

WMS 390: Women, Violence, and Resistance

Tuesday, Thursday, Friday 2/ 9:30-10:50

Kelly Kelbel, MSE: RISE Project Coordinator

Office: Dodge, First Floor, Ext. 3799

Office Hours: Tuesday and Thursday 11-12

kkelbel@warren-wilson.edu

Cell Phone: 828.380.9560

Course Description

Whether or not we have confronted violence in personal contexts, the identities and experiences of all people are impacted by violence against women, privilege, and oppression. Everyday, throughout the world, in social spaces, family, political spheres, schools, and work, persons of all genders, especially women, are resisting this violence individually and collectively, with their voices, their politics, and their protest, sometimes in intentional discourse and at other times as their enactment of everyday life. This will be a course where we come to understand violence and its impact on the identities of women. Not only will we learn about violence in particular contexts such as the prison system, college campuses, and on the US-Mexico border, we will also study storytelling, performance, organizing, and coalition-building as active forms of protest and resistance.

We will focus on the experiences of women, however, we will not assume that individual women have the same experience of violence, and will consider the implications of a person's whole identity with particular attention to location, context, and intersectionality. While the focal point of the course is mostly on women as victims/survivors/resistors of violence, we will assume that men are also victimized by interpersonal and state violence that may be gender-based and that women perpetrate, and perpetuate, violence and oppression. We will also consider those individuals who do not identify along the gender binary, and that they, too, experience both interpersonal and state violence.

Course Objectives:

1. To be aware of women's experiences of violence with attention to a whole identity that considers context, class, race, gender, sexuality, nationality, etc. To understand not only the personal context of violence, but also the political and social arenas in which violence occurs.
2. To analyze performance, storytelling, protest, education and coalition-building as tools for resistance and transformation utilized by survivors, activists, feminists, and community organizers.
3. To question traditional systematic responses to survivors of violence. To propose additional methodologies for change, which consider individual healing and perpetrator & community accountability, as well as the theories that explain why violence against women is so pervasive.
4. To reflect on violence against women and the practical work that local agencies engage in to both intervene and prevent violence. To provide service to survivors and the non-profits that work with them. To critique and challenge these organizations' agendas and actions with respect to meeting the needs of survivors, connecting with the community, and advocating for social justice.

Service Learning Requirement

"Social transformation cannot remain at the level of ideas, it must engage practice."

-M. Jacqui Alexander and Chandra Talpade Mohanty, 1996

In order for you to truly understand the impact of violence on the lives of women, exerting effort to respond to, confront and disrupt violence is essential. Each student is responsible for a minimum of 15 hours of service with one of the following agencies:

- Room in the Inn (traveling dv shelter, on campus each term)
- Our VOICE (local rape crisis center)
- Helpmate (local domestic violence agency and shelter)
- Pisgah Legal Domestic Violence Program (local legal aid clinic)

If you believe that you know of another local organization intentionally addressing these issues and prefer to volunteer with them, please discuss this with me first, at the beginning of the semester, and if we deem it appropriate, you can do your service with them.

To become linked with these groups, you can speak with me or a member of the RISE crew about pre-coordinated service opportunities, and you can speak directly with the agency. There are three assignments directly connected to the service that you provide. Failure to complete the service requirement will result in a failure of the course.

Required Texts: Incite-The Color of Violence Anthology
Natalie Sokoloff, ed.-Domestic Violence at the Margins
Additional course readings provided

Academic Support and Accommodations

If you require accommodations in order to be successful in this class, please speak with me as soon as you can so that I can support you in whatever ways are necessary. Please also request assistance from the subsequent resources:

Educational Access Coordinator: Debra Braden (Accommodations/Separate Testing)

Ext. 3791: Office in Dodge

Writing Center: Kathryn Hast(Ext.5900)

Ext.3003: Located in Sunderland Basement 31B

Academic Support: Lyn O'Hare

Ext. 3012: Office in Dodge

Emotional and Physical Health

I understand that there are days when involvement in academic discourse seems neither possible nor fruitful. Take care and maintain communication.

These are resources on campus that can assist:

Wellness: Charlie Wright (5848, 3736)

Office in Upper Bryson: Training Room in DeVries

Counseling Center

Anne Lundblad 3700

Jil Meadows: 3905

Art Shuster: 3773

Health Center: Karen Hoffman (soon to be determined)

Ext. 2053

Confidentiality

My position at the college is one of confidentiality. As the Coordinator of the RISE Project, I meet with students and staff who have (or currently are) experienced sexual assault, relationship violence or stalking, and I provide crisis intervention, support in processing, advocacy, and referrals to additional resources.

