CONTACT INFORMATION
Professor: Karen O’Brien, Ph.D.
Email: obrien@unc.edu
Office Location: 220 Center for Dramatic Art
Office Hours: Thursdays 12:45-1:45 p.m. and 3:20-4:00 p.m., and by appt.

Graduate Research Consultant: Nilan Johnson
Email: nilanjohn@gmail.com
Office Location: Center for Dramatic Art
Office Hours: By appt.

COURSE INFORMATION
Location: Studio 102, CDA
Days/Times: T/H 2:00-3:15 p.m.

COURSE DESCRIPTION
This seminar will guide students through the process of developing new practice-as-research projects inspired by socio-ecological issues. This task will involve: an understanding of the environmental arts and core principles surrounding notions of sustainability; an understanding and practicing of a range of performance techniques; research and engagement with current ecological debates; and the ability to collaborate and integrate these elements in the form of a new ecologically-driven performance project on the water theme in support of UNC's pan-campus initiative “Water In Our World.” A prerequisite is not required.

This seminar will focus on experiential learning, student-directed research, and collaborative project development. Students will be expected to: actively participate and collaborate with a positive approach; keep a journal throughout the semester; learn a variety of performance techniques; engage with performance as a mode and means of research; present on research individually and collaboratively; and develop a final practice-as-research project for public presentation and community engagement. Students also are expected to attend, outside of the scheduled class time, both a group outing and a related performance event, which will provide opportunities for active learning experiences and community building. The engaged learning activities will enhance knowledge and foster collaborations for future development of final projects that promote socio-ecological sustainability.

Interdisciplinary projects (including those that intersect the arts, humanities, and/or sciences) can foster compassion and educate us on the human/nonhuman relationship and/or on matters of social and environmental justice to better understand our role, responsibility, and obligation in this world. This seminar supports an interdisciplinary approach that works to expand minds, build bridges, and develop communities for our present and future survival. This seminar provides opportunities to engage in collaborations, to raise questions, address issues, explore solutions to social and environmental problems, catalyze community action, and impart hope. In this way, the interdisciplinary practice-as-research projects, in which you will collaborate to create, will have the potential to motivate a reorientation in the way people think about and act in their relations with the environment and earth.

COURSE TEXTS
Required Texts (Available at the UNC Student Store)

*Additional supplemental readings and links will be provided in the Resources section on our Sakai site. See our course schedule for the reading schedule.
Students also are required to view four documentary films and to write critically-engaged responses. For more information, see the document that provides journal guidelines in the Resources section on our Sakai site.

**Optional Texts on Water Theme** (Available at the UNC Student Store)

**Supplemental Texts on "Green Theatre"** (Available on Sakai)
Heinlein, Kurt Gerard. *Evangeline Drowning.* (Provided by permission of the author)
-----. *Green Theatre: Promoting Ecological Preservation and Advancing the Sustainability of Humanity and Nature.* 2007. (Provided by permission of the author)

**GROUP FIELD OUTING & RELATED PERFORMANCE EVENT**

**Field Outing to Haw River and Paperhand Puppet Intervention**
Students will take a guided educational canoe tour on the Haw River and have an engaged learning experience to gain a better understanding of local water conservation issues, to make observations about water and the environment, and to have a social water-themed bonding experience. A second tour will follow of the studio at Paperhand Puppet Intervention, a theatre company that stages productions that promote "justice, equality, and peace."

The water and theatre tours will provide active learning experiences for students to enhance their knowledge of water conservation and socio-ecological responsibility. Students will apply this engaged experience and new knowledge to collaborate and develop their practice-as-research projects on a water theme to promote socio-ecological sustainability.

*This trip is funded by a course enhancement grant awarded by First Year Seminars, College of Arts & Sciences.*

- Students are encouraged to car pool to Saxapahaw, NC (just under 20 miles and about a 30 min. drive). UNC offers Zip cars [http://www.zipcar.com/unc](http://www.zipcar.com/unc) (Plan Zip car registration and reservation well in advance).

