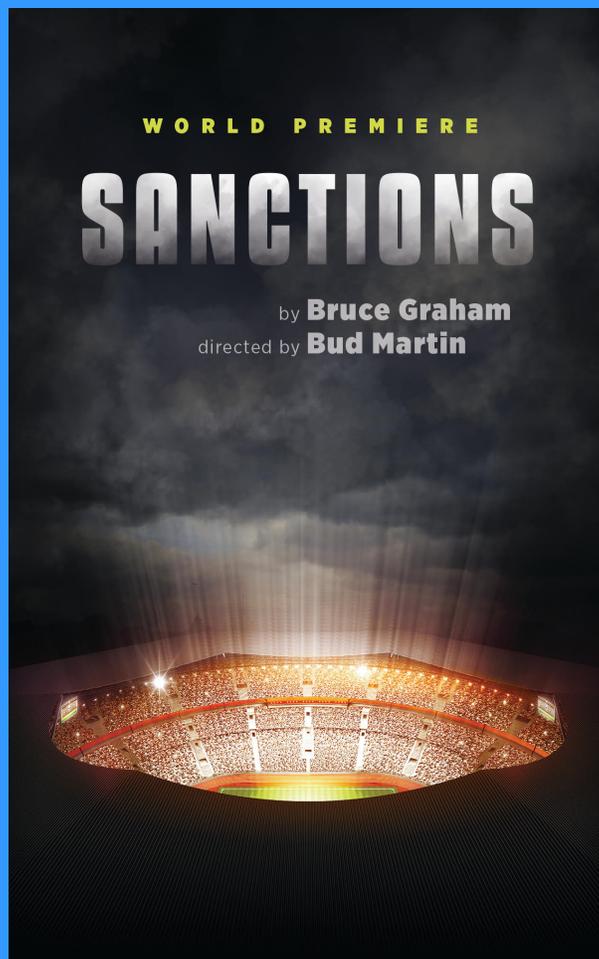


DELAWARE
THEATRE
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INSIGHTS

DTC's Teacher Resource



SANCTIONS
By Bruce Graham
Delaware Theatre Company
September 12-30, 2018

Quotations to Ponder

“A school without football is in danger of deteriorating into a medieval study hall.”

—Vince Lombardi, legendary college (Fordham and West Point) and professional (Green Bay Packers) football coach

“The thing I like about college football so much is you can affect these guys a lot more when they are 18-22, 23 years old in terms of people and having a chance to be more successful. They are still a value type development, where you have a chance to help them mature a bit and help them be a little more successful in life.”

—Nick Saban, current football coach (University of Alabama)

“I ain’t got nothing to say. I just want to play football.”

—Marshawn Lynch, college player (Cal-Berkeley) and NFL player (currently the Oakland Raiders)

“The supreme quality of leadership is unquestionably integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office.”

—Dwight D. Eisenhower, U.S. President and college football player (West Point)



INSIGHTS

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Delaware Theatre Company

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**40th Season
2018-2019**

SANCTIONS

by
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Delaware Theatre Company
Executive Director

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Community Engagement

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Delaware Division of the Arts



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Characters and Summary

A Note to Readers: To assist educators in preparing their students for seeing our shows, the Department of Education and Community Engagement at DTC prepares and shares detailed summaries of the plots of our productions. These summaries disclose important plot points, including the climax and resolution of each play. Furthermore, our study guides are constructed under the premise that the educator has read our summary, and additional articles herein may reference these same plot points. This notice is intended to provide a “spoiler alert.” In addition, this production is the world premiere of Bruce Graham’s Sanctions, and the summary and descriptions herein reflect the information in the draft dated 7/1/18. Revisions that occurred throughout the rehearsal process prior to the show’s opening may not be reflected in this study guide.

Characters

Dr. Claire Torrance is a white educator in her mid-forties who leads the football tutoring program at an unnamed major university. She has lived in the university town her whole life and understands the importance of the football program to the players, to the university, to the fans, to the alumni, and even to the community itself. She has had difficulty building strong personal relationships outside of her job, and she drinks too much both by habit and as a result of several recent personal tragedies.



Catharine K. Slusar plays Claire in Sanctions at DTC.

Ronald Hitchens is an African-American director of football operations at an unnamed major university. He is passionate about football and about rebuilding the college football program after its languishing days following NCAA sanctions. Ron has a wife and young daughter, and recognizes that his efforts to build his career also take him away from the family he loves.

Dr. Tonya Mann is an African-American professor whose passion for education matches the passion others in the community feel for football. Brilliant and no-nonsense, she bristles at the culture that promotes sports over true academic progress at the university, particularly insofar as that culture takes advantage of African-American young men.



