

- Title: Theatre History Education Community Agreements
- Introduction
 - Write a short paragraph to provide context and justification for creating community agreements. The idea is to create transparency with the students by providing them WHY the agreement exist, and HOW they will be used.:
 - Theatre is not only an art practice but it has historical impact and can be reflective of political movements across different societies and time. This creates a space where passionate topics can be discussed. In order to create productive and supportive dialogue as we engage in our topics in the classroom, we as a class will support each other through co-creating and maintaining our community agreements:
- Agreements
 - Create at least 3-5 community agreements that include:
 - Title: Provide a title of agreement the names the action people can take (e.g., Embody a Humble Spirit).
 - Description: Provide a brief description of what it would mean to implement the agreement in class.
 - Sentence Prompt(s): Provide 1 or 2 sentence prompts or examples of what people can say to implement the agreement.
 - **Title:** Be present and engaged
 - **Description:** This class will engage in many topics that are foundational to theatre history and technique. It is important to be present as an artist to understand the foundations when looking at your own performance.
 - **Sentence prompt:** “One idea I have is...” “This moment made me think about...” “I noticed that...”
 - **Title:** Fumble Forward
 - **Description:** We embrace the classroom as a place to learn, even if we may not know what to say or how to express well-crafted curiosity. When this happens, we embrace the idea of fumbling forward. It is okay not to be an expert in what you are curious about. Give space for yourself and others to express thought and provide a safe space for support and potential correction.
 - **Sentence prompt:** “I am not quite sure how to say this, and I am going to try. Please correct me if I am wrong or if I say something offensive...”
 - **other students can offer suggestions and support by responding:** “I am hearing you. Can I offer some verbiage to better reflect your thoughts?...”
 - Title: Honor someone's lived experience
 - **Description:** Within this class, political movements will be brought up to provide context for theatrical techniques/movements. It is important to honor lived experience in relation to the topic at hand. Ultimately, it is up to the individual whether they would like to share and how much. Be inclusive with asking questions and listen with respect.

- **Sentence prompt:** “I have an example of my own experience,……. That is all I would like to share of the experience.”
 - **A response can be:** “Are you comfortable with questions?” and the individual can say yes or no
- **Conclusion**
 - Write a short statement or paragraph stating:
 - How the agreements are amendable
 - What action people can take if they want to update or modify the agreements
 - **Conclusion:** The purpose of creating these community agreements is to keep us, both student and instructor, accountable and to help ourselves and others navigate the potential topics that will be discussed. There will be opportunities when we revisit these agreements and, if necessary, add on, expand, or modify them, either for the topic at hand or continuously for the rest of the semester.
- **Credit/Shout Out to Collaborators**
 - Give credit where credit is due! If you have some agreements that are inspired from someone else, make sure to give them a shout out. This is an ethical practice where you acknowledge those who have influenced, helped created, or even provide specific agreements for your class.
 - **Credit/ Shout Out:** Shoutout Dr. Kachine Kulick and Dusty Martinez for providing this exercise and helping expand this practice with some established community agreements. As well,I shout out to the other students in the CDP spring 2026 for helping to co-create the environment.