**Saturday, September 7th: Haw River/Paperhand Field Outing Itinerary**

*Tuesday, 3 September: Submit waiver form to professor and read Trip Preparation and Health/Safety Info* 10:45 a.m.: Arrival (Must be on time) 11 a.m. to 1 p.m.: Guided Canoe Tour on Haw River at Haw River Canoe: [http://hawrivercanoe.com/](http://hawrivercanoe.com/) 1:15 p.m. to 2:15 p.m.: Tour of Paperhand Puppet Intervention with Donovan: [http://paperhand.org/](http://paperhand.org/) 2:30 p.m. (optional): General Store for lunch: [http://www.saxgenstore.com/](http://www.saxgenstore.com/) (bring lunch money)

**Related Performance Event: See Before September 7th**
See *Invisible Earth*, a performance created by Paperhand Puppet Intervention, before we visit their studio on Saturday, 7 September. See [http://paperhand.org/](http://paperhand.org/) for show dates and times (every weekend plus Labor Day matinees, $12 per ticket). Performances take place at the Forest Theatre on campus.
COURSE OBJECTIVES

I. Investigation of Socio-Environmental Issues and Practice-based Methodologies
   Students will be led through the tasks of investigating environmentally-focused artists and their art, learning practice-based techniques, and engaging with contemporary critical conversations surrounding notions of sustainability and related socio-environmental theories.

II: Application through Collaborative Practice-as-Research
   Students will be led through the task of researching a socio-environmental issue that holds clear relevance to notions of human sustainability. Students will give a number of presentations of their research aimed at expanding their applicable understanding of the principles of sustainability and toward helping to unify a topic for theatrical investigation. Performance will be utilized as a mode and means of research.

III: Collaborative Project Development
   Students will conduct collaborative research to develop new ecologically-driven practice-as-research projects. Key to their project development of the noted issue will be isolating the "human voice" within the context of the issue at hand.

IV: Practice-as-Research Performance
   The course will culminate in a class presentation of new practice-as-research projects that promote sustainability as well as engaging a community in a public forum for feedback and assessment. Outcomes in the form of a written report will be required from each group of collaborators.

GRADE DISTRIBUTION

- Participation: 10%
- Journal: Midterm: 20%
- Journal: Final: 20%
- Presentation #1 (Individual Presentation): 10%
- Presentation #2 (Collaborative Proposal for Practice-as-Research Project): 10%
- Presentation #3 (Collaborative Development of Practice-as-Research Project): 10%
- Final Project (Collaborative Practice-as-Research Project Outcome and Community Engagement): 20%

PARTICIPATION, ATTENDANCE, COLLABORATION, and OTHER EXPECTATIONS

Each student's contribution to in-class discussions and activities is vital to the accomplishment of the course objectives. Students are expected to complete reading by the assigned due date and to bring the assigned text(s) to class. Students will have the opportunity to participate in a variety of ways, including discussions, in-class exercises, collaborative research, and engaged learning.

Students also will be responsible for attendance, written assignments, presentations, and a final collaborative project that engages a community to bring awareness to foster socio-ecological change. Depending on the nature of the final project, students may also need to rehearse outside of class with a group of classmates. Students must be present in class on all dates when presentations and performances are given. Oral presentations and performances cannot be made up at a later date unless the student has a note from a physician or a Dean’s excuse. Written assignments that are handed in late will be penalized one third of a letter grade for every day that they are late. For example, an B report handed in one day late would be dropped to a grade of B-, then to a C+ if it were two days late.

Students with regular attendance always do better in this course than those who frequently miss class. Students are allowed two unexcused absences, after which each additional unexcused absence will result in a half-grade penalty.
drop. Absences will only be excused in extraordinary circumstances and with the submission of a valid document from a physician or dean to the professor. However, students who have contracted flu or who exhibit flu-like symptoms are required to stay away from classes until they are fever free for 24 hours. Very regular attendance is expected of students who are well. It is generally advised that students who miss five or more classes drop the course. However, because consistent absences will impact group collaboration, students who miss more than three classes may be asked to drop the seminar. On class attendance policy, the Undergraduate Bulletin states:

"Regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any class meetings except for excused absences for authorized University activities (see below) or religious observances required by the student’s faith."

(http://www.unc.edu/ugradbulletin/procedures1.html).

Students also are expected to arrive on time for class, and consistent tardiness will lower their participation grade. If absent or tardy, it is each student’s responsibility to acquire missed notes and any course or schedule changes from a classmate.