If someone discloses an experience of violence, whether past or present, domestic violence, sexual violence or other, the person is entitled to confidentiality. This means that we will not

report the person's name nor the details of the person's story. On the other hand, this is an academic space where we should learn from each other's personal experiences, and therefore, it might be necessary for you to process this information outside of the class context. There are a few ways that this can happen:

1. You can speak about it without using names or other specific details. If appropriate, you can speak with the person about what they shared.
2. You can speak with a RISE Advocate about it. Their positions are confidential.
3. You can speak with me about what you heard and how it is impacting you.

Attendance

Of course, you are all expected to attend every class session. Discussions become more rich and critical when a variety of perspectives are both present and engaged. If you cannot attend class, please send me an email so that I am aware that you are safe and in reasonable health, but unable to attend. You are still expected to turn major assignments in on time, unless extenuating circumstances prevent you from doing so.

If you miss class, you need to find out what you missed from a classmate and be responsible for what you missed. Keep in mind that missing class will directly impact your class participation grade. If you intend to have five or more absences, you should withdraw from the class prior to receiving a failing grade. Three absences will be tolerated.

Quality of Work/Late Work

All of your assignments should be typed, double-spaced, 11 character font, except for your Service Project Reflective Journal, which can be handwritten. Your work should be double-sided, or printed on paper where the other side has already been used, if possible.

All work should be turned in on-time. If you are not able to achieve this, please note that for each day that your assignment is late, 5 points will be deducted from the final grade.

Grading Rubric

Class Participation 15%

Reflections on Readings 15%

Identity Project 10%

Paper on Violence at Warren Wilson College 15%

Prevention/Intervention Project 20%

Service Project 20%

Community Participation and Response 5%

Class Participation (15%)

Be ready to participate in whole class discussions and group work at each session.

I will evaluate your participation as follows:

5 = You read the assignments, you ask questions, you express judgments using text and/or pose questions at each class session; you are an active and contributing member to small group discussions, you engage in activities and tasks fully, and you listen to others.

4 = You participate as above about 80 percent of the time.

3 = You do not volunteer, but only respond to direct questions; you demonstrate vague familiarity with course readings and assignments.

2 = You do not volunteer, attempt to respond to direct questions but your responses are on a surface level, or unrelated to readings

1 = You sit silently in class and appear to be completely disengaged, or you choose not to come

Identity Project (10%): [Due February 7th]

Open medium. Create a performance piece, an art piece, a video piece, a power point presentation, a photo essay with captions, or choose another medium. Your piece must address your identity with consideration of privilege and oppression, and explore your understanding of violence against women, as well as your active resistance and participation/complacency in regard to this violence. Your pieces must include a one page explanation, and incorporate two quotes from course readings, or outside readings.

Reading Reflections (15%): [One per week]

After reading the selections, develop three discussion questions for class. Reply to one of your questions in 1-2 pages. Integrate the text, as well as prior knowledge. To best answer your question, aim for comparative analysis. You are expected to complete one reading reflection per week; you choose the dates that you will do these. Reflections are due the same day as the corresponding readings. Please include all three of your discussion questions on your assignment, as they may become a starting point for dialogue.

Community Participation and Response (5%): [Due by March 14th and by May 2nd]

Attend two events, on or off campus, and write responses, a minimum of two pages typed each. In each entry, describe the event including date, location, what it was, and how you heard about it. Explain how the event is connected to the class and readings, what you learned, your reaction, etc. Some example events include the Women's Circle at the Women's Resource Center, the Our VOICE Survivor Art Show, RISE Project Workshops, the Women in Black protest, etc.

Paper on Violence Against Women at Warren Wilson College (15%):[Due March 6th]

Write a 6-7 page paper on the issue of violence against women at Warren Wilson College. Use a minimum of three outside readings and three class readings as sources in your paper. Interview two people that are part of the Warren Wilson community, and include interview transcripts as addendums. Your paper must incorporate a community based solution for addressing violence against women at Warren Wilson.