Edward O'Blenis plays the character of Ron in Sanctions at Delaware Theatre Company.

Abby Barton is a white freshman at the university. She is enthusiastic about becoming a teacher and dives into her work readily. The daughter of what she calls “hippie” parents, she has had an upbringing with decidedly liberal philosophies, yet periodically admits to her own personal rebellions against what is expected of and from her.

Characters and Summary (continued)

Summary

The play begins as Dr. Claire Torrance, a white academic advisor at a major university, delivers a speech to an unseen audience at an education conference explaining her department's efforts to improve the academic achievement of student athletes. The scene shifts in time and place, where Claire and Ron Hitchens, an African-American man who is the school's director of football operations, watch game films of new recruits and discuss the tenuous position of the school's football program, which is just emerging from NCAA sanctions for various violations. Ron mentions that a group of alumni is looking to spend \$90 million on a new practice facility if the program can rebound. Ron, excited about the new athletic prospects and the possibility for a successful season under head coach "Rhino," stresses the importance to Claire of the players' passing their classes. Claire wholeheartedly agrees, but underscores that she and the tutors she oversees have a difficult task when it comes to certain students, and will not be using questionable techniques as they may have done in the past. Ron talks of wanting one new recruit, Damarius, to succeed academically, yet Claire is skeptical because of his low test scores. Ron and Claire also discuss Damarius' previous brushes with the law, with Claire worried and Ron telling her he will watch the young player. Ron and Claire have a few drinks as they talk about the death of a former student athlete and hint of a scandal involving Claire's husband.

The scene transfers again, this time with Ron defending Claire to Dr. Tonya Mann, an African-American professor who is wary of Claire's power in the program. Tonya reports that Claire drank too much at the conference, then was offensive socially, making racially insensitive remarks. Ron stands up for Claire, citing her passion for helping many African-American students succeed academically at the university. Tonya wonders whether the passion extends only as far as the football program is concerned.



*Kimberly S. Fairbanks
plays Tonya in Sanctions.*

The action moves to Claire's office, where Abby Barton, a white freshman, interviews for a part-time tutoring job. Abby cites her having read Claire's groundbreaking textbook on reading instruction as being one of her inspirations for wanting to teach. Claire explains the NCAA violations of the past and the current goal of promoting academic success for student athletes through tutoring sessions. Abby, naïve about university athletics, is eager to begin teaching.

Back in discussions with Ron, Tonya proposes transferring Claire's duties to the regular university classroom and bringing in a person of color to lead the athletes' tutoring program. Tonya, concerned about Claire's insensitivity, offers that the students in that program, who are predominantly African-American, would do better if mentored by a black instructor.

In the scene that follows, Claire and Ron discuss football helmet technology and the impact injuries have had on interest in playing the game. Claire tells Ron that Abby, Damarius' tutor, has reported that the athlete has skipped some classes. In a flashback, Claire learns that Abby has proactively followed up on her students, yet Claire does not recall giving Abby permission to do so. Returning to the scene with Ron, Claire wants Ron to tell Damarius to go to class. Ron warns Claire to watch her habits of drinking too much and making offensive jokes, worried about losing star athletes and significant financial contributions from wealthy backers.

(continued)

Characters and Summary *(continued)*

Summary *(continued)*

Later, Claire and Abby examine Damarius' records, and Abby suggests he has dyslexia. When Abby admits she has visited the young man's dorm to wake him for class, Claire encourages Abby's keeping a professional distance to avoid romantic liaisons with players as well as unwanted sexual advances. Tonya enters and congratulates Claire on the department's proactive measures at getting students the help they need. Claire gives Abby the credit.

Ron and Claire share a beer as Ron watches video of an eleven-year-old boy playing Pop Warner football. Claire makes a joke about Ron as though he is an overseer looking for slaves. Ron angrily tells her to stop the jokes. She defends her words by suggesting that the institutions of college and professional football make money off poor black young men.



Susanne Collins portrays Abby in the play.

The scene shifts, and Abby consults Claire about Damarius' poorly written essay. Claire tells Abby to create a writing sample to show Damarius what to do. Abby perceives this as being told to write Damarius' paper for him, which Claire denies, saying that it is a model, not the assignment itself. Abby is not wholly convinced. The two mull their differences; then Claire invites Abby to her house for Thanksgiving dinner since the freshman will not be able to go home for the holidays. Abby accepts.

Tonya reports to Ron that an ad hoc committee is proposing restructuring the student tutoring program, which will remove Claire from her position. She asks Ron to help interview a replacement. He declines, defending Claire's history and loyalty to the institution.

