

# **THTR 3330 Theatre History- Ibsen to Current**

**Instructor** Michael K. Ward, MFA

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**Office Hours:** By appointment, in person, or on zoom. Zoom meetings may be recorded to be accessed by student if needed.

**Office Phone-** 903-504-3881

**Monday Evenings – 6:00 – 8:45pm**

Welcome to the second half of Theatre History. Whether you have had the first class or not there is no need to worry as this class stands on its own. I am very excited to working with you over the next 15 weeks. We will explore the known and not so known history of the theatre that brings us to current times focusing on many different genres and playwrights. Please know that If you need to contact me do not hesitate. I do ask for 24 hours to return your email however usually I am quicker than that. Again, I am glad to take this exciting journey with you and as we get to know each other please, call me Michael.

## **Course Description:**

This course explores the evolution of modern and contemporary theatre, beginning with Henrik Ibsen and the rise of realism in the late 19th century through the diverse theatrical movements of the 20th and 21st centuries. Students will examine key playwrights, movements, and innovations that have shaped global theatre, including naturalism, expressionism, absurdism, political theatre, postmodernism, African American, feminist and contemporary experimental works. Through critical readings, discussions, and performance analysis, students will engage with texts from major playwrights such as Chekhov, Brecht, August Wilson, Sarah Kane, Oscar Wilde, and others. The course will also consider the impact of historical, social, and cultural contexts on theatrical development. Students will complete written analyses, research projects, and creative presentations to deepen their understanding of theatre's ongoing transformation.

## **Student Learning Outcomes:**

By the end of this course, the student will be able to:

1. Demonstrate understanding of theatrical forms and styles of production across cultures and centuries.
2. Apply theories and terminology to discussions on theatre.

3. Develop skills necessary to think and write critically and clearly about theatre history and theatre practices
- 3.To develop a working background on the history of theatre from 1800's to the present that will assist students in making intelligent assessments regarding theatrical practices.
4. Display a learned knowledge of the skills of the working theatre historian.
5. Synthesize academic research into cohesive scholarly writing.
6. Students will analyze how theatrical styles, themes, and production techniques have evolved from the 1800's to modern theatre and how cultural differences add variety to the art form.
7. Students will evaluate the contributions of key figures in theatre history, considering how societal changes influenced their work and impact on the stage. This should include all cultures and styles of performance.
8. Students will examine and understand how the portrayal of characters and casting practices have evolved over time in theatre. This should include the use of black face and the use of women characters being played by men

### Required Texts:

Blues for an Alabama Sky by Pearl Cleage

All other plays that will be read can be found online, however they would be great to have in your theatrical library.

### Schedule

Start Date	Module	What is due	Due date
Week 1	Module 1	Go over Syllabus Read Biography of <a href="#">Henrick Ibsen</a> . Take Quiz Read <a href="#">"A Doll's House"</a> Class Activities	
Week 2	Module 2	Read Biography of <a href="#">Anton Chekhov</a> Take quiz Read <a href="#">"The Cherry Orchard"</a> Class Activities	
Week 3	Module 3	Read Biography <a href="#">George Bernard Shaw</a> Take Quiz Read Mrs. Warren's Profession Class Activities	

Week 4	Module 4	Read Biography of Oscar Wilde Take Quiz Read The Importance of Being Earnest Class Activities Submit Ideas for the research presentation for approval	
Week 5	Module 5	Read Biography of Sophie Treadwell Take Quiz Read Machinal Class Activities	
Week 6	Module 6	Read Biography of Bertholdt Brecht Take Quiz Read Mother Courage and Her Children Class Activities	
Week 7	Module 7	Read Biography of Tennessee Williams Take Quiz Read Streetcar Named Desire Class Activities	
Week 8	Module 8	Midterm Exam Modules 1-7	
Week 9	Module 9	Read Biography Arthur Miller Take Quiz Read: Broken Glass Class Activities	
Week 10	Module 10	Read Biography Eugene O'Neill Take Quiz Read Long Day's Journey Into Night Class Activities	
Week 11	Module 11	Read Biography August Wilson Take Quiz Read – Modern African American Playwrights Take quiz over Modern African American Playwrights Read Fences Class Activities	
Week 12	Module 12	Read Biography Sarah Cane Take Quiz Read Psychosis 4.48 Class Activities	
Week 13	Module 13	Read – Biography Pearl Cleage Read Blues for an Alabama Sky Class Activities	
Week 14	Module 14	Research Presentations	

