

## PART 1: DEFINING ECOLOGIZING

- Remind/request everyone pull up a syllabus (or course description, reading list) to share/modify
- [Kelly] 3-Minute Warm Up
  - what does theatre ecology mean to you?
  - what does pedagogical ecology mean to you?
  - what's one way that ecology or environmentalism is already present in your teaching?
- [55 past the hour]
  - Kelly
    - THEATRE ECOLOGY: theatre as place where we can hold and create relationships of care
    - PEDAGOGICAL ECOLOGY: working with collaborators to explore relations as ecosystem not economics
    - ECOLOGY/ENVIRONMENTALISM: trying to overcome boxing in as 'field' ie. ECOthreate class
  - Dennis
    - TE: embodied Leadership, beyond the human
    - PE: centre of teaching modality, injustice of people living in specific land, everyday living with
    - EE: bringing tradition/heritage, relation people/environment, 4 lines of poetry; chanting; interweaving culture
  - Mary
    - TE: hands on, saving resources, physical resources; mindset, respecting mind and culture; anti-exploitation (needs: \$\$\$, people, time, space), dropping expectations, not exploiting human energy
    - PE: values that can stick with me, developing habits (not just skills)
    - EE: AD health of the cast, people's relationships, process/product; devised work focusing on environmental topic
- [Dennis] Introductions [1 minute per person]
  - Who is in the room?
    - relationship with your environment, to the land to the water
  - What is one question you have about directing and ecology?
  - What's one goal you have for this hour?
  - [Kelly takes notes on all the goals and questions]
- [4:09]
  - Kelly
    - relationship: 4+ generations of Irish, Scottish, French, settlers
    - living in the Great Lakes, St Lawrence River, Finger Lakes
    - story about the mega-drought
  - Mary
    - 2021 moving to US from Shanghai, introduction to Indigenous land relations; road trips to national parks; disconnected to culture, but connection to nature
    - waste + manufacturing; feeling the microscope

- o Dennis
  - arciphelogo, water
  - ways of knowing, ocean TEK among fisherfolks
  - migration
  - need new infrastructure in educational system; aware of intersectional experiences
  - goal: connection and community building
- [Kelly] Discuss Warm Up Qs [1 minutes per person]
- [Dennis] Synthesize/Respond to goals/question list [3 minutes] (what 2 or 3 goals/questions do we want to focus on for remaining time)
  - o reflection on settler-colonialism, and decolonization

## PART 2: REIMAGINING THE CLASSROOM

- [Kelly] How to teach students directing [5 minutes]
  - o what would it mean to teach students to direct any/all work with an ecotheatre/ecodramaturgical frame?
  - o what's one text and one practice you would integrate into this class?
- [4:23-4:28]
  - o Mary
    - twice being an AD for faculty; observing and giving notes
      - student needs to initiate conversations
      - would like time + resources
    - upcoming: text analysis + directing course
      - hope: don't want to be taught HOW to direct (ex. how to cheat, how to stage power), why do we have these conventions; working with designers (colour schemes); colour x racism
  - o Dennis
    - the power we communicate when teaching directing
      - who's the most oppressive, who's the most marginalized among HUMANS
    - challenging this theme
      - where is equity? where is social justice
      - ecodramaturgy - ecocriticality
        - shifting from human to nonhuman
      - empathy vs. motivation
      - staging classical texts; (what about the plague in Oedipus!)
      - bring the great Asian texts; many human nonhuman texts
  - o Kelly
    - (melodrama game)
    - teaching embodiment as HABIT
    - world building
    - ecodramaturgy
    - moving away from psychological approaches

- o Mary
  - focusing so much on character
- o Dennis
  - need to be critical!
- [Dennis] How to direct students (directing AS teaching) [5 minutes]
  - o how do we work in our departmental ecosystems (with designers, technicians, admin) in an ecological and environmentalist way?
  - o what different challenges and advantages are there to directing publishes plays with eco-themes and devising original eco-work?
- [4:37-4:42]
  - o Kelly
    - very psychological! very human!
  - o Mary
    - recruiting students as crews (practicum classes); want to insert GREEN CAPTAIN
    - how do we make sure that person doesn't get ignored in the room
    - efficiency as NOT capitalist but sustainable
  - o Dennis
    - value of positionality; personal story
    - why are we doing this artistic practice?
- SHARING RESOURCES:
  - o <https://climateplays.com/>
  - o <https://guides.library.cmu.edu/theatrecology>
  - o <https://artistsandclimatechange.com/staging-sustainability-syllabus/>
  - o <https://www.routledge.com/Theatre-Pedagogy-in-the-Era-of-Climate-Crisis/Alexa-ndrowicz-Fancy/p/book/9780367761363>