It is Thanksgiving, and as Abby and Claire share stories of their family history, Abby learns more about Claire's split with her husband. Claire tells Abby that she feels judged by the townspeople, and sometimes wishes for the anonymity of a bigger city than the college town where she has always lived. In two monologues, Claire explains her love for football and the fellowship of sports fans, and her disquiet as she acknowledges the physical and emotional toll that the game's violence takes on players and their families.

It is January, and Tonya tells Ron she feels threatened by an emotional verbal outburst on the phone from Claire when she learned her job was ending. Ron defends Claire and suggests a committee member leaked the information to Claire. Tonya believes Claire needs counseling or should be dismissed entirely.

Abby arrives at Claire's house. Claire remonstrates her, having realized that Abby has done Damarius' homework for him, earning him marks he does not deserve. Abby insinuates that Claire told her to cheat. Claire denies having done so, but Abby stands by her perception of what she was instructed to do. The conversation turns as Abby looks to Claire for help with a more dire personal situation.

In a parallel scene, Ron comes down on Claire for her verbal attack on Tonya. Claire deflects it, raising the more serious issue of Abby's personal crisis, that of having been sexually assaulted by Damarius and another football player, Trent.

(continued)

Characters and Summary (continued)

Summary (continued)

Two scenes alternate; Abby explaining why she went to Damarius' room, what happened in the assault, and why she has not yet gone to the police; and Claire looking to Ron to stand up for Abby, bring the matter to the authorities, and cut the star player. Ron's promise to launch an internal investigation rings hollow with Claire, who bitterly lashes out about his priorities and sense of morality.

The action transfers as Claire visits Tonya in her office and apologizes for her late-night phone rant. Tonya accepts. Claire then tells Tonya she intends to file a grievance on the grounds of discrimination about the intended termination of her leadership of the tutoring program. Tonya retorts that she does not believe Claire has actually improved student learning, but has supported a university culture that worships football rather than students' education.

Later, Claire tries to get Abby to go to the police. Abby refuses, wanting the situation to be over, and wondering what might happen to Damarius if football is taken from his future. Claire is incredulous at Abby's concern for him over her own and other women's personal safety. Abby wants to forget it.

Back in Ron's office, Claire continues to urge Ron to cut Damarius. Ron discloses learning that Damarius and Abby had had an ongoing sexual relationship through the previous semester. Claire is stunned. Ron says that as there has been no formal complaint, and because Abby wants to forget it, he is not pursuing the matter further.

In a montage that follows, headlines show that Claire has revealed questionable tutoring practices that mount to cheating. Tonya, Ron, and Abby each testify about why Claire's revelations should not be trusted or are inaccurate. Claire testifies and declares that all of the higher-ups knew about the questionable practices. The NCAA clears the football program of any wrongdoing. Tonya calls out the media for not covering remarkable stories about the university's contributions outside of sports. Ron and Claire's friendship has been fractured. Claire, who has resigned her position, plans to move away from the college town, where many of the people now hate her. Abby apologizes for not backing up Claire in her testimony, citing her own needs and objectives. Claire accepts the apology, encourages Abby in her quest to be a teacher, but warns Abby that the football program at the university does not truly care for her. As the lights fade, Claire looks toward her very different future.



Georgia Tech marching band on the field during the pregame show

Teachable Themes and Topics

The NCAA: Past and Present

Bruce Graham's play *Sanctions* tracks the stories of four characters whose lives are intertwined with college athletics, even though not one of those characters is a student athlete. But the issues surrounding college football raised in the play remind audiences that what happens on the field or the court is only part of the long story of college sports in contemporary society. Intercollegiate sports have made headlines in America for over 150 years. Some of the earliest athletic contests which garnered widespread attention were those between Ivy League rivals Harvard and Yale in sports such as rowing and football. As it does today, school pride at the time went beyond the student body and into alumni circles as well as the surrounding communities of these universities, and the quest for a big win over a rival school in some competitions led teams and their leadership to look for any possible advantage. In one early case, the Harvard rowing team recruited a professional coxswain (sailor) to their team before a major regatta, even though the man was not a Harvard student. Situations like these led some universities to ask for faculty oversight over college sports rather than letting the students on the teams themselves serve as the leadership body.