		Class Discussion Study for Final	
Week 15	Module 15	Final Exam Modules 8-14 – Take notes on presentations. As final will include questions from Research Presentations.	

## Research Presentation

You will be required to facilitate a well-researched, detailed presentation on a topic of your own selection (a theatre practitioner, playwright, play, or historical movement, a change in the course of theatre, the different cultures in theatre or any idea accepted by the professor). This includes: 1) reading and relating scripts or other foundational materials/documents to the concepts at hand; 2) finding appropriate sources to share with the class; 3) sharing visual aids and leading the class discussion. 4) Using Powerpoint, Prezi, or other presentational device that can be shared. This presentation must include web addresses and bibliographical material for sources utilized in preparing it so each of us may benefit later. Your research should utilize both primary and secondary resources. A primary source is anything that the artist created (including quotations from the artist). A secondary source is anything that someone else has written about the artist or their art. Avoid generalized internet sources such as Encarta and Wikipedia because the information therein is often inaccurate. You should provide the class with a handout or study guide. This handout must include web addresses and bibliographical material for sources utilized in preparing it. Plan on actively engaging us for about 15-20 minutes. Please plan all elements of your presentation carefully and offer it to the class in a formal, well-rehearsed manner. You will be graded on the content and construction of your material, your preparedness, your ability to knowledgeably respond to questions from the audience, and the professionalism exhibited in your formal presentation and as an audience member.

## Grading

10 Quizzes – 10 points each – 100 total

Class Participation 120 points total

Midterm 100 points

Research presentation 100 points

Final 100 points

Total points available 520

520 – 466 = A

465-414= B

413-362= C

361-310 = D

310-0 = F

## Absences

Classes are required. Student must have documentation for missed classes. If a student misses more than 2 classes without documentation they will have 40 points deducted from their total points and lose participation points.

## Plagiarism Policy

Any student that plagiarizes or uses an AI device to create any written discussion or in the project will be reported to the Campus Disciplinary Committee.

## University Policies and Information

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### Withdrawing from Class

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic

Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

\* Students who began college for the first time before 2007 are exempt from this law.

### **Artificial Intelligence Statement**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

### **Final Exam Policy**

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

### **Incomplete Grade Policy**

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an

Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

## **Grade Appeal Policy**

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

## **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student

application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079."

## **Military Affiliated Students**

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at [MVSC@uttyler.edu](mailto:MVSC@uttyler.edu) or via phone at 903.565.5972.

## **Students on an F-1 Visa**

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

## **Academic Honesty and Academic Misconduct**

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).



## **FERPA**

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UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

## **Absence for Official University Events or Activities**

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This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

## **Absence for Religious Holidays**

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This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

## **Absence for Pregnant Students**

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This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the [Pregnant and Parenting Self-Reporting Form](#).

## **Campus Carry**

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We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

## **Sexual Misconduct & Title IX**

The University is committed to a safe academic and working environment free from sexual misconduct including but not limited to sexual assault, sexual harassment, dating violence,

domestic violence and stalking. The University will not tolerate any act of sexual misconduct. If you think you have experienced any form of sex discrimination or misconduct, including sexual assault, sexual harassment, dating violence, domestic violence or stalking, please report it so that the university can help. You can file a report with TWU Police in person at the Oakland Complex in Suite 102, by phone at -----, or use the [online reporting forms](#). You may also contact ---- Title IX Coordinator by visiting Old Main 108, emailing [TitleIX@twu.edu](mailto:TitleIX@twu.edu) or calling 940-898-2968. There are resources and services available to assist you both on and off campus.