Prevention/Intervention Project (20%) [Due between April 14th and May 9th]

In self-selected groups of 3, you will use the readings from class, as well as additional sources, in order to devise either an education or activist-based prevention or intervention project that addresses the issue of violence against women. This project must include:

- Purpose/Objectives
- Audience
- Location
- Detailed explanation including:
 - Description of project
 - Anticipated results
 - Presumed effectiveness

Then you will enact this project, and invite everyone in the class to participate in your enactment. Following your enactment, you must complete individual reflections regarding any disconnects between intent and enactment, fulfillment of purpose, audience responses, effectiveness, and propose changes to increase success of the project.

*In choosing your groups, consider what it means to be collaborative, to build a coalition, and to create real change.

Service Project (20%):

Reflective Journal: [Due March 14th and April 18th] One page response for each session of service provided. Questions to answer in your responses: What did I learn/observe today? What did I do that benefited the agency/survivors? Did this change my understanding of the complex nature of sexual assault/domestic violence? What can I tell my friends and the Warren Wilson community about this experience? Did I meet the needs of survivors/the agency? What should I do differently next time I am doing service with this agency?

Critique and Proposal [Due April 24th]: Assessment of what the agency does, as well as what is effective or ineffective and why. Questions to Consider: How does this agency address interlocking oppressions? Does this agency solely use a social service model, or are they also focused on social and political change? Are the needs of survivors/clients being met? Is there a particular community that the agency is working with? If so, is this agency representative of the community and are they actively participating in the community?

Roundtable, Final Proposal & Presentation [Final Piece Due May 13th]: Meet with other students in class that provided service to the agency that you worked with. Everyone in the group will have the opportunity to share their observations, service experiences, critique and proposal. Then the group will work together to complete a unified critique and proposal that will be shared with the agency. This can be in the form of a written proposal or political poster. As a group, you will present your proposals to representatives of the organizations.

Week One: January 21-25

Why?

Jan 22

Syllabus Review; Course Introduction

Jan 24

Course Packet: Angela Davis “Rape, Racism and the Capitalist Setting”; June Jordan “Poem about My Rights”; Andrea Dworkin “I want a 24 hour Truce During Which there is No Rape”; Paul Kivel “Why are Men Violent?”; Lori B Girshick “Speaking the Unspeakable”

NYC Alliance Against Sexual Assault “Factsheets: Katrina, Natural Disasters and Sexual Violence”; Susan Brownmiller “The Mass Psychology of Rape: An Introduction”

Domestic Violence at the Margins: Natalie J. Sokoloff and Ida Dupont “ Domestic Violence:Examining the Intersections of Race, Class, and Gender-An Introduction”; Michele Bograd “Strengthening Domestic Violence Theories”

READING REFLECTION DUE THE DATE THE CORRESPONDING READING IS DUE

Week Two: January 28—Feb 1

Oppression, Privilege and Identity, as they Connect to Violence

Jan 29

Course Packet: Jackson Katz “It Takes a Village to Rape a Woman”; Helen Benedict “The Language of Rape”; Martha Roth “Transforming the Rape Culture that Lives in My Skull”

Jan 31

Course Packet: Kimberle Crenshaw “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color; Uma Narayan “Cross-Cultural Connections, Border-Crossings, and ‘Death by Culture’”; Janelle L. White “Because Violence is a Weapon of Oppression, Antirape Must Mean Antioppression”; Diana Courvant “A Walking Map Through the Oppression of Trans & Intersex People”

Feb 1

Course Packet: Peggy McIntosh “White Privilege: Unpacking the Invisible Knapsack”; Ann Russo “A Feminist Practice of Antiracism: Strategies to Recognize and Disrupt White Privilege and Power”; Terrence Crowley “The Lie of Entitlement”

READING REFLECTION DUE THE DATE THE CORRESPONDING READING IS DUE

Week Three: February 4-8

Historical/Movement

Feb 5

Course Packet: Barbara G Collins and Mary B Whalen “The Rape Crisis Movement: Radical or Reformist?”; Robin McDuff etc. “Letter to the Anti-Rape Movement”

Incite: Julia Sudbury “Rethinking Antiviolence Strategies: Lessons from the Black Women’s Movement in Britain”

Domestic Violence at the Margins: Beth E Richie “A Black Feminist Reflection of the Antiviolence Movement”

Feb 7

Course Packet: Gillian Greensite “History of the Rape Crisis Movement”; Ann Russo “If Not Now, When?”; Peggy Miller and Nancy Biele “Twenty Years Later: The Unfinished Revolution”

IDENTITY PROJECT DUE; READING REFLECTION DUE THE DATE THE CORRESPONDING READING IS DUE

Week 4: February 11-15

Naming Sexualized Violence

Feb 12

Course Packet:

Antonia Castaneda “History and the Politics of Violence Against Women”; Lori Girshick “The Emotional Impact of Sexual Violence”; Pamela R. Fletcher “Whose Body is it, Anyway? Transforming Ourselves to Change a Rape Culture” Lori Girshick “Did She Call it Rape?”

