California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST

• AREA C1: Arts

See GE Handbook for information on each section of this form

.;≤ ABSTRACT

and Beyond		AL	BIRACI	
College or Program: Charles Coba College or Program: College or Program: College or Program: Course Communication: Course Cours	Course Abbreviation and Nu	mber:TA 222	Course Title:	The sature in the 20th Continue
Course Proposer (please print): Marcos Martinez Email:marcos@csusm.edu Submission Date:	Number of Units3_			Theatre in the 20 Century
Course Proposer (please print): Marcos Martinez Email: marcos@csusm.edu Submission Date:	College or Program:		Desired term of implementation	Mode of Delivery:
Course Proposer (please print): Marcos Martinez Email:marcos@csusm.edu Submission Date:	⊠CHABSS □CSM □CE	HHS □COBA	□ Fall □ Spring	
1. Course Catalog Description: The course is designed to give student of all backgrounds an introductory understanding to the world of contemporary African American theatre. The course covers elements of style, design, criticism and history as they pertain to the genre through reading, discussion and performance. Discussion will include issues of politics, race and gender in the American theatre. Emphasis will be on major playwright, theatre companies and performers within their historical and social contexts. 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following: Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences Topics or subjects covered in the course Registration conditions Registration conditions Grading components including readings Grading components including relative weight of assignments SIGNATURES Support Date Department Chair Department Chair Department data to the GEC annually. De Intital Library Faculty Date Support Do not support* Approve Do not Approve Library Faculty Date Support Do not Support* Approve Do not Approve GEC Chair Date	Other		Summer Year:	
understanding to the world of contemporary African American theatre. The course covers elements of style, design, criticism and history as they pertain to the genre through reading, discussion and performance. Discussion will include issues of politics, race and gender in the American theatre. Emphasis will be on major playwright, theatre companies and performers within their historical and social contexts. 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following: Course description, course title and course number	Course Proposer (please prir	nt):Marcos Martinez	Email:marcos@csusm.edu	
Course description, course title and course number Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences Topics or subjects covered in the course Registration conditions Specifics relating to how assignments meet the writing requirement Tentative course schedule including readings Grading components including relative weight of assignments SIGNATURES SIGNATURES Support Date Department Chair date Tease note that the department will be required to report assessment data to the GEC annually. Do not support Do not support* Support Do not support* Do not support* Do not support* Support Do not Support* Do not Approve Do not Approve Impacted Discipline Date Date Support Do not Support* Do not Approve Do not Approve Do not Approve	understanding to the world design, criticism and history Discussion will include issue playwright, theatre compan	of contemporary Afric as they pertain to the s of politics, race and g ies and performers wit	an American theatre. The course genre through reading, discussion gender in the American theatre. Ethin their historical and social con	covers elements of style, n and performance. Emphasis will be on major stexts.
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences Topics or subjects covered in the course	Course description, co	urse title and course nun	nber	
Topics or subjects covered in the course Registration conditions	Student learning outco	omes for General Educat	ion Area and student learning object	tives specific to your
Specifics relating to how assignments meet the writing requirement Tentative course schedule including readings Grading components including relative weight of assignments SIGNATURES Please note that the department will be required to report assessment data to the GEC annually. Support Do not support* Support Do not support* Library Faculty Date Support Do not Support* Support Do not Support* Approve Do not Approve Impacted Discipline Date GEC Chair Date	Topics or subjects cov	ered in the course		· · · · · · · · · · · · · · · · · · ·
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SIGNATURES Date Department Chair date	☐ Tentative course sched	dule including readings	300	
Course Proposer Date Please note that the department will be required to report assessment data to the GEC annually. Support Do not support* Support Do not support* Impacted Discipline Chair Department Chair Support Do not support* Impacted Discipline Chair Date GEC Chair Date Department Chair Support Do not support* Do not support* Do not support* Approve Do not Approve GEC Chair Date	Grading components i	ncluding relative weight	of assignments	
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Library Faculty Date Impacted Discipline Chair Support Do not Support* Do not Support* GEC Chair Date Date Approve Do not Approve GEC Chair Date		**		
Impacted Discipline Date GEC Chair Date	Library Faculty Date			
Impared 2 below - we			:=	200
			GEC Chair Date	
	Course Coordinator: P	hone Email:		

From: Judith Downie

Sent: Thursday, November 20, 2014 3:51 PM

To: Marshall Whittlesey Cc: Marcos Martinez

Subject: FW: GE Recertifications in need of your signature

Attachments: TA 101.pdf; TA120.pdf; TA222.pdf

Marshall and Marcos,

Please use this email as the library signature for the GE Certification of TA 101, TA 120 and TA 222.