For more information on how the university addresses sexual misconduct please review the university's [Annual Security Report](#) and the [Campus Security Authorities](#) information.

## **Policy on Discrimination and Harassment**

### **I. General Policy**

Discrimination and harassment, including sexual harassment, are prohibited by Rice University because they violate the values of our community and are unacceptable in our University community. Rice University is a diverse community guided by the values of responsibility, integrity, community, and excellence. These values can only thrive in an environment that is free from discrimination and harassment.

The University expects all members of the University community to:

- i. Be respectful of everyone and demonstrate civility toward all, regardless of position or office.
- ii. Refrain from discrimination against any individual or group.
- iii. Consider how our words and acts might injure others, and seek to eliminate personal biases, preferences, and preconceived stereotypes.
- iv. Make accommodations for persons with disabilities and be ready to assist them.
- v. Be inclusive and accepting of others who make up our diverse population.
- vi. Respect the freedom of expression, as well as the privacy, of others.

As articulated in Policy 815, Equal Opportunity / Non-Discrimination / Affirmative Action Policy, Rice University does not discriminate, and does not permit discrimination, against individuals on the basis of race, color, religion, sex (including pregnancy), sexual orientation, gender identity and expression, national or ethnic origin, genetic

information, ancestry, age, disability, veteran status, or other protected categories under the law. In addition, Rice University does not permit harassment against individuals on these same bases.

This policy articulates the University's commitment to providing a learning, living, and working environment that is free from discrimination and harassment.

## **II. Roles and Responsibilities**

There are several offices that can be resources for reporting or seeking information regarding harassment or sexual misconduct. The central authority is the office of Access, Equity and Equal Opportunity (AEEEO), but members of the Rice community have a number of options.

i. The Executive Director of Institutional Equity, Equal Employment Opportunity, Affirmative Action and Title IX is the primary University official who interprets and implements the principles of this policy. Further, this individual is designated as the university's primary Equal Employment Opportunity official and Title IX Coordinator. This individual is assisted by Deputy Title IX Coordinators.

ii. Faculty. In situations that involve faculty, the Provost's Office also plays an important role in implementing this policy.

iii. Staff. In situations that involve staff, the Human Resources Office plays an important role in implementing this policy.

iv. Students. In situations that involve students, the SAFE Office: Interpersonal Misconduct Prevention and Support, Rice's Deputy Title IX Coordinators, and Student Judicial Programs also play an important role in implementing this policy. See also Rice's Title IX Policies.

## **III. Definitions**

**Discrimination.** Discrimination occurs when a student or employee is denied equal opportunity and suffers unfavorable or disparate treatment because of that individual's protected class; i.e., their race, color, religion, sex (including pregnancy), sexual orientation, gender identity, national or ethnic origin, genetic information, ancestry, age, disability, veteran status, or other protected categories under the law. Discrimination may also occur when an educational or employment policy or practice has a disproportionately adverse impact on protected class members.

Harassment. Harassment is unwelcome conduct (whether physical, verbal, written, or via technology) that is based on a protected class. Harassment has the purpose or potential effect of unreasonably interfering with an individual's work performance or educational participation. Harassment violates this policy and is subject to disciplinary action when 1) enduring the offensive conduct becomes a condition of continuing in or receiving benefits in one's employment or educational program, or 2) the conduct is severe or pervasive enough to create a work or educational environment that a reasonable person would consider intimidating, hostile, or abusive. Behaviors that could support a finding of harassment, if pervasive or severe, may include, but are not limited to: epithets or slurs, negative stereotyping, threatening, intimidating or hostile acts, bullying, denigrating jokes and display or circulation (including through e-mail) of written or graphic materials that are based on protected class and occurring within the learning, living, or working environment.

- Hate speech is any act of harassment that incites imminent criminal activity or consists of specific threats of violence targeted against a person because of that person's membership to a protected class. Hate speech does not cover speech that is ordinarily considered constitutionally protected speech or expression in the educational or public sphere.