The professor encourages respectful and open-minded discussion as well as critical and creative engagement with issues and ideas in order to further strengthen analytical and collaborative skills and communication. The professor promotes, in particular, the ideas of provisionality and community. Students are allowed to, and even encouraged, to think out loud, change their mind, and generally speak in a provisional manner, knowing that peers will be patient, supportive, and slow to take offense. Some individuals are quite comfortable speaking at length; this is desirable, but the professor reserves the right to ask persons to wrap up their comments or to solicit comments from persons who have not yet participated in any particular class meeting. Please note that the course reading and viewing materials may contain adult subject matter, profanity, controversial themes, and violence (cruelty to animals and humans, environmental destruction, etc.). See the professor if you have any concerns about the course content, discussion topics, and/or creative process.

Guidelines for Discussion and Collaboration
In order to maintain respectful discussion and effective collaboration, we will follow these guidelines:

- Always listen carefully, with an open mind, to the contributions of others.
- Ask for clarification when you don't understand a point someone has made.
- If you challenge others' ideas, do so with factual evidence and appropriate logic.
- Always critique ideas or positions, not people.
- If others challenge your ideas, be willing to change your mind if they demonstrate error in logic or use of facts.
- Point out the relevance of issues that you raise when their relevance might not be obvious to others in the class.
- If others have made a point with which you agree, only repeat it when you have something important to add
- Be efficient in your discourse; make your points and then yield to others—take turns speaking.
- Above all, avoid ridicule and try to respect the beliefs of others, even if they differ from yours.

JOURNAL (Midterm and Final)
The journal assignment is designed to develop critical and reflective thinking on course themes and topics. During the first half of the semester, students will record analytical and creative responses to assigned readings, class activities, documentary films, and student-directed research. During the second half of the semester, journal responses will be increasingly reflective, engaging deeply with the collaborative research and creative process of project development. The journal will be checked twice, once at midterm (week 8) and again at the end of the semester (finals week). See the course schedule for the due dates. The journal must be organized into key sections and submitted as one document to the DropBox on our Sakai site. Journals submitted past deadline will be penalized one half of a letter grade for every date that they are late. Journal guidelines are provided in a separate document, available in the Resources section on our Sakai site.
PRESENTATIONS
The three presentations will take place in weeks 4, 8, and 11, respectively. See the course schedule for presentation dates. Presentation guidelines are provided in a separate document, available in the Resources section on our Sakai site.

Presentation #1 (Individual Presentation)
This presentation has a dual purpose:
1. To analyze an environmentally-focused artist and/or artwork, examining how this artist/art attempts to make a significant intervention that would require an ethical reorientation in our relations with the earth, to enrich cultural, ecological, and artistic critique/debate, and/or to generate and disseminate new "knowledge."
2. To give a brief report on a specific water issue of interest to you and for which you can envision using practice-as-research methodology to promote socio-ecological sustainability.

Presentation #2 (Proposal for Collaborative Practice-as-Research Project)
This group presentation proposes a basic plan for the final project on a water theme. Students should discuss their progress of a water-themed practice-as-research to date as well as goals for future development. The group should present their project ideas, including how the members envision applying practice-based techniques and integrating various elements (costumes, props, etc.) into a final project and how they plan to engage a target audience to catalyze community action. Each group is expected to present a scene-in-development (in part or whole) to convey how ideas discussed will be realized into the collaborative process through practice.

Presentation #3 (Development of Collaborative Practice-as-Research Project)
This group presentation is a "rough draft" of the practice-as-research project to show development, collaborative process, and future directions. An invited audience will attend and offer post-presentation feedback.

FINAL PROJECT (Collaborative Practice-as-Research, Community Engagement, and Outcomes)
The final projects will be presented for an invited audience in our studio during the final class period. These final projects will be evaluated based on collaborative spirit; positive interaction; consistent participation and preparedness; frequent contributions to ongoing creative development; dedicated engagement with the project and group; effort to advance the interdisciplinary practice-as-research methodology, implementation of the water theme, promotion of sustainability and call to action, and success at achieving outcomes the group set for itself. Additionally, each group also is required to engage the final project with a community. More details on this will be discussed in class. Each group also must submit both the written text of their practice-as-research project and a final group report assessing the effectiveness of the group's outcomes in the final public presentation and community engagement. Both written papers must be uploaded to a group member's DropBox on Sakai by Sunday, December 8th (see the course schedule).