A loose cohort, akin to modern-day conferences, developed among several universities that promised faculty oversight of sports as well as assistance with creating schedules for athletic events. Yet through the remainder of the nineteenth century, there was still no unified system of governance, and athletic events became highly commercial, sometimes sponsored by companies or individuals promoting their own products, services, or interests. The passing around of money—whether from those sponsors, or from ticket fees charged for popular contests—attracted attention of university presidents at Harvard and M. I. T., who both noted that though there might be faculty oversight of the teams' makeup and scheduling, there was no regulation regarding how the money involved in college sports might be accounted for or distributed; and furthermore, the broader commercialization of college sports was taking it out of a spirit of healthy competition as part of an academic experience and more into its own separate business entity motivated by money and power.

Concerns rose from the field as well regarding the safety and well-being of athletes, particularly football players. In 1905, President Theodore Roosevelt became involved as a result of reports of multiple deaths and severe injuries having occurred in just one season in college football. Roosevelt called for college presidents to convene at the White House to discuss the matter. Soon after, NYU Chancellor Henry MacCracken asked leaders from university football programs to discuss drawing up more regulations or abolishing college football completely. Ultimately, Roosevelt's think tank and MacCracken's committee worked together to form the Intercollegiate Athletic Association (IAA). In 1910, the IAA renamed itself the National Collegiate Athletic Association, known simply now as the NCAA. Its purpose was to establish and regulate rules by which member schools and their sports programs agreed to abide.

(continued)



A college player, possibly named "Tully," from an unidentified team, circa 1910-1915.

Teachable Themes and Topics (continued)

The NCAA: Past and Present (continued)

For the next few decades, the NCAA's role remained the same, yet enforcement of rules was not as stringent as it is today. Most member colleges still allowed students and coaches to manage their own programs. As the appeal of college sports rose to a frenzy (for the time) in the late 1920s and 1930s, championship and bowl games were established. Corporate sponsorships and advertising revenue again reinforced the commercial aspect of collegiate sports. As sports programs looked for competitive edges, recruitment became a new focus, and players (and potential players) were offered scholarships along with trips, prizes, and cash to entice them to play for and stay with a college program. After World War II, as certain recruitment practices were seen as violations of the rules established by member universities of the NCAA, the organization enacted a "Sanity Code," monitored by a Constitutional Compliance Committee, that provided for a major sanction for a major infraction—the sanction being expulsion from the NCAA. However, that level of disciplinary action was seen as so "over the top" that the NCAA was hesitant to use it, and only a few years later abolished the Sanity Code. The NCAA began anew in 1951 with the establishment of a Committee on Infractions, which had greater latitude in developing a schema to make rules, identify infractions, and put forth proportional disciplinary measures.

At the same time, media contracts, particularly television contracts, led to further commercialization of college sports. The NCAA itself was able to negotiate lucrative contracts and use the revenue to assist in enforcement of rules and regulations. Money from powerful alumni, corporate sponsorships, and media rights led to larger salaries for prominent coaches of successful football and basketball programs (which themselves functioned as a sort of "minor league" player development system for the NFL and NBA). As more money was poured into prominent college sports, some of the leaders of these programs felt the pressure to succeed, and upped their recruiting and retention methods to attract and keep star players. As new angles were used to recruit and retain student athletes, the NCAA membership continued to examine methods to try to establish and maintain fair practices among all member schools. The rule book grew in response.

(continued)



Above, Harvard-Princeton game, circa 1910-1915. Right, Mizzou and Nebraska meet on the field, 2007.

Teachable Themes and Topics *(continued)*

The NCAA: Past and Present *(continued)*

By the 1970s and 1980s, the NCAA found itself in a quandary. It was being criticized for its role as an enforcer of the rules, while simultaneously being criticized for the lack of parity in resources among member schools, and for not doing enough to protect college sports from commercialism and the resulting practices of recruiting violations and academic dishonesty. The NCAA responded by creating different divisions so that colleges with similar resources were playing one another. University presidents became more involved in the NCAA governance, eventually forming a Board of Directors and an Executive Committee to oversee the actions of the NCAA as an organization. And in the early 1990s, another committee formed to outline a plan for improving the practices of investigating cases involving potential rules violations and the applying of sanctions. This committee included not only presidents of member schools, but also former Chief Justice of the Supreme Court Warren Burger. The enforcement process was strengthened as a result of the recommendations of the committee.

Parity in recruitment among football and basketball programs of different schools was only one aspect of the quest for equity in the way student athletes and athletic programs are administered at the collegiate level. In 1972, President Richard Nixon signed Title IX into law, which stated, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” Since then, the NCAA has developed regulations to allow for women to have an active and equitable opportunity in college athletic programs. Colleges began offering or strengthened athletic programs for women, and in 1982, the NCAA held its first championship tournament for women’s basketball. Yet concerns arose again as university officials, wanting athletic programs to not only be self-sustainable financially, but also profitable for the university, noted that most women’s sports did not have the same commercial appeal (and thus, a strong source of income to sustain the programs on their own) as men’s football and basketball, and required a type of internal revenue-sharing among athletic programs in order to survive.