Sexual Harassment encompasses unwelcome sexual advances, requests for sexual favors, and other verbal or physical behavior of a sexual or gendered nature. It can include such behaviors as unwanted touching or unwelcome conduct (whether physical, verbal, written, or via technology) of a sexual or gendered nature. Sexual harassment occurs when:

A. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment; or

B. submission to or rejection of such conduct by an individual is used as the basis for educational or employment decisions affecting that individual; or

C. such conduct is reasonably regarded as offensive and has the purpose or effect of interfering with an individual's work performance or educational participation, or creating an intimidating, hostile, or offensive educational or working environment.

Note: Employees and students must also be aware that sexual harassment may also be subject to Policy 828, which has a different definition of sexual harassment and different procedures for adjudication (based on the legal requirements of Title IX).

Complainant means the person who believes they have been subjected to harassment, sexual harassment, sexual assault, dating violence, or stalking.

Respondent. A person who has been accused of violating this policy.

## Bias Reporting Process

The University has a rich tradition of embracing people from a wide spectrum of differing identities, including faith, race, ethnicity, culture, sexual and gender diversity, ability, socioeconomic status, and backgrounds. The University considers acts of hate and bias unacceptable and antithetical to its commitment as an inclusive and respectful community.

The purpose of the [Bias Reporting System](#) is to document and respond to bias-related incidents experienced by community members, including students, faculty, staff/AAPs, and to provide affected community members with support and resources. Through the Bias Reporting System, the University tracks and reviews bias-related incidents, offers resources to impacted community members, identifies opportunities for educational programming, and shares information with reporting individuals regarding options for next steps. Reporting bias may lead to both informal and formal actions in response to concerns identified, including an investigation, following which the University can hold accountable individuals found to have violated a University policy.

Please be aware, however, that while the expression of an idea or point of view may be offensive or inflammatory to some, it is not necessarily a bias-related incident. The University values freedom of expression and the open exchange of ideas and, in particular, the expression of controversial ideas and differing views is a vital part of the University discourse. While this value of openness protects controversial ideas, it does not protect harassment or expressions of bias or hate aimed at individuals, where such expression violates University [policies](#).

### **Definitions**

**Bias:** Bias is a prejudice for or against something or someone, usually in a way that's considered to be unfair.

**Bias-related incident:** The term 'bias related' refers to language and/or behaviors which demonstrate bias against persons because of, but not limited to, others' actual or perceived: color, disability, ethnicity, gender, gender identity and expression, national origin, race, and religion, and sexual orientation. Examples may include defacement of posters or signs, intimidating comments or online messages, vandalism to personal or university property, or similar acts, if there is evidence that the target or victim was chosen because of a characteristic such as those listed above.

**Bias reporting team (BRT):** The Bias Reporting Team includes trained professionals from the Office of Student Equity & Inclusion (including the Center for Multicultural Equity & Access), LGBTQ Resource Center, Women's Center, Office of Residential

Living, Office of Mission & Ministry, and the Office of Institutional Diversity, Equity, & Affirmative Action (IDEAA).

**Harassment:** Harassment is verbal or physical conduct that denigrates or shows hostility or aversion to an individual because of a Protected Category as specified above, when such conduct has the purpose or effect of: unreasonably interfering with an individual or third party's academic or work performance; creating an intimidating, hostile, or offensive educational or work environment; or otherwise adversely affecting an individual or third party's academic or employment opportunities. Harassment may include, but is not limited to: verbal abuse or ridicule, including slurs, epithets, and stereotyping; offensive jokes and comments; threatening, intimidating, or hostile acts, and displaying or distributing offensive materials, writings, graffiti, or pictures. Harassment may include conduct carried out through the internet, email, social media, or other electronic means. Protected Categories include: age, color, disability, family responsibilities, gender identity and expression, genetic information, marital status, national origin and accent, personal appearance, political affiliation, pregnancy, race, religion, sex, sexual orientation, source of income, veteran's status or other factors prohibited by federal and/or District of Columbia law.

