

# **SEXUAL WELLNESS ADVOCACY TEAM (SWAT) I**

ASUO Women's Center/Office of Student Life  
University of Oregon – College of Education - Educational Leadership Area

**FHS 407-2 Credits-CRN 16031**  
**Fall 2007 Syllabus**

**Wednesdays 6-9 pm**

Location: 137 ED

<b><i>Instructor</i></b> Abigail Leeder SWAT Advisor/Director, Sexual Violence Prevention & Education	<b><i>SWAT Office Coordinator</i></b> Anja Goerke	<b><i>GTF Sexual Violence Prevention and Education</i></b> Abby Tuttle
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## **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 theater, 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, relationship violence and stalking, using theater 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/fail 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 Fall class workshop on October 6 & 7.**

## ASSESSMENT AND EVALUATION OF OUTCOMES

Class Participation	20 %
Blackboard Posts	15%
Individual Presentations or Discussion Q's	15 %
Journal	20 %
One-on-One Meetings	5 %
Workshop Participation/ Tabling	25 %

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*** (20%)

Students are expected to be engaged in dialogue and discussion about the topics of each class and to contribute to continued workshop development. These discussions will take place both in class and online. Throughout the term students are invited and expected to:

- Contribute their ideas and opinions about the topics at hand
- 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

### ***Blackboard Posts*** (15%)

All students are required to respond to the discussion questions posted by the new students on Blackboard **each week**. These postings will be kept track of. These discussions are meant to be a dialogue between SWAT returning students and new students. Your insight and perspective is important to the dialogue.

**Discussion Questions (For new SWAT students) (15%)**

This assignment is intended to give you an opportunity to reflect on course content, readings, and in-class material, and to spark dialogue among interns. **Please post at least one discussion question before the class meeting on Blackboard.** (You will also be required to respond to at least one of your classmates Blackboard post per week). The question must respond to the assigned reading for that class or to material presented in the previous class. Discussion questions must be in-depth enough to spark interesting discussion.

**Individual Presentations (For returning students): (15%)**

Choose and read a book pertaining to the issues we address in SWAT. You may choose a book from the list I'll distribute in class, or select your own. You must email or post the title of the book you are reading to me by the third week of class. Your presentation for the class will be 15 minutes long, and should incorporate about 5 minutes of presentation and 10 minutes of facilitated discussion and/or a creative activity. You will be required to write a 2-page paper prior to your presentation in which you synthesize your thoughts on the issues raised in the book and how they related to our work in SWAT; your presentation and paper should not focus on the plot of the book.

**Journals: (20%)**

Journal entries may include any thoughts, reflections and observations you have about class discussions, exercises and the feelings you have about doing this work. To help you explore a particular topic you will also be asked to respond to specific questions in your journal. **Journals must be at least one TYPED double spaced page in length** and are due by midnight of the due date. Journals may either be handed in during class or emailed to me as an attachment.

The final assignment will be a creative reflection of SWAT. This could be a poem, a drawing or painting, a song or some other way that you wish to work to integrate and reflect the material from the term. These will be presented to the class at our final class party.

**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 & Tabling: (25%)**

As SWAT, our goal is give at least 10 presentations/workshops to the campus community fall term. Each intern is required to participate in **at least 4 presentations** this term as well as table at **least 3 hours** per term. (New SWAT students will be observing their first two or three workshops. Observation will count toward the workshop participation requirement). While four workshops 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.

## **COURSE INCOMPLETES**

Students are expected to be familiar with university policy and procedures, which result in failing to complete the course by the end of the term in which it is offered. Please see <http://interact.uoregon.edu/pdf/sas/AlncGrdCon.pdf> .

## 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 higher standard of personal conduct both in and outside class.** Please be mindful that your interactions outside class also reflect the higher 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

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.

## **CONFLICT RESOLUTION**

The mission of the College of Education is to “Make educational and social systems work for all.” Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment. Within the College of Education, you can contact: David Chard, Associate Dean for Curriculum and Academic Programs: 346-0065, or [dchard@uoregon.edu](mailto:dchard@uoregon.edu), or Surendra Subramani, Interim Diversity coordinator 346-1473, or [Surendra@uoregon.edu](mailto:Surendra@uoregon.edu).

Outside the college, you can contact:

UO Bias Response Team: 346-1139 or <http://darkwing.uoregon.edu/~brt/>

UO Conflict Resolution Services 346-0617 or <http://darkwing.uoregon.edu/~crs/>

UO Affirmative Action and Equal Opportunity 346-3123 or <http://aaeo.uoregon.edu/>

## **DIVERSITY**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the university community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

## **DOCUMENTED DISABILITY**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but

are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see <http://ds.uoregon.edu/>

## **GRIEVANCE**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (<http://education.uoregon.edu/feature.htm?id=399>) or enter search: student grievance.