Thank you, Judith

Judith A. Downie Humanities & Archives Librarian and Government Documents Coordinator California State University San Marcos San Marcos CA 92096-0001 760-750-4374

GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST CALIFORMIA State University, San Marcos General Education Program

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Part A: CI Arts General Education Learning Outcomes (GELOs) related to course content. [Please type

The State and humanities. [Methods are sared and analyze surfame to the sara sace, class and society. The State relevant receiptions and presently and principles in their analyzes of works of surjects and humanities. [Methods of the surjects of works of works of surjects of works	The second secon		contact
DILES Students will age of the surge of the strate of its surging and present of its surger of the strate of its surgicial of the strate of its surgicial of the surgicial of th	take quizzes, write	on works such as August	
iversity (such as race, class and conceptual presence of the same of issues of the such that it is global, national or local or local inverse and present of the such or catherest and present of the such or catherest and present of the such or catherest and the such or catherest and present or catherest and present or state of the such or catherest and present or catherest and present or catherest and present or state of the such or catherest and present or catherest and present or catherest and present or catherest or catherest and present or catherest or ca	seenes, or monologues,	research cutes from text analysis	
T.1. Students will age of proper and incepted the ways and beceive the ways and present an			
was created and procestical months and precest and procest and protected in which it the works of area and protectical contections and protectical contections and protectical contections are created. 1.1. Students will describe the ways of the play at hand. The range of plays writing that sources on race and by the coretical perspective to the study of the place of	Students will perform		shodtern dorgener treuseler eall 13 19
in which the works of stretce and in the play at land within the works of stretce to the suppressive sorted and any of stretce to the study was created sometice in the the surjective and in the play at land to stretch the work of stricting the works of stretch copies. CLA: Students will spply theoretical and peoples. CLA: Students will spply theoretical and stretch the study of stretch the study and the study of stretch the study and the stretch the study and the study and the stretch the study and the study and the stretch the study and the study a	at hand.	as they pertain to both audience and performers. The Black Arts Movement contextualizes this	- 1
in which are informed and present and present. The Slave informs and offer sand society. The Slave informs all apply theoretical or cample: Durchman and a specific so may be a specific so the stand of society. The Slave informs all and local context. The Slave informs all and or society. The Slave informs all and break and stands and break and stands and break and stands and society are and stands associated with African American theatre. The Slave informs all and stands are society. The Slave informs all and stands are society. The Slave informs all and stands are society are and all and stands are society are and and all and stands are society are and and all and	bresent seenes museum	and the role of gender and race	
in which the works of surface context in which the works of surface suddents will use appropriate was created. CLA: Students will use appropriate was consider was created. CLA: Students will use appropriate was consider was created		address invisibility, symbolism,	
Lecture and insercibe and analyze of areas and preses of artistic expression within the was series cales and present in histories and peoples. EL-13: Students will use appropriate and historical context in which the the strate of a strategies and peoples. EL-23: Students will use appropriate and fine powers and effect/influence on a series and present. EL-24: Students will use appropriate and fine powers are strated context. EL-25: Students will use appropriate and fine properties. Discussion of a strated expression within the past and present. EL-25: Students will use appropriate and fine properties. Discussion of a strated expression within the past and peoples. EL-25: Students will use appropriate and fine properties. Discussion of a strated expression within the past and one a forther societies. Discussion of terms covered works of artistic expression within the past of a strategies. Discussion of the plays and historical context in which the work is a strategies. Discussion of the plays and inferent in both the plays and inference on the state. EL-25: Students will use appropriate and states of the state. EL-26: Students will use appropriate and states of the state. EL-26: Students will use appropriate and states of the state. EL-27: Students will use appropriate and states of the state. EL-27: Students will use appropriate and states of the state. EL-27: Students will use appropriate and states of the state. EL-27: Students will use appropriate and states of the state. EL-27: Students will use appropriate and states of the state. EL-27: Students will apply theoretical states and peoples. EL-27: Students will apply theoretical states and states and states and states and states and states and		Discussions and lecture will	CI.5: Articulate various theoretical
CELO. CECUTE and in-class discussion of issues of offers various approaches to context. For example: Dutchman and exercises and offers various approaches to integrate on race and by doing so provides diverse on race and by doing so provides diverse. CI.2. Students will apply theoretical perspective on missing from the rate on Minstrel on a context. CI.3. Students will recognize and by doing so provides diverse on material and essent. CI.3. Students will apply theoretical perspectives missing from the result of the study of the study of the study of the study. CI.3. Students will apply theoretical perspectives missing from the recognize and by doing so provides diverse on material and essent. CI.3. Students will recognize and present. A lecture and discussion of based on Ntozake or Ntorake	Quizzes, papers, and in class participation require usage of terms covered when discussing plays and poems.	day African American theatre and film audiences with the past and other societies. Discuss Mtozake Shange's Spell #7. Students will learn terminology associated with African American theatre. Discussion of terms about negotiating being black in a racist society are inherent in both the plays and historical context. Langston Hughes The Mulatto offers one example.	CI.4: Students will use appropriate vocabulary to describe and analyze works of artistic expression within the historical context in which the work was created.
Decime and present. CELO. CELO. CECTURE and in-class discussion on the play at hand. The range discussion beards and brief writing in a global, national or local perspectives on race and brief will apply theoretical and or critical perspective to the study on Black Face and theatre. CI.2: Students will apply theoretical carporatives missing from the past and present. CI.3: Students will recognize and Black Face and discussion of Black Vasudeville and classusory of Black Vasudeville and based on Miozake. CI.3: Students will recognize and Black Face and discussion of Black Vasudeville and based on Miozake. CI.3: Students will recognize and Black Face and discussion of Black Vasudeville and based on Miozake. Black vasudeville and based on Miozake Based On	Leinetern mitteel no	performing for orack vs. wific	diverse cultures and peoples.
CELO. GELO. GELO. GELO. GECUTE and in-class discussion of issues of in-class discussion of issues and office informs students on perspectives on race and by doing so provides diverse national and local confext. CI.2: Students will apply theoretical perspective to the study of includents will apply theoretical perspective to the study of includents will apply theoretical perspective is the study of includents will recognize and on Black Face and discussion of includents will recognize and an includent and an		DIACK VAUGEVITIE AILU	explain various artistic styles from
Decidents will apply theoretical and present. CELO.: Students will apply theoretical and present. CELO.: Students will apply theoretical and present. CECTURE AND			C1.3: Students will recognize and
doing so provides diverse and by context. CELO. GELO. GELO. Students will describe the ways and brief within this course and brief writing and brief writing and brief writing and brief writing cander). For example: Dutchman and precises and society. For example: Dutchman and precises and society. For example: Dutchman and precises and society. For example: Dutchman and precise and by doing so provides diverse and society.	readings and discussionon material and	Lecture and film on Minstrel shows and effect/influence on African American experience/theatre. A discussion experience/theatre.	C.I.2: Students will apply theoretical and/or critical perspective to the study of art past and present.
eddress: GELO. assessed?	discussion board; a quiz	on the play at hand. The range of plays within this course offers various approaches to race, class and society. For example: Dutchman and The Slave informs students on perspectives on race and by doing so provides diverse prespectives missing from the perspectives missing from the	OT 1.1 Students will describe the ways in which art informs us of issues of diversity (such as race, class and gender) in a global, national or local context.
CPUSSESS OF THE COURSE OF THE			
		Course content that addresses each	