**Hate Crime:** Under the Clery Act, a "hate crime" is a criminal offense that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim. For Clery Act purposes, hate crimes include any of the following criminal offenses that are motivated by bias: Murder and Non-negligent Manslaughter, Sexual Assault, Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft, Arson, Larceny-Theft, Simple Assault, Intimidation, Destruction/Damage/Vandalism of Property. See 34 CFR 668.46(c)(4).

**Hate Speech:** "Hate Speech" is a term defined by the Cambridge dictionary as "public speech that expresses hate or encourages violence towards a person or group based on an aspect of identity, such as race, religion, sex, or sexual orientation."

"Hate speech" is not defined by the [Code of Student Conduct](#) or the Speech and Expression policy. Georgetown University prohibits expression that violates the law, falsely defames a specific individual, constitutes a genuine threat, violates the [University's Harassment Policy](#), or unjustifiably invades substantial privacy or confidentiality interests. As an academic community, Georgetown University is dedicated to open expression and the free exchange of ideas, yet also acknowledges that, while vitriolic speech about groups of people may be protected, this type of expression runs counter to our institutional values of inclusion and belonging for all members of our community.

## **Procedures**

### *Response to Bias Reports*

1. *Reporting.* Bias incidents may be reported through the [bias reporting form](#).

2. *Acknowledgment of receipt of bias report.* Within three business days of the receipt of a report, a BRT member will review the report and provide the reporting individual the following:
  1. confirmation that the bias report has been received and recorded;
  2. an opportunity to speak with a BRT member about the incident;
  3. information about support and other resources; and
  4. notice of options, including the option to file a formal complaint.
3. *Response to bias report.* In consultation with the reporting party, a BRT member will determine whether at least one of the following options may be used in response to the reported incident:
  1. **Conversation.** A BRT member may discuss the report with the individual alleged to have engaged in a bias incident.
  2. **Mediation/facilitated conversation.** A BRT member may facilitate a voluntary conversation between the reporting individual and the individual alleged to have engaged in a bias incident. The parties would not be required to meet in-person.
  3. **Educational programming.** Training and/or educational resources may be offered to the individual(s) involved in the bias incident, on a voluntary basis.
  4. **Restorative practices.** Where both the reporting individual and the individual alleged to have engaged in a bias incident express an interest in the use of restorative practices to respond to a reported incident, trained community members may be assigned to utilize restorative practices to facilitate healing and understanding following a bias incident.
  5. **Referral to formal University process.** In instances where the reported conduct may pose a threat to the health or safety of community members, or where conduct may constitute a violation of a University policy, the matter may be referred to the appropriate University office. Individuals may also choose to file a formal complaint with University offices such as the [Office of Student Conduct](#) and the [Office of Institutional Diversity, Equity, and Affirmative Action](#)
  6. **Institutional responses.** Depending upon the nature of an incident, action from the university might be necessary, such as removal of graffiti, notice to the community, and offering supportive resources and assistance for impacted communities.
  7. **No further action.** The reporting individual or the BRT may determine that no further action is necessary; the BRT will evaluate the reported conduct to ensure that additional action is not needed.
4. *Coordination with Speech and Expression Committee.* Where bias reports present complex issues regarding speech and expression, the BRT may consult with the [Speech and Expression Committee](#) about a bias report to determine whether the conduct could violate the University's Speech and Expression Policy, or may be protected under the Speech and Expression Policy.
5. *Notification of response.* At the conclusion of the BRT's response to a bias report, the BRT will provide to the individuals involved in the incident who participated in the bias reporting process notice of the BRT's response.

### *Analysis of Bias Reports and Hate Crimes*

1. Statistics related to bias reports are included on the Bias Reporting System website as aggregate data.
2. Each semester, the BRT meets to review de-identified, aggregate data to assess the response to bias reports, identify patterns, if any, and determine whether additional action is needed.
3. De-identified, aggregate data also is provided to appropriate University units for compliance reporting purposes.

If you have made it this far, please know that I am at your service and I really hope you enjoy and learn from this class.