The Epic & Political Theater The A-Affect Juxtaposition and Episode	Boal: Poetics of the Oppressed Cohen Cruz Ch. 2	

	SEPT			
3	3	Experiential Exercise: Story to Image Theater		
	5	Warm up # 1 Seminar & Discussion Boal & The Theater of the Oppressed		
4	10	Warm up #2 Newspaper Theater Lab	Assignment: TiE Case Study	
	12	Warm up #3 Newspaper Theater Performances	Prentki-Fool's Play Boal: The Joker ATR: Why Clown? Come Closer Ch. 13 "The Wounded Joker" ATR: Ch. 46 "Are we there yet?"	
5	17	Warm up #4 Seminar & Discussion: Participatory Theatre The Fool/The Joker/The Clown The Art of Facilitation	Watch: Theater in Sexual Health Education videos	
	19	Warm up # 5 Presentations: Theater in Health Education Case Studies	Taylor- Ch. 1 & 2	
6	24	Warm up # 6 Presentations: Theater in Health Education Case Studies	Boal: Rainbow of Desire Come Closer Ch. 7	
	26	Warm up # 7 Rainbow of Desire/Cop in the Head Lab Sculpting & Captioning		
	OCT			
7	1	Warm up #8 Rainbow of Desire/Cop in the Head Lab		
	3	Warm up #9 Rainbow of Desire Performances	Boal – Forum Theater Come Closer Ch. 1,8	
8	8	Warm up #10 Discussion: Boal & Forum Theater Forum Theater Lab		
	10	Warm up #11 Forum Theater Lab		
9	15	Warm up #12 Forum Theater Lab		
	17	Warm up #13 Forum Theater Performances		

10	22	Warm up # 14 Forum Theater Performances Open to the public		
	24	Warm up #15 Story Circle Methodology and Roadside Theatre	Ethnographic Theater R. Soans "Verbatim" Intro to Fires in the Mirror Cohen-Cruz Ch. 3	
11	29	Warm up #16 Watch: Fires in the Mirror		
	31	Warm up #17 Ethnographic Theater Discussion Project Examples Interview Techniques		
	NOV			
12	5	Warm up #18 Ethnographic Theater Lab		
	7	Warm up #19 Ethnographic Theater Lab	Sociodrama Readings Psychodrama Readings	
13	12	Warm up #20 Ethnographic Theater Performances		
	14	Warm up #21 Theater in Mental Health: Sociodrama and Psychodrama Introduction		
14	19	Warm up #22 Psychodrama Lab with Mental Health students joint class		
	21	Warm up #23 Theater in Medicine – Role Play and Improvisation		
15	26	Warm up #24 Mental Health Counselling Role Plays Joint Class		
	28	Thanksgiving		
	DEC			
16	3	Story Circle/Reflections		

**Assignments**

<b>1. Warm Up:</b> Students are required to lead at least 2, 15 minute warm up sessions for the class.
<b>2. Newspaper Theater:</b> Students will create and perform a 5 minute Newspaper Theater scene.
<b>3. Theater in Health Education Case Study Presentations:</b> Students will research and present international theater for health case studies provided in the Applied Theater Reader and discuss the relevance and techniques used in the projects.
<b>4. Rainbow of Desire Presentation:</b> Students will explore Boal's theory of Rainbow of Desire and present a short workshop/performance addressing a health topic of their choice.
<b>5. Ethnographic Theater Performance:</b> Students will create a short piece based on interviews on a health topic of their choice.
<b>6. Forum Theater:</b> Students will write and perform a forum theater on a health topic of their choice and perform for an audience of their peers.
<b>7. Final Project:</b> <ul style="list-style-type: none"> <li>• <b>Research Portfolio:</b> Students will compile a research portfolio over the course of the semester that pulls together research on an applied theatre modality and a health topic/population. Research must include: peer reviewed journal articles, other articles, statistics, media images and relevant videos and films.</li> </ul> <p>The final project will have a written component.</p> <ul style="list-style-type: none"> <li>• <b>Proposal:</b> Students will develop a 3-5 page proposal for an applied theater project that integrates the research portfolio. Projects must include:</li> <li>• Who is the proposal for (population)?</li> <li>• What are the goals, objectives, and methods of the proposal?</li> <li>• What forms will be utilized?</li> <li>• Project timeline.</li> <li>• An outline of the project</li> <li>• Students will present their project and research to the class.</li> </ul>

**Grading**

<b>1. Warm up #1</b>	<b>10%</b>	<b>(50 points)</b>
<b>2. Warm up #2</b>	<b>10%</b>	<b>(50 points)</b>
<b>3. Newspaper Theater Presentation</b>	<b>5%</b>	<b>(25 points)</b>
<b>4. Theater in Education Case Study</b>	<b>10%</b>	<b>(50 points)</b>
<b>5. Rainbow of Desire Presentation</b>	<b>10%</b>	<b>(50 points)</b>
<b>6. Forum Theater Presentation</b>	<b>20%</b>	<b>(100 points)</b>
<b>7. Final Project Presentation</b>	<b>30%</b>	<b>(100 points)</b>
<b>8. Participation</b>	<b>5%</b>	<b>(25 points)</b>
<b>TOTAL</b>	<b>100%</b>	<b>(500 points)</b>

**Grading Scale**

Letter Grade	% Equivalency	GPA Equivalency
A	95-100%	4.0
A-	92-94%	3.67
B+	89-91%	3.33
B	85-88%	3.00
B-	82-84%	2.67
C+	79-81%	2.33
C	75-78%	2.00
C- *	72-74%	1.67
D+	69-71%	1.33
D	65-68%	1.00
D-	62-64%	.67
E, I, NG, S-U, WF		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

**Participation/ Attendance/ Classroom Etiquette**

Participation in all aspects of this course is essential to your success. Every reading, assignment, and interaction within the course is integral to your learning, and full participation is required. It is expected that students participate in class discussions.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: [catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)

Each unexcused absence will result in 5 points deducted off the student's participation grade.

This course is a discussion/participation based course and it is imperative students are on time for class. A tardy will be awarded to a student if they are more than 5 minutes late. Three unexcused tardies will equal 1 unexcused absence. Cellphones are not permitted for personal use during class time.

**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. **Please use the email function in Canvas to email the instructor.**

## Submitting Late Assignments

Major assignments will be accepted no later than five days after the due date. Points will be reduced from late assignments at a rate of 5 points per day. Instructors will not accept work submitted later than six days following the deadline except in extenuating circumstances and with prior approval by the instructor.

## UF Policies

### Academic Honesty

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 ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-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.

### Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [dso.ufl.edu/drc](http://dso.ufl.edu/drc)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### 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.

**Campus Resources****Health and Wellness**

U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu/](http://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu/](http://shcc.ufl.edu/).

University Police Department: Visit [police.ufl.edu/](http://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

**Academic Resources**

Career Connections Center: Reitz Union Suite 1300, 352-392-1601.

Career assistance and counseling services [career.ufl.edu/](http://career.ufl.edu/).

Library Support: [cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask) various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.

General study skills and tutoring. [teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/)

Writing Studio: 2215 Turlington Hall, 352-846-1138.

Help brainstorming, formatting, and writing papers. [writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/)

Student Complaints On-Campus: [sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code/](http://sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code/)  
On-Line Students Complaints: [distance.ufl.edu/student-complaint-process/ /](http://distance.ufl.edu/student-complaint-process/)