

ALL-CONFERENCE PLENARIES

Plenary I—Revolutions in Pedagogy and Practice (Part 1) **Friday, August 3 | 1:00 PM–3:00 PM | Grand Ballroom AB**

This moderated panel discussion and open forum aims to bring together leaders in higher education and representatives from professional organizations and advocacy groups in theatre for a conversation on the urgent revolutions—those already occurring and those still needed—in the professional practice of theatre and training in the academy. As part of a larger initiative for “overhauls in training” led by Monica White Ndounou (BTA Focus Group Representative, 2018 Conference Committee member) with Theatre Communications Group (TCG), the Black Theatre Network (BTN), and the 2018 International Black Theatre Summit at Dartmouth College, the panel will include leaders in theatre education representing local institutions, as well as representatives from organizations such as TCG, Stage Directors and Choreographers Society (SDC), US Institute for Theatre Technology (USITT), Actors Equity Association (AEA), Literary Managers and Dramaturgs of the Americas (LMDA), and HowlRound. We will consider various meanings of revolution, in scholarship and performance as well as in our work as educators with students in the classroom and the rehearsal hall and in the larger context of college campuses. How are revolutions in practice (in casting, production models, etc.) supported by and/or curtailed by current training models and practices? Likewise, how is the development of more equitable and liberating training models and more expansive curricula thwarted by outmoded, biased, and/or limiting professional norms, or the perception of these? How can educators and professional representatives forge a more responsive dialogue so that training models and professional practices can foster together the overhauls necessary to create art that is aesthetically revolutionary and that activates audiences to make lasting social change?

Plenary II—Revolutions in Pedagogy and Practice (Part 2—Action Steps) **Saturday, August 4 | 9:45 AM–11:45 AM | Grand Ballroom AB**

In this second part of the two-phase plenary event, we aim to take the fruits of the dialogue generated in part 1 into “action steps” that we can enact in our performance practices, pedagogies, and acts of protest. The Conference Committee invites interested ATHE members to choose from one of three active participatory workshops led by leaders in ATHE (**Kelly Howe; Monica White Ndounou and Nicole Hodges Persley; and Kareem Khubchandani**), reflecting the three parts of our conference subtitle (Performance, Pedagogy, and Protest). Attendees will gather at 9:45 AM as a group to generate and share manifestos for their chosen area and then break out into smaller groups for workshops in adjacent rooms.

Action Steps Workshops

Performance—Kelly Howe, Loyola University Chicago (Grand Ballroom C)

In this breakout group, we will use performance precisely to think through how performance can and cannot help us enact necessary revolutionary actions in our field(s) and in the world more broadly. Calling on techniques from Theatre of the Oppressed and other forms, we’ll imagine otherwise and some actions on the way to otherwise. We will discuss interventions that we and colleagues are already trying to make in our field, consider the relationship between those possible interventions, and explore possibilities for solidarity and shared struggle. We may build a short performance. We’ll find out together.



Pedagogy—Monica White Ndounou, Dartmouth College; and Nicole Hodges Persley, University of Kansas (Grand Ballroom D)

This introductory, experiential workshop is designed to develop individual strategies and institutional practices geared toward incorporating equity, diversity, and inclusion initiatives (EDI) into pedagogical and administrative practice. Participants can submit questions in advance and/or bring questions related to syllabi, assignments/exercises, season-selection options, curricular and program design considerations, and any other relevant materials for on-site consultation regarding incorporating EDI into multiple areas of pedagogical practice.

Protest—Kareem Khubchandani, Tufts University (Grand Ballroom E)

How do we imagine protest into being? As Susan Foster argues in her essay “Choreographies of Protest,” the aesthetics of a movement have significant bearing on its efficacy. Given the troubled global political climate that particularly polices minoritarian subjects, it is ever more necessary to share the tactics that we use to activate, manifest, and transform political publics toward liberation. Activists, artists, and educators will share their tools of activism, describing how they envisioned and enacted protest: staging the body as obstruction, extending pedagogy to the streets, and responding to political crises via web-based activism.