Feb 14

Course Packet: Grace Poore “Silences that Prevail When the Perpetrators Are Our Own”

Incite: Aishah Shahidah Simmons “The War Against Black Women and the Making of NO!”

Feb 15

Course Packet: Kristine Herman “Demands from the Women of Antioch”; Andrew Abrams: “Asking for Consent is Sexy”; Joseph Weinberg and Michael Biernbaum “Conversations of Consent: Sexual Intimacy Without Sexual Assault”

READING REFLECTION DUE THE DATE THE CORRESPONDING READING IS DUE

Week Five February 18-22

A Human Rights Issue: Genocide and Trafficking

Feb 19:

Human Rights Watch Website, Madre Website

Course Packet: Andrea Smith “Sexual Violence as a Tool of Genocide” and “Anti-colonial responses to Gender Violence”

Incite: Haunani-Kay Trask “The Color of Violence

Domestic Violence at the Margins: Leti Volpp “Feminism versus Multiculturalism”

Feb 21:

Course Packet: Ana Obando, “How Effective is a Human Rights Framework in Addressing Gender-Based Violence?”; Barbara Schulman, “Effective Organizing in Terrible Times: The Strategic Value of Human Rights for Transnational Antiracist Feminisms”; Declaration on the Elimination of Violence Against Women; Sujatha Anbuselvi Jesudason “Local and Global Undivided: Transnational Exploitation and Violence Against South Asian Women”

READING REFLECTION DUE THE DATE THE CORRESPONDING READING IS DUE.

Week Six: February 25-29

Defining Intimate Partner Violence

Feb 26

Course Packet: Prajna Paramita Choudhury “The Violence that Dares Not Speak Its Name: Invisibility in the Lives of Lesbian and Bisexual South Asian American Women”; Diana Courvant “Trans and Intersex Survivors of Domestic Violence: Defining Terms, Barriers, & Responsibilities”

Domestic Violence at the Margins: Valli Kalei Kanuha “Compounding the Triple Jeopardy: Battering in Lesbian of Color Relationships”

Feb 28

Course Packet: bell hooks: *Talking Back-Thinking Feminist: Thinking Black*: “Violence in Intimate Relationships: A Feminist Perspective”; Ruksana Ayyub “The Many Faces of Domestic Violence in the South Asian American Muslim Community”

Domestic Violence at the Margins: Beverly Horsburgh “Lifting the Veil of Secrecy: Domestic Violence in the Jewish Community”; Robert L Hampton, Ricardo Carrillo, and Joan Kim “Domestic Violence in African American Communities”; Carolyn M West “Domestic Violence in Ethnically and Racially Diverse Families: The ‘Political Gag Order’ Has Been Lifted”

Feb 29

Course Packet: Susan Weitzman “This Doesn’t Happen to People Like Us”

Domestic Violence at the Margins: Lois Weis et al “‘I’ve Slept in Clothes Long Enough’: Excavating the Sounds of Domestic Violence among Women in the White Working Class”; Jyl Josephson “The Intersectionality of Domestic Violence and Welfare in the Lives of Poor Women”

READING REFLECTION DUE THE DATE THE CORRESPONDING READING IS DUE

Week Seven: March 3-7

Contextualized: Women and the Prison Industrial Complex

Mar 4

Course Packet: Mary E Gilfus, "Women's Experiences of Abuse as a Risk Factor for Incarceration"

Incite: Stormy Ogden “Pomo Woman, Ex-Prisoner, Speaks Out”

Domestic Violence at the Margins: Neil Websdale “Domestic Violence and Incarcerated Women in Poor Black Neighborhoods; Sharon Angella Allard “Rethinking Battered Woman Syndrome: A Black Feminist Perspective”

Mar 6

Course Packet: Free Battered Women; Beth E Ritchie “Trapped by Violence: Just Trying to Deal with the Force of His Blows” Compelled to Crime