The questions surrounding money and college sports continue today, both as a criticism of the NCAA’s enforcement of the rule that in order to promote equity, no player can be paid, and as a criticism of the link between universities and the sports programs themselves. There are those who favor completely withdrawing lucrative men’s football and basketball programs for the 18- to 22-year-old age groups from colleges and universities altogether, and creating a separate minor league system for those looking to have a career in the NFL or the NBA. But many colleges and universities, and their alumni and fans, do not want to lose the excitement of the sport and all it brings to the community (including the financial impact to the institution and surrounding business community). Some critics cite that male student athletes of football and basketball, who are predominantly men of color, are with their efforts on the field earning money for a university as a whole and for unrelated college sports programs within the university to keep them afloat, yet the athletes themselves are not allowed to be paid for their services. Beyond the university and the college town themselves, sports-centered businesses (including those who make apparel, video games, etc.) have benefited from the commercial success of big-time college football and basketball programs, selling popular jerseys and even using likenesses of star athletes to increase their own profits—none of which are paid to the players themselves. The NCAA notes that in 2018, colleges and universities have offered over \$3 billion in scholarships to student athletes, and that the NCAA itself has awarded over \$10 million in scholarships and grants to students and to member colleges (this year, numbering over 1100 member schools).

(continued)

Teachable Themes and Topics (continued)

The NCAA: Past and Present (continued)

Ask a sports fan about his or her thoughts on the NCAA today, and you will undoubtedly get a variety of answers. The NCAA was created to enhance the safety of student athletes and to level the playing field for its member schools, who have together made the rules by which they agree to abide. Many student athletes and former student athletes are grateful for the NCAA's or their school-sponsored scholarships; they have reaped the benefits of a college education and/or a high-level collegiate playing experience, using these opportunities to grow academically, personally, and professionally. Yet pressures to succeed in a world that is increasingly commercial and increasingly competitive have led some program administrators, coaches, and others to look for ways to gain an edge, and the players themselves may be viewed as commodities rather than students or student-athletes, lowest on the totem pole financially, yet arguably most responsible for a coach's, program's, or university's prestige. As the NCAA has reformed itself for the past 100 years, it undoubtedly will continue to ask itself difficult questions, examine current trends, and reform as a response to the continued conversation around college sports.

For more information about the NCAA infractions process, from the establishment of rules and regulations through the enforcement, investigation, and sanctioning stages, visit http://www.ncaa.org/sites/default/files/InfractionsProcess_20170412.pdf.

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Above, NCAA Headquarters, Indianapolis, Indiana. Right, Heisman Trophy for outstanding player in college football.