“It is the long history of humankind (and animal kind, too) those who learned to collaborate and improvise most effectively have prevailed.” —Charles Darwin
RESEARCH AND WRITING RELATED RESOURCES

**Academic**

Sakai Course Site for “Ecology and Performance” DRAM FYS 089-002 (Spring 2012)
https://sakai.unc.edu/portal/site/88

Library "Coursepage" & Research Guide to "Ecology and Performance" by Librarian Tommy Nixon
http://guides.lib.unc.edu/dram088-001 or http://library.unc.edu/coursepages/

UNC Library
http://www.lib.unc.edu/

Media Reserves for "Ecology and Performance" (Media Resource Center, House Undergraduate Library)
http://www.lib.unc.edu/reserves/ (Search “paper and media reserves” for DRAM 088)

For info on the MRC: http://library.unc.edu/house/mrc/

The Office for Undergraduate Research
http://www.unc.edu/depts/our/

Center for Global Initiatives
http://cgi.unc.edu/

**Water Related**

UNC's "Water In Our World" Pan-campus Initiative
http://watertheme.unc.edu/

UNC Alums 100 Gallons on the Value of Water
http://www.poweringanation.org/water/#,
http://www.jomc.unc.edu/homepage-news-slot-23-merged/unc-journalism-school-launches-interactive-film-on-
how-water-powers-life
http://www.jomc.unc.edu/homepage-news-slot-23-merged/100-gallons-nominated-for-emmy

Eno River Association (the Eno River runs through the town of Hillsborough and the city of Durham)
http://enoriver.org/

Haw River Assembly (the Haw River begins near Greensboro and runs through several counties, including Chatham, the center of North Carolina’s battle over fracking)
http://www.hawriver.org/

The World’s Water

**LIVE PERFORMANCE**

Students are encouraged to see live theatre throughout the semester and to experience performance in a variety of forms, styles, and venues. Feel free to announce upcoming and current productions at the beginning of class. On campus performance venues/producers include PlayMakers Repertory Company, Lab! Theatre, Carolina Performing Arts, and more. There are many theatre companies in the broader Triangle Area, including Burning Coal (Raleigh), Manbites Dog (Durham), and Deep Dish (Chapel Hill).
ADDITIONAL INFORMATION

- PlayMakers Repertory Company’s Privilege Card:
The privilege card allows students to attend main stage productions on specified dates for a reduced price. Students can purchase the Privilege Card at the Bulls Head Bookshop. See PlayMakers Privilege Card Policy (.pdf document available on Sakai). Additional information: http://www.playmakersrep.org/; 919.962.PLAY.

- Texting, emailing, social networking, updating and commenting on Facebook statuses, tweeting, surfing the Web, talking on the phone, reading the newspaper, and related non-academic activities are discouraged in the classroom and will significantly impact the evaluation of your performance in this course.

- Adjustments to the course schedule will be announced in class. Students are responsible for keeping up-to-date on revisions to the schedule.

- Disability Services: Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Department of Disability Services at 919/962-830 (V/T) or disabilityservices@unc.edu to ensure timely assistance.

- Academic Honesty: UNC’s code on academic honesty must be honored in all course work. Please familiarize yourself with the UNC Honor Code: http://honor.unc.edu. Academic dishonesty—including cheating, forgery, dishonest conduct, plagiarism, and collusion—devalues the learning experience of the entire academic community. The professor encourages students to see her if there is uncertainty about what constitutes academic dishonesty.

COURSE FUNDING AND SUPPORT

In this research-exposure course, students will be working with a Graduate Research Consultant, Nilan Johnson, who will assist them in their research performance projects. The GRC Program is sponsored by UNC’s Office for Undergraduate Research (www.unc.edu/depts/our), and you may be able to use this research-exposure course to meet a requirement of the Carolina Research Scholars Program (http://www.unc.edu/depts/our/students/students_crsp.html). The professor encourages students to visit the OUR website to learn about how they might engage in research while attending Carolina.