Domestic Violence at the Margins: Julia Sudbury “Gender Violence and the Prison Industrial Complex: Interpersonal and State Violence Against Women of Color”[Incite-Critical Resistance Statement]

READING REFLECTION DUE THE DATE THE CORRESPONDING READING IS DUE; PAPER ON VIOLENCE AGAINST WOMEN AT WARREN WILSON COLLEGE DUE

Week Eight: Mar 10-14

Contextualized: Immigration and the US-Mexico Border

Mar 11

Course Packet: Rupaleem Bhuyan “Navigating Gender, Immigration and Domestic Violence: Advocacy with Work Visa Holders”

Incite: Renee Saucedo “INS Raids and How Immigrant Women are Fighting Back”

Domestic Violence at the Margins: Shamita Das Dasgupta “Women’s Realities: Defining Violence Against Women by Immigration, Race, and Class”; Lisa Sun-Hee Park “Navigating the Anti-Immigrant Wave: The Korean Women’s Hotline and the Politics of Community”

Mar 13

Course Packet: Melissa W. Wright “The Dialectics of Still Life: Murder, Women and Maquiladoras

Incite: Sylvanna Falcon “‘National Security’ and the Violation of Women: Militarized Border Rape at the US-Mexico Border”; Rosa Linda Fregoso “The Complexities of ‘Femicide’ on the Border”

Mar 14

http://findarticles.com/p/articles/mi_qa3687/is_200401/ai_n9370071: Jessica Livingston “Murder in Juarez: Gender, Sexual Violence, and the Global Assembly Line”

<http://www.amnestyusa.org/countries/mexico/reports.do>: *Intolerable Killings : 10 years of Abductions and Murders of Women in Ciudad Juárez and Chihuahua: Summary Report and Appeals Cases*

READING REFLECTION DUE THE DATE THE CORRESPONDING READING IS DUE; SERVICE PROJECT REFLECTIVE JOURNAL WITH HALF SERVICE HOURS DUE MARCH 14TH; COMMUNITY PARTICIPATION RESPONSE DUE BY MARCH 14TH

Week Nine: March 17-21

Spring Break

Week Ten: March 24-28

Contextualized: The Land & Disaster

March 25

Course Packet: Andrea Smith: “Rape of the Land”; Elaine Enarson “Freda: Responding to Domestic Violence and Disaster: Guidelines for Women’s Services and Disaster Practitioners”; Susan Rees, Eileen Pittaway, & Linda Bartolomei “Waves of Violence-Women in Post-Tsunami Sri Lanka”; Madre Statement on Gender-Based Violence and the Tsunami

March 27

Course Packet: Incite! “Statement on Hurricane Katrina”; Emforum “Does Domestic Violence Increase After Disaster; Sarah Vaill “The Calm in the Storm: Women Leaders in Gulf Coast Recovery”; Pan American Health Organization “Gender and Natural Disasters; World Health Organization “Violence and Disasters”

READING REFLECTION DUE THE DATE THE CORRESPONDING READING IS DUE

Week Eleven: Mar 31-April 4

Resistance: The Legal System, Restorative Justice, & Community Accountability

Apr 1

Course Packet: Ann Russo “White Men Can’t Kill?: Racial Profiling and Men’s Intimate Violence Against Women”; Angela Davis “JoAnne Little: The Dialectics of Rape”

Incite: Sarah Deer “Federal Indian Law and Violent Crime”; Andrea Ritchie “Law Enforcement Violence Against Women of Color”

Domestic Violence at the Margins: Donna Coker “Shifting Power for Battered Women” Law, Material Resources, and Poor Women of Color”

Apr 3

Domestic Violence at the Margins: Neil Websdale and Byron Johnson “Reducing Woman Battering: The Role of Structural Approaches”

Incite: CARA “Taking Risks: Implementing Grassroots Community Accountability Strategies”; Sherry L. Hamby “The Importance of Community in a Feminist Analysis of Domestic Violence

among Native Americans”; Ana Clarissa Rojas Durazo “The Medicalization of Domestic Violence”

Apr 4

Domestic Violence at the Margins: Rhea V Almeida “The Cultural Context Model: A New Paradigm for Accountability, Empowerment, and the Development of Critical Consciousness against Domestic Violence”; Andrea Smith “Looking to the future: Domestic Violence, Women of Color, the State and Social Change”