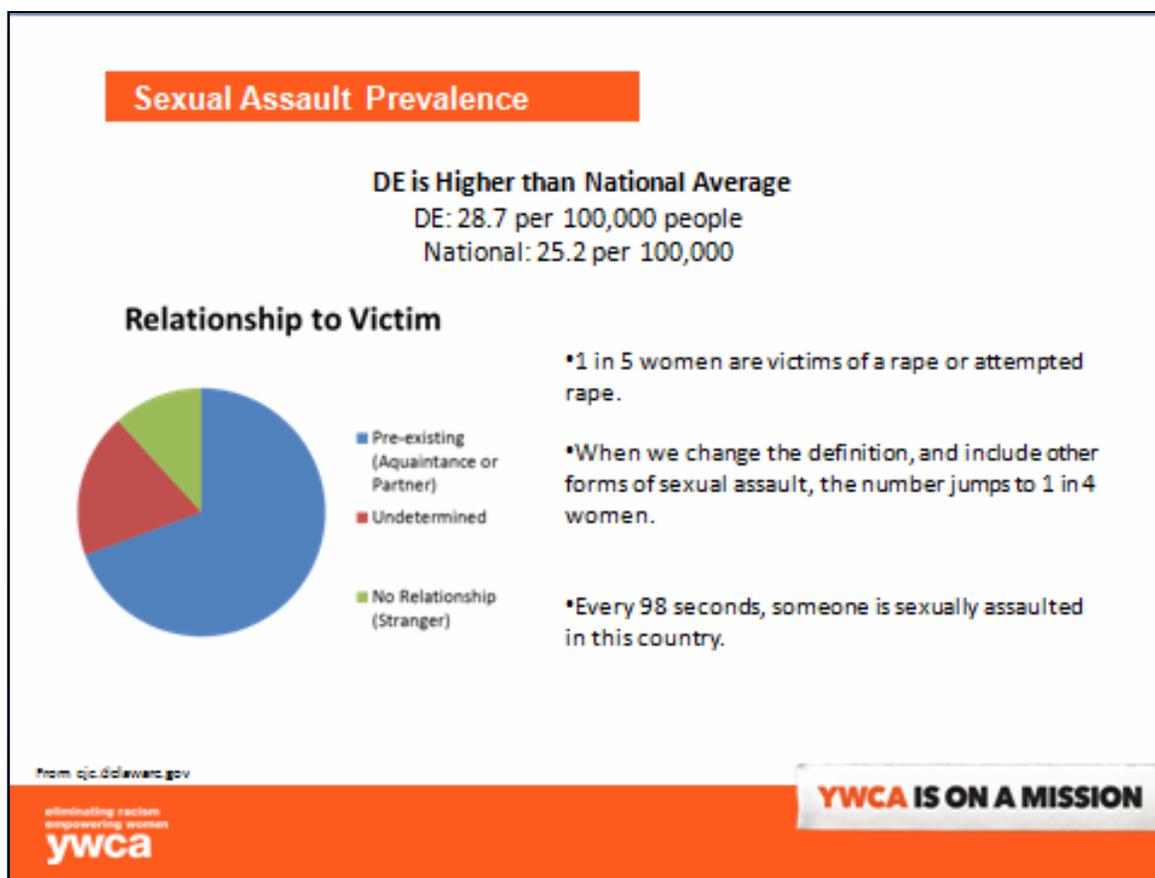


Teachable Themes and Topics (continued)

Responding to Sexual Assault

One of the strongest images of Bruce Graham's play *Sanctions* is of the character of Abby as she tells Claire about being sexually assaulted. The monologue itself is powerful, describing a horrific moment in the college freshman's life, and the two women struggle individually and collectively with what happened and what should happen next. Abby is a victim and a survivor of the crime; Claire is what is known as a "secondary survivor." Their journeys show some of the similar reactions and responses to being or knowing a victim of a sexual assault in real life, as well as some of the divergent opinions on the steps to take after the assault.

According to the YWCA Delaware's Sexual Assault Response Center (SARC), one in five women is a victim of a rape or attempted rape, and the number increases when other forms of sexual assault are included. Men, too, can be victims of sexual assault and rape, though the numbers reported are smaller than those of women as victims. And on college campuses nationwide, the problem of sexual assault has come under the spotlight as many students have come forward telling their stories of the violence enacted against them. Yet often these crimes go unreported. According to the National Sexual Violence Resource Center, more than 90% of campus sexual assault victims do not report the assault.



Whether on campus or off, though, victims and survivors of sexual assault often show similar signs of trauma, including visible evidence of the harm inflicted on one's body. Beyond the physical trauma, though, many experience post-traumatic stress disorder (PTSD), a sensitivity to any kind of human touch, depression, and suicidal thoughts. Responding to the medical, physical needs of a survivor is only one part of the healing process; emotional and psychological support for the survivor can be

(continued)

Teachable Themes and Topics *(continued)*

Responding to Sexual Assault *(continued)*

needed for weeks, months, or even longer to help her or him heal from the trauma of the experience. And “secondary survivors,” those close family members and friends who have supported that survivor through her journey, too may experience emotional difficulties and need support.

One of the many challenges facing survivors and their loved ones is that, as seen in the responses of the characters of Abby and Claire, reactions to a sexual assault can vary greatly. Claire’s wanting Abby to go to the police, and Abby’s choice not to, seem diametrically opposed to one another and might be viewed as a playwright’s covering his bases. But according to information shared in a SARC training, some victims of sexual assault, like Abby, often are hesitant to report the crime for many reasons, from considering it a personal matter to fearing she or he will not be believed to fearing retribution. And some secondary survivors, like Claire, may feel frustrated and unable to help the person they care about, wanting to respect the survivor’s choices, but also having his or her own thoughts and feelings about how next to proceed to bring about healing, justice, or change.