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Presentation of theatre pieces such as scenes, monologues and original work developed for class.	Students will work on creating their interpretations of scenes from plays as well as developing their own theatre pieces inspired by the works of playwrights they have read.	CI.7: Students will create works of art that demonstrate facility with the key techniques of the art form in question. These courses will be taught face-to-face, rather than online. [Creative Activity Courses]
papers, and other types of in class participation.	Wilson's The Piano Lesson.	11. 7 1 10 210

Part B: General Education Learning Outcomes required of all GE courses related to course content:

How will these GELOs be assessed?	Course content that addresses each GE outcome?	GE Outcomes required of all Courses
Written play reviews, online discussion boards, and papers on selected topics	Students will write reviews of plays and formal paper assignments.	Students will communicate effectively in writing to various audiences. (writing)
Online discussion boards will analyze student writing for understanding and command of subject. Students will do presentations focused on the given circumstances of the play. Term papers; presentations including scene presentations including scene	Students will discuss issues in selected plays responding to the issues and situations contained in the texts. Students read plays and analyze them considering the context and the implications made when they were written and performed. Research projects based upon Research are projects based upon are performed.	Students will think critically and analytically about an issue, idea or problem. (critical thinking) Students will find, evaluate and use
work and post presentation discussions	required for play analysis, character research, presentations and papers	information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)

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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All CI courses must meet at least one of the LEAP Goals.