The field outing to Haw River is made possible by grant funding awarded by UNC’s First Year Seminars (http://fys.unc.edu/). The water theme in this course was enhanced in 2013 with help from a grant provided by UNC’s Center for Global Initiatives (http://cgi.unc.edu/). The professor developed the water theme to support UNC’s pan-campus initiative, “Water In Our World” (http://watertheme.unc.edu/).
## DRAM FYS 88, Ecology and Performance

**Fall 2013 Schedule** -- *Please note: This schedule is subject to change; revisions will be announced in class.*

### INTRO TO THE COURSE

**Week 1**

- **Tues, 20 Aug.** Introduction to course

- **Thurs., 22 Aug.** *Reading:* See document ("ReadingLinksWeek1") in the Resources section on Sakai

  *In class:* Discuss reading; brainstorm what kinds of ecological issues related to the academic water theme this class might address in its final performances; discuss environmentally-focused art

***Screen two water-themed documentaries of your choice between Weeks 1 and 5 (options on reserve at the MRC include, *Flow*, *Poisoned Waters*, *The Cove*, and *Gasland*)

***See *Invisible Earth* by Paperhand Puppet Intervention before outing on Saturday 7, September

### RESEARCH EXPOSURE: Water Theme & Environmental Arts

**Week 2**

- **Tues, 27 Aug.** *NOTE:* Meet in Room 207 in the UL (House Undergraduate Library)

  Workshop: “Innovate, Research, and Discover: How to Make the Most of a Research University” by Candice Powell, Office of Undergraduate Education

- **Thurs., 29 Aug.** *NOTE:* Meet in Davis Library (See signs)

  Scavenger Hunt in Davis Library with UNC Librarian Jacqueline Solis

  *NOTE:* See document ("ScheduleWeek2") in the Resources section on our Sakai site

*Reading (and written journal assignments):* Pru’homme, *The Ripple Effect* (pp. 1-113)

*Research (and written journal assignments):* Self-directed research on environmental arts and on a water theme or issue (for presentation)

### PERFORMANCE TECHNIQUE: Elements of *Actos* (for social change)

**Week 3**

- **Tues, 3 Sept.** *Reading (in addition to Pru'homme):* Section on Valdez's *actos* and *Los Vendidos* (pdf provided on Sakai)

  *In class:* Discuss elements of *actos*; screen staging; explore use of *actos* technique

  **DUE:** Deadline to submit waiver forms for Haw River outing

- **Thurs., 5 Sept.** *Reading:* Review Vladez's elements of *actos*

  *In class:* Exercise: Integrate *actos* technique and response to Prud'honne's reading

- **Sat., 7 Sept.** Haw River/Paperhand Outing Itinerary

  *Read Trip Preparation and Health/Safety Info*

  **10:45 a.m.:** Arrival *(Must be on time)*

  11 a.m. to 1 p.m.: Guided Canoe Tour on Haw River at Haw River Canoe

  1:15 p.m. to 2:15 p.m.: Tour of Paperhand Puppet Intervention

  2:30 p.m. (optional): General Store for lunch (bring lunch money)

  *Reading for week (and written journal assignments):* Pru’homme, *Ripple* (pp. 117-235)

  *Research (and written journal assignments):* Self-directed research on environmental arts and on a water theme or issue (for presentation)
### Ecology and Performance — Course Schedule, continued

**PRACTICE-AS-RESEARCH PRESENTATIONS**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Due: Presentations 1</th>
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<tbody>
<tr>
<td>4</td>
<td>Tues, 10 Sept.</td>
<td>Reading for week: Pru’homme, <em>Ripple</em> (pp. 239-291)</td>
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<tr>
<td></td>
<td></td>
<td>In class Thursday: Final groups will be established; each group will select their water-themed topic/issue, set initial goals, and exchange contact info.</td>
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<td></td>
<td>Thurs., 12 Sept.</td>
<td>DUE: Presentations 1</td>
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**PRACTICE-BASED TECHNIQUE: Augusto Boal (for social change)**

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Reading: Links on Boal (Resources on Sakai); Pru’homme, <em>Ripple</em> (pp. 292-362)</th>
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<tbody>
<tr>
<td>5</td>
<td>Tues, 17 Sept.</td>
<td>Reading: Foer, <em>Eating Animals</em> (pp.1-77)</td>
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<td></td>
<td>Thurs., 19 Sept.</td>
<td>In class: Performance exercises with group members</td>
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***Screen *Food Inc.* and *An Inconvenient Truth* between Weeks 6 and 8 (on reserve at MRC)***