One of the key points mentioned by SARC is that a sexual assault is not an act about desire, but about control and domination. Like Abby, a victim may feel that loss of control, and in supporting that victim on her journey of healing, letting her have control over if, how, and when to share her story restores her sense of personal control and power. Thus, Claire’s decision—and Ron’s, too—to not bring the matter to the police against Abby’s wishes may disturb some audiences, but in reality might be a way to respond supportively to the survivor. Amanda Alcaraz, an Aftercare and Resource Coordinator for SARC, did explain, though, that contrary to what is seen in the play, Claire and Ron, if employed by a public institution, would be required as part of their duties to report the incident to the university’s Title IX coordinator. Currently, every publicly funded college or university must have on staff a Title IX coordinator who oversees adherence to the law which bars sexual discrimination, and also conducts investigations surrounding sexual misconduct on campus. Title IX coordinators and their staffs also can help create campus policies and procedures to assure compliance to the law as well as to educate staff and students as to their rights and responsibilities.

But as in the play, whether it is recourse through the Title IX coordinator or through the legal system or medical community, a victim may want and need a helping hand to guide them through the journey from the initial trauma through a sense of restoration, health, safety, and security. Here in Delaware, the SARC offers a resource for victims, survivors, and secondary survivors to support them after a sexual assault and accompany them on their journey of healing. For a survivor, hearing the words, “I am sorry that happened to you. It is not your fault,” can be one of the most valuable responses from friends or family. For those wanting further assistance and support after an assault, whether it has just occurred or it happened in the past, SARC offers a 24-hour hotline at (800)773-8570. The hotline is staffed with a trained advocate to assist survivors with obtaining medical, emotional, and legal help. Another helpline nationwide is 800-656-4673, the National Sexual Assault Telephone Hotline, where staff members can help a victim or survivor find local help.

Teachable Themes and Topics (continued)

The Money Game

In March of 2018, ESPN published a report that the highest-paid public employee in 39 of the 50 states is a college football or basketball coach, with pay far exceeding that of teachers, attorneys general, and even the states' governors themselves. Here are a few examples of today's salary comparisons between coaches and governors, all paid with state funding.

Alabama

Nick Saban, head coach, men's football, University of Alabama—\$11.1 million
Kay Ivey, Governor of Alabama—\$119,950

Kentucky

John Calipari, head coach, men's basketball, University of Kentucky—\$7.1 million
Matt Bevin, Governor of Kentucky—\$139,056

Pennsylvania

James Franklin, head coach, men's football, Penn State University—\$4.6 million
Tom Wolf, Governor of Pennsylvania—\$190,823

Ohio

Urban Meyer, head coach, men's football, Ohio State University—\$6.4 million
John Kasich, Governor of Ohio—\$148,886

Michigan

Jim Harbaugh, head coach, men's football, University of Michigan—\$7 million
Rick Snyder, Governor of Michigan—\$159,300

Indiana

Archie Miller, head coach, men's basketball, University of Indiana—\$3.2 million
Eric Holcomb, Governor of Indiana—\$111,688

Missouri

Barry Odom, head coach, men's football, University of Missouri—\$2.4 million
Eric Greitens*, (former) Governor of Missouri—\$133,821 (*current Governor is Mike Parson)

California

Jim Mora, former head coach, men's football, UCLA—\$3.6 million
Jerry Brown, Governor of California—\$177,467

In **Delaware**, the highest-paid employee (according to public records) is Mark Brainard, the president of Delaware Technical Community College, with earnings of \$245,000. Governor John Carney earns \$171,000. Thus, Delaware is one of the few states in the ESPN report that does not follow the trend of other states' public funding. However, though the University of Delaware is a public institution, the state legislature does not require that it discloses salaries under the Freedom of Information Act, as do most other states with their universities. Salary information for the following individuals comes from reports in *The (Delaware) News Journal*. The current president of the university, Denis Assanis, is not considered a state employee, and earns \$391,805, according to an August 27, 2018 report by Scott Goss. Former University of Delaware men's football coach K.C. Keeler earned an annual salary of over \$300,000 during his tenure, yet received a payment of almost \$2 million upon leaving the university in 2013, according to a December 2017 report by Margie Fishman.

Questions for Classroom Discussion

Knowledge and Comprehension

1. What is Claire's job at the university? What is Ron's job?
2. What happened to their former player, Malik?
3. What happened in the past that put the football program under NCAA probation?
4. What happens to Abby while at the apartment of Trent and Damarius?
5. Why does Ron not cut Damarius? Why does Claire not call the police?
6. What does Claire reveal to the media and the NCAA towards the end of the play?
7. What happens to the university's football program at the end of the play?

Application and Analysis

1. Why does Claire hire Abby so readily?
2. Why doesn't Tonya want Claire to keep her current job?
3. Compare and contrast how Abby was raised with Claire's upbringing.
4. How are Damarius' reading disability and his playing on the field possibly linked?
5. How does Claire's character change over the course of the play?
6. How does Abby's character change over the course of the play?

