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**The Activist Classroom:
Performance and Pedagogy**

Edited by Kim Solga

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CTR 147 investigates the power of performance as a tool for critical thinking and social and political action within and beyond the university theatre studies classroom. Contributors offer reflections on a wide range of subject areas, texts, and techniques including: the use of improv in the eco-critical classroom, the values and limits of performance as a tool for teaching difficult texts in an English Lit context, the role of the mentor in shaping the next generation of Indigenous artists, and the challenges of “staging” race as a still-urgent category in courses increasingly populated by students uncomfortable with the term.

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