## **INCLEMENT WEATHER**

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page (in the "News" section) at <http://www.uoregon.edu>.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

## Tentative Class Schedule

### September 26

#### Introduction to SWAT

##### Assignments:

- Read section in manual on Introduction & Sexual Violence
- Discussion questions and responses to blackboard posts due by next class.
- Journal Assignment - ***Write about what you think your strengths and challenges/ fears are in doing interpersonal violence prevention education work and being in this class.***

### October 3

#### Sexual Violence, Supporting Survivors, and Self-Care: Guest speaker Wendy Maurer, Sexual Assault Support Services (SASS)

Phone: 484-9791

Email: [sass@efn.org](mailto:sass@efn.org)

\*(WC Open House for long term SWAT members)

Due: Journal  
BB Post/ Discussion Questions

##### Assignments:

- Read "Practice & Prevention: Contemporary Issues in Adult Sexual Assault"
- Discussion questions and responses to blackboard posts due by next class.

### RETREAT

October 6, 10 am – 6 pm

October 7, 10 am – 4 pm

Community-based theater workshop facilitated by Abigail Leeder.

EWEB Building 500 E 4<sup>th</sup> Ave.

Lunch will be provided each day.

### October 10

#### Continued Workshop Development

Due: BB post/ Discussion Questions  
Book titles for projects (Returners)

##### Assignments:

- Read section in manual on the intersections of sexual violence and oppression and the following articles:
- **White Privilege: Unpacking the Invisible Knapsack** by Peggy McIntosh  
<http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html>  
Classic article on the topic of white privilege. This excerpted essay is reprinted from the Winter 1990 issue of "Independent School."
- **Vision, Privilege, and the Limits of Tolerance** by Cris Cullinan  
<http://www.eastern.edu/publications/emme/1999spring/cullinan.html>  
Article by Cris Cullinan of the University of Oregon. From the "Electronic Magazine of Multicultural Education," Vol. 1, No. 2, September 1999.
- Discussion questions and responses to blackboard posts due by next class.
- Journal Assignment – ***What are some moments where your assumptions have been challenged by being a member of SWAT. How has exploring this material impacted your viewpoint on the topic of sexual assault and dating violence.***

### October 17

#### Power & Privilege: Tim McMahon, Faculty Development Consultant/CODaK

Phone: 6-3226

Email: [timmc@uoregon.edu](mailto:timmc@uoregon.edu)

Due: Journal  
BB Post/ Discussion Questions

### **Assignments:**

- Read section in manual on Men's Issues.
- Discussion questions and responses to blackboard posts due by next class.

### **October 24**

**Mens Center – Jon Davies, UO Counseling Center & Marcus Farley, ASUO Men's Center**

**Due:** BB Post/ Discussion Questions

### **Assignments:**

- Read section in manual on facilitation.
- Discussion questions and responses to blackboard posts due by next class.
- Journal Assignment – ***Write about your reactions to our class so far. How do you feel about your participation in class. How do you see your role in the group, do you feel satisfied with your participation?***

### **October 31**

**Tentative: Responding to Difficult Audience Members: Chicora Martin, UO LGBT Education and Support Services; Tia Dumas, UO Office of Multicultural Affairs; and Brooks Morse, UO Counseling and Testing Center.**

### **Individual Presentations (3)**

**Due:** Journal

BB Post/ Discussion Questions

Class Presentations (Returners)

### **Assignments:**

- Read section in manual on Dating Violence
- Discussion questions and responses to blackboard posts due next class

### **November 7**

#### **Domestic and Dating Violence**

**Guest Speaker: Margo Shaefer, Womenspace**

**Phone: 485-8232**

**Email: [communityed@enddv.org](mailto:communityed@enddv.org)**

### **Individual Presentations (3)**

#### **Discussion/Activities**

**Due:** BB Post/ Discussion Questions

Class Presentations (Returners)

### **Assignments:**

- Read section in manual on stalking.
- Discussion questions and responses to blackboard posts due next class.
- Journal Assignment – ***After reading the assigned articles, hearing the class discussions and participating in the class activities, what discoveries are you making about yourself. Discuss some of the challenges or triumphs you have felt in class and how you have been impacted by doing this work.***

### **November 14**

#### **SWAT Workshop for ASUO (Meet @ 5:10)**

**Due:** Journal

BB Post/ Discussion Questions

Class Presentations (Returners)

### **Assignments:**

- Read section in manual on additional reading.
- The final assignment will be a creative reflection of SWAT. This could be a poem, a drawing or painting, a song or some other way that you wish to work to integrate and reflect the material from the term.

### **November 21:**

**NO CLASS- Night before Thanksgiving break**



**November 28:**

**Pulling it all together. Final class party!**

**Due:** Creative reflections presented