	contexts.
	interrelatedness of peoples in local, national, and global
:(oqiasəq qezecipe):	CSUSM 2: Exposure to and critical thinking about the
	issues of diversity.
o _N []	CSUSM 1: Exposure to and critical thinking about
Course content that addresses the following CSUSM goals. Please explain, if applicable.	CSUSM Specific Programmatic Goals
SON ON	LEAP 4: Integrative Learning
səx 🖂 on 🗌	LEAP 3: Personal and Social Responsibility
SOX ON	LEAP 2: Intellectual and Practical Skills
	Physical and Natural World.
SOX NON	LEAP 1: Knowledge of Human Cultures and the
Course addresses this LEAP Goal:	GE Programmatic Goals

Part D: Course requirements to be met by the instructor.

	The second secon
class discussions	and creative projects and performances.
presentations and performances, quizzes, and in	forms, including writing assignments, exams, discussion,
Final presentation, play reviews, in class	Assessment of student learning will take a multitude of
	shall be required in 3+ unit courses,
and papers	gnitinw to sbrow 0025 to muminim A strampringer
several online discussion boards, play reviews,	Course meets the All-University Writing
How will this requirement be met by the instructor?	Course Requirements:

STA STREAT AND ALLES THE STREET AND ALLES THE STREE California State University San Marcos

TA 222 Intro Survey to African American Theatre in the

20th Century and Beyond

Office Hours: Meeting times: Classroom: Instructor(s): Office Location: Telephone: Email:

Course Description

(Spring 2013 3 credits hrs) Kaja Dunn

t978-S0t-619

kajath@yahoo.com

12:30-2:30 Tuesdays

2:30-3:45 pm Tuesdays and Thursdays 342

playwrights, theatre companies and performers within their historical and social contexts, issues of politics, race and gender in the American theatre. Emphasis will be on major to the genre. Through reading, discussion and performance 'Discussion will include theatre. The course covers elements of style, design, criticism and history as they pertain backgrounds an introductory understanding to the world of modern African American This is a learning and discussion centered course designed to give students of all

Course Learning Objectives

aspects of African American theatre. works in Modern African American Theatre History. We will also work on performance Students leaving this course should have a broad knowledge of periods and important

Required Texts/Readings

Plays

(These are available in the bookstore and may also be obtained elsewhere)

I. Spell # 7:Theater Piece in I wo Acts

- REQUIRED

2. Five Plays by Langston Hughes Shange,, Paper, 9780573616273

- кеблікер

Hughes,, Paper, 0253201217

3. Piano Lesson

- кеблікер

Wilson,, Paper, 9780452265349

4. Dutchman & the Slave

- КЕОПІКЕD

Jones Baraka, , Paper, 9780688210847

5. Blues for an Alabama Sky

- кеблікер

Cleage,, Paper, 0822216345

Other Readings

There will be articles posted online, that are expected readings.

Course requirements (number of exams, assignments, etc)

questions that should cover basic points of the play. Two group performance per student, This course includes 7 quizzes based on assigned material. These will be general

which you will be assigned on the first day of class.

minutes in length and cover biography, important works, and notables of the writer's life You will do two presentations on the playwright for your group. The should be 15-20

hospitalization or a death in the family is unacceptable for missing one of these. These presentations and performances cannot be made up. Anything short of and work.

Discussion and class participation (attendance is included here), your active participation

and attendance is vital to all elements of this course if you miss a class you will miss

A compare and contrast 2 page paper on the play For Colored Girls Who Have Your final presentation is a section of Anna Deveare Smith's Fires In The Mirror.

Discussion and class participation

Final Presentation

2 Group Presentations

Paper -Compare contrast or 2 pg review 2 paragraph Theatrical review

movie or a two page review of a live theatrical work

%8 I

15% of grade (attendance is included here) 10% of grade

%17

%7 %0I %**†**I

means a grading deduction for your entire group.

Policy on late work and/or missed exams

10 % of grade

2 Group Performances

7 Quizzes

10 Discussion Boards

Grading Standards

or a death in the family is unacceptable for missing one of these. Failure to attend Presentations and performances cannot be made up. Anything short of hospitalization

Quizzes may not be made up. Any work turned in late receives a 10% deduction per

- Suicide When the Rainbow Is Enuf and the by an African American playwright.
- Considered

something important.

