

HUM 3599.16CG Applied Theater 1: Theory & Practice

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

Location: SOC1450

Instructor

Jeffrey Pufahl

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Office: Fine Arts D, Room 109

Office Hours: By appointment on ZOOM

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 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 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

None

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

Course Schedule

Week		Topic/s	Readings/Assignments Due
August			
1	24	Introductions Syllabus Overview	
	26	Applied Theater Definitions and History The Role of Theater in Health	Reading/Reflection #1
2	31	Applied Theatre Forms	Reading/Reflection #2
September			
	2	Pedagogy of the Oppressed	Reading/Reflection #3
3	7	Pedagogy of the Oppressed	
	9	Brecht and his Influence:	Reading/Reflection #4
4	14	Theater of the Oppressed	Reading/Reflection #5
	16	Political Theatre	Reading/Reflection #6
5	21	Political Theatre	
	23	Political Theatre	
6	28	Political Theatre	Assignment: Political Theatre Experiment
	30	Theatre in Education/Health Education	Reading/Reflection #7
October			
7	5	Theater in Medicine & Public Health	Reading/Reflection #8
	7	Interactive Theater	
8	12	Interactive Theater	
	14	Interactive Theatre	Reading/Reflection #9
9	19	Interactive Theatre	

	21	Interactive Theatre	
10	26	Ethnographic Theater	Reading/Reflection #10
	28	Ethnographic Theatre	
November			
11	2	Ethnographic Theatre	
	4	Ethnographic Theatre	Assignment: Ethnographic Theatre Experiment
12	9	Applied Improvisation	
	11	HOLIDAY NO CLASS	
13	16	Community Devising	
	18	Community Devising	Assignment: Devised Scene
14	23	Community Devising	
	25	Thanksgiving HOLIDAY	
15	30	Theatre in MH Counseling	
December			
	2	Theatre in MH Counseling	
16	7	Story Circle/Reflections	Assignment: final reflection paper
Dec 17		12:30-2:30 Final Exam Period	

Assignments

1. Warm Ups: Students are required to lead 2, 15-30 minute warm up sessions for the class.
2. Political Theater Experiment: Students will create and perform a 5 minute Political/Newspaper Theater scene/video.
3. 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.
4. Ethnographic Theatre Experiment: Students will create a 10 minute play based on interviews and collected material. This play will be read/performed in class.
5. Devised Scene: Students will perform a short, devised scene at the end of the Community Devising unit.
6. Final Reflection Paper: Students will reflect on the work they accomplished during the semester in a 1000 word paper.

Grading

Warm ups (2 X 50 points)	100 points
Goals Assignment	5 points
Reading Reflections (10X10pts)	100 points
Newspaper Theater Presentation	50 points
Theater in Education Case Study	60 points
Ethnographic Theatre Project	100 points
Devised Scene	75 points
Reflection Paper	100 points
Participation	100 points
TOTAL	700 points

Grading Scale

Letter Grade	% Equivalency	GPA Equivalency
A	94-100	4.00
A-	91-93	3.67
B+	88-90	3.33
B	84-87	3.00
B-	81-83	2.67
C+	78-80	2.33
C	74-77	2.00
C-	71-73	1.67
D+	68-70	1.33
D	64-67	1.0
D-	61-63	.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

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.

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
- 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, it will not negatively impact your grade. **If students have personal reasons that prohibit them from joining freely in class discussion, e.g., shyness, 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 humans are created equal and deserve equality.**

Attendance: Your attendance in this course is essential to your success. Each student will be given 2 free unexcused absences. Excused absences require a doctor's note which must be provided within 2 weeks of the absence. Request 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 **20 point reduction of the participation grade** (100pts available).

Late work: Late work will only be accepted in the event of an excused absence or with prior permission from the instructor, and only within five days of the assignment due date. **All late work that is not approved by the instructor will be subject to an immediate deduction of 5 points.** 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.

UF Policies

Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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
- (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 or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: 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.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to 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