Synthesis and Evaluation

1. Do you think Claire was asking Abby to cheat? Why or why not?
2. Do you think Tonya is right in wanting to put a person of color in Claire's job? Do you think Tonya is right in wanting to remove Claire from her position? Why or why not?
3. Why might someone like Abby not want to go to the police? In your opinion, was this a good decision?
4. How did Claire and Ron support Abby? How might they have handled things in a better way than they did?
5. Why do you think the playwright did not write the character of Damarius into the play? How might the play have been improved (or worsened) if he had made Damarius a character?

Classroom Activities

1. Brainstorm a list or create a web or other graphic organizer that shows all the jobs linked to the world of college football. Go beyond coaches to think about those who work in administration, in stadiums, and in the entertainment field, to name a few. Examine how a “college town” and its economy and identity may be tied to college athletics. If possible, interview several seasonal workers—those whose jobs exist during the sports season—about the role of college sports in their lives and the life of the community. Look, too, for resources that explain how much money is involved in the businesses linked to college football. Share your findings with the class.
2. With your classmates, hold a discussion and/or debate surrounding the following statement: “Men and women who play college football or basketball at the Division I level should share in the revenue (earnings) a college makes from tickets, merchandise, and media rights. “ What evidence or ideas support this statement? What are reasons not to support this statement? Consider the statement as it stands—men and women, college football or basketball. Are those the only athletes who should be included? Should any of them not be included? What is the reasoning behind choosing whom to include or not include if you support paying players?
3. Look for a community health and wellness resource, such as a rape and sexual assault crisis hotline staff member or support center, or a legal or health advocate for those affected by sexual assault or abuse, to speak with your class. What are the ways to help someone who has been a victim? How is the healing process similar or different among survivors or secondary survivors? Does this resource have any suggestions for reducing the incidence of sexual assault or for improving one’s safety in the world?
4. There were many issues brought up in the play *Sanctions*, some of which were not explored in depth. One of these is the issue of safety in contact sports. Choose a sport and research its history. What technologies, regulations, or other changes have improved the safety of players? How might the sport be more dangerous today than it was in past years? With the knowledge you have, what recommendations might you make for the sport’s future?
5. There is a study that suggests that at least ten percent of the American population is affected by a learning disability. Research various learning disabilities, and choose one to explore more in depth. How is a person’s ability or disability measured? At what age, and by whom? What interventions or treatments can help the person overcome (or manage despite) the disability? Speak with classroom teachers and any special education resource teachers who have experience working with students with that specific disability. What strategies can that teacher offer? How might elementary, middle, and high schools better help students with disabilities?

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YWCA Delaware. Sexual Assault Response Center. Training and Power Point presentation led by Amanda Alcaraz and Megan Bittinger at Delaware Theatre Company, September 5, 2018.

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Page 10—“Sexual Assault Prevalence” chart. Source: Sexual Assault Response Center, YWCA Delaware. Informational source for SARC came from www.cjc.delaware.gov/crime.

Why Go to the Theatre?

State and National Education Standards Addressed Through Taking Your Students to a Live Theatre Production

When your students view live theatre, they are taking part in a learning experience that engages their minds on many levels. From simple recall and comprehension of the plot of a play or musical to analysis and evaluation of the production elements of a show, students receive and interpret messages communicated through words, movement, music, and other artistic devices. Beyond “I liked it; it was good,” students learn to communicate about the content and performance of an artistic piece and to reflect on their own and others’ emotional, aesthetic, and intellectual points-of-view and responses. And the immediacy of live theatre--the shared moments between actors and audience members in the here-and-now--raises students’ awareness of the power and scope of human connection.

The following educational standards are addressed in a visit to a performance at Delaware Theatre Company along with a pre-show DTC classroom presentation and post-show talkback session at the theatre. *(Additional standards addressed through the use of the study guide or through further classroom study are not included here.)*

Common Core English Language Arts Standards:

Reading: 9-10 and 11-12, Strands 3, 4, 6

Language: 9-10 and 11-12, Strands 3, 4, and 5

National Core Arts Standards—Theatre:

Responding: Anchor Standards 7, 8, and 9

Connecting: Anchor Standard 11

Delaware Standards for English Language Arts (DOE):

Standard 2: 2.2a, 2.4b1, 2.5b, 2.5g, 2.6a

Standard 3: 3.1b, 3.3b1, 3.3b2

Standard 4: 4.1a, 4.1b, 4.1c, 4.2f, 4.3a, 4.4b

Compiled by Johanna Schloss, Associate Director of Education & Community Engagement, Delaware Theatre Company, 2016