Failure to attend means a grading deduction for your entire group.

these performances should be off-book (memorized), and well rehearsed with the group

General Education course

If this is a general education course, include a statement on how the writing requirement is satisfied in the course

CE Student Learning Outcomes

- -Students will describe the ways in which art informs us of issues of diversity (such as race, class and gender) in a global, national or local context.
- -Students will apply theoretical and/or critical perspective to the study of art past
- and present -Students will recognize and explain various artistic styles from diverse cultures and
- peoples.
 -Students will use appropriate vocabulary to describe and analyze works of artistic
- -Students will use appropriate vocabulary to describe and analyze works of artistic expression within the historical context in which the work was created.
- -Articulate various theoretical principles in their analysis of works in the arts and
- humanities.

 -Use relevant research methods to analyze and interpret works in the arts and
- humanities. Students will create works of art that demonstrate facility with the key techniques of the art form in question. These courses will be taught face-to-face, rather than online.

Academic Honesty

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly. Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the assignment of a failing grade for an exam, assignment, or the class as a whole. Attached the standard accordance online and the class as a whole.

ADA Statement

Example: Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

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Chip Woman's Fortune (first non musical Black Broadway Play) and handout on Willis
                                                             Historical Background
                                           -Handout-Timeline of Harlem Renaissance
                                                Brief History of Harlem Renaissance
                                               Section #2 The Harlem Renaissance
                                                                                L/7
                                                                Discussion Board 3
                                                         Begin Reading The Mulatto
                                             Reading: Harlem Renaissance (handout)
                                                                  use of symbolism
Discussion of Spell#7 and with a focus on Modality in African American theatre and the
                                             Group 1 Presentation Mozake Shange
                                              Performance Group #1 : Spell #7 Scene
                                                                       L#119dS zin
                                                                                5/2
                                                            Finish Reading Spell #7
                            American Theatre? What are the modern day equivalents?
Discussion: How do audience perception and history shape modern execution of African
                                                                               1/31
                                Watch Bamboozled By Spike Lee Discussion Board 2
                                                                               67/I
                                                                   Reading Spell #7
                                                         African American Theatre?
for Black audiences different than those performances for whites? What is unique about
 Lecture: Discuss Black Vaudeville and TOBA vs. Mistral Show How were Black shows
                                                                   Discuss Reading
                                                                               1/54
  Du Bois and the Minstrels by S Herring (handout), Begin Spell#7 Discussion Board 1
                                                              Reading Assignment:
                                     Performing in front of others, Acting Techniques
                                         Group Reading Assignments // Presentations
    Review Syllabus, warm ups, Lecture How is theatre different from other Literature?
                                  Shades of Black Face- Minstrel Shows to Spell #7
                                                                          Section 1
                                                                               1/55
                                         Topics, Readings, Assignments, Deadlines
                                                                              Date
                                                                             Week
                                                                Course Schedule
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presentation Performance Viewing TBA
     Section #4 Dawn of Civil Rights The Mountaintop @ San Diego Rep Katori Hall
                                                                               S/E
                                                                                13
                                               Begin Reading A Raisin In The Sun
                                                            Possible Guest Speaker
                                    Section # 3 Federal Theatre Project: Negro Units
                                                                              7/27
                                                                                15
                                                               Discussion Board 6
                                            Renaissance and About The Renaissance
      Performance Group #3: Blues For an Alabama Sky Difference in writing from the
                                                Presentation Group #3: Pearl Cleage
                                                 Quiz# 3 Blues For an Alabama Sky
                                                                              57/52
                                                                                Π
                                                             Watch Emperor Jones
                                                                              17/7
                                                                                10
                                                               E brood noiseussia
                                                andience? What's best for the race?
    Emperor Jones, conflicts over whose in charge, and Rose McClendon -Whose your
Lecture: Written By or Written for? African American theatre written by others Discuss
                                                                              2/18
                                                                                 6
                                                                 on Emperor Jones
Clips from The Josephine Baker Story Assignment: Blues for An Alabama Sky Handout
                                                               Lecture: Black Paris
                                                                              7/14
                                                               Discussion Board 4
                                             Assignment: Blues for An Alabama Sky
Discussion of Poem and Play- African American Identity and unknown/ mixed ancestry
                                           Performance Group #2 The Mulatto scene
                                                                 Quiz: The Mulatto
                                                                              7/15
                                        Topics, Readings, Assignments, Deadlines
                                                                             Date
                                                                            Meek
      Assignment: Read Langston Hughes The Mulatto and Clybourne's poem Mulatto
                                            Presentation Group 2: Langston Hughes
                                                                              11/7
                                                                                 9
                                                                       Richardson
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Spring Break
                                                    Assignment: Read Piano Lesson
                                                         Discuss the Wedding Band
Presentation Group #6: Alice Childress Performance Group #6 The Wedding Band scene
                