**PRACTICE-BASED TECHNIQUES: Improv, Devised, Brecht, & Movement/Impulse Inspired (for collaborative & critical engagement)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Reading: Foer, <em>Eating Animals</em> (pp. 78-107)</th>
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<tbody>
<tr>
<td>6</td>
<td>Tues. 24 Sept.</td>
<td>In class: Improvisation &amp; devised theatre practice</td>
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<tr>
<td></td>
<td>Thurs. 26 Sept.</td>
<td>Improvisation &amp; Devised Theatre Practice</td>
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***NOTE: Meet in Room 207 in the UL (House Undergraduate Library)***

**PRACTICE-Scholar/artist: Dr. Tony Perucci on adapting *Eating Animals***

**Reading:** Foer, *Eating Animals* (pp. 108-148)

**PRACTICE-AS-RESEARCH: Collaborative Performance as a Mode and Means of Research**

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Reading: Foer, <em>Eating Animals</em> (pp. 149-199);</th>
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<tr>
<td>7</td>
<td>Tues, 1 Oct.</td>
<td>In class: Practice-based exercises; group scene development</td>
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<tr>
<td></td>
<td>Thurs., 3 Oct.</td>
<td>In class: Collaborative work on proposal and scene development (for presentation 2)</td>
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</table>

**PRACTICE-AS-RESEARCH PRESENTATIONS**

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Due: Presentations 2: Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Tues, 8 Oct.</td>
<td>Reading: Foer, <em>Eating Animals</em></td>
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<tr>
<td></td>
<td>Thurs, 10 Oct.</td>
<td>*NOTE: Room 207, UL (Undergrad Library)</td>
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<td></td>
<td>Guest visit (virtual): Jonathan Safran Foer, sponsored by <a href="http://www.farmforward.com">www.farmforward.com</a></td>
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<td></td>
<td>Reading: Foer, <em>Eating Animals</em> (pp. 200-end); prepare discussion questions</td>
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<td>Sun., 13 Oct.</td>
<td>DUE: Midterm Journals (Electronic submission as one document to DropBox on Sakai by 11 p.m.)</td>
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<td>Week</td>
<td>Date</td>
<td>Event Details</td>
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| 9    | Tues, 15 Oct | Performance workshop with Nilan  
- **In class:** Practice-based exercises  
- **Reading:** From Week 9 forward, reading will take the form of self-directed research |
|      | Thurs., 17 Oct | No classes: Fall break |
| 10   | Tues, 22 Oct | **In class:** Collaborative group work |
|      | Thurs., 24 Oct | **In class:** Collaborative group work |
| 11   | Tues, 29 Oct | **DUE:** Presentations 3: “First draft” of final project  
- **In class:** Probable invited guests who will offer suggestions for further development |
|      | Thurs., 31 Oct | **In class:** Collaborative group work |
| 12   | Tues, 5 Nov  | **In class:** Collaborative group work |
|      | Thurs., 7 Nov | **In class:** Collaborative group work |
| 13   | Tues, 12 Nov | **In class:** Collaborative group work |
|      | Thurs., 14 Nov | **In class:** Rehearsal and work problem areas |
| 14   | Tues, 19 Nov | **In class:** Rehearsal and work problem areas |
| 15   | Tues, 26 Nov | **In class:** Dress rehearsal for final projects; work problem areas  
- **DUE:** Deadline to schedule a final dress rehearsal with Nilan on Monday, 2 Dec.; groups must schedule a 45-90 min. session |
|      | Thurs., 28 Nov | No classes: Thanksgiving Recess |
Ecology and Performance — Course Schedule, continued

**FINAL DRESS REHEARSAL**
Week 16  Mon, 2 Dec.  Final dress rehearsal outside of class with Nilan

**FINAL PRESENTATION & COMMUNITY ENGAGEMENT**
Tues, 3 Dec.  In class: Final presentation of projects for invited audience  
*NOTE:* Bring laptop to class

TBA  DUE: Community Engagement with Final Project

**FINALS WEEK: Submit written work**
Week 17  Sat., 7 Dec.  DUE: Final Journals by 12 p.m. (upload as one document to DropBox on Sakai)
Sun., 8 Dec.  DUE: Final Report on public presentation & community engagement outcomes by 10 p.m. (upload to one group member's DropBox on Sakai)

DUE: Final Project in written form by 10 p.m. (upload to one group member's DropBox on Sakai)