READING REFLECTION DUE THE DATE THE CORRESPONDING READING IS DUE

Week Twelve: April 7-11

Resistance: Storytelling, Education and Performance

Apr 8

Course Packet: Ann Russo “The Struggle for Integrity in an Unjust World: Feminist Resistance Through Storytelling”; Jesselyn Alicia Brown “The Writing on the Wall: Free Speech, Equal Rights and Women’s Graffiti”

Domestic Violence at the Margins: Michelle Fine et al. “Puerto Rican Women Redefining Gender, Sexuality, Culture, Violence and Resistance”

April 10

Course Packet: Carolyn Levy “The Date Rape Play: A Collaborative Process”; Stephen Montagna “Men-Only Spaces as Effective Sites for Education and Transformation in the Battle to End Sexual Assault”; Jackson Katz “Violence Against Women is a Men’s Issue”; *Men’s Work*: Paul Kivel “The Oakland Men’s Project”

READING REFLECTION DUE THE DATE THE CORRESPONDING READING IS DUE.

Week Thirteen: April 14-18

Resistance: Community Organizing, Protest, and Coalition Building

April 15

Pink Bloque website www.pinkbloque.org, INCITE <http://www.incite-national.org/> (click on resources and then organizing packet)

Course Packet: John Stoltenberg “Making Rape an Election Issue”

Incite: Elizabeth Betita Martinez “Unite and Rebel! Challenges and Strategies in Building Alliances”; TransJustice “Trans Day of Action for Social and Economic Justice”; Andrea Smith “Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing”

April 17

Incite: Puneet Kaur Chawla Sahota “ ‘The Personal is the Private is the Cultural’: South Asian Women Organizing Against Domestic Violence”; S.R. “Don’t Liberate Me”

Domestic Violence at the Margins: Margaret Abraham “Fighting Back: Abused South Asian Women’s Strategies of Resistance”; Traci C West “Sustaining an Ethic of Resistance against Domestic Violence in Black Faith-Based Communities”

April 18

Cardboard Citizens <http://www.cardboardcitizens.org.uk/>, Reclaim the Streets <http://rts.gn.apc.org/>

Course Packet: W.J. Musa Moore-Foster “Up from Brutality: Freeing Black Communities from Sexual Violence”

Incite: Sista II Sista “Sistas Makin’ Moves: Collective Leadership for Personal Transformation and Social Justice”

READING REFLECTION DUE THE DATE THE CORRESPONDING READING IS DUE; ALL SERVICE HOURS MUST BE COMPLETE BY NOW; SERVICE PROJECT REFLECTIVE JOURNAL DUE APRIL 18th.

Week Fourteen: April 21-25

Resistance: Healing the individual

Apr 22

Zines to be passed out: Support/Healing Workbook

Course Packet: Haki Madhubuti “On Becoming Antirapist”

Incite: Maiana Minahal “Poem on Trying to Love Without Fear”

Apr 24

Handout: The Courage to Heal excerpt

Course Packet: Aurora Levins Morales “Radical Pleasure” and “Circle Unbroken”

Incite: Emi Koyama “Disloyal to Feminism: Abuse of Survivors within the Domestic Violence Shelter System”

Domestic Violence at the Margins: Brenda Smith “Battering, Forgiveness, and Redemption: Alternative Models for Addressing Domestic Violence in Communities of Color”

***READING REFLECTION DUE THE DATE THE CORRESPONDING READING IS DUE;
CRITIQUE AND PROPOSAL DUE APRIL 24th***

Week Fifteen: April 28-May 2

Apr 29: Theatre of the Oppressed Workshop

Evening 6pm-8pm (Time subject to change)

Handouts: Paulo Freire excerpt from Pedagogy of the Oppressed; Augusto Boal excerpt from Theater of the Oppressed

May 1 CRITIQUE AND PROPOSAL ROUNDTABLES

May 2: CRITIQUE AND PROPOSAL ROUNDTABLES

ASSIGNMENT: COMMUNITY PARTICIPATION RESPONSE DUE BY MAY 2ND

Week Sixteen: May 5-9

May 6 GROUP PRESENTATIONS

May 8 GROUP PRESENTATIONS

Week Seventeen: May 12-15

May 13 CRITIQUE AND PROPOSAL MODIFICATIONS

ASSIGNMENT: FINAL GROUP CRITIQUE AND PROPOSALS DUE MAY 13TH

May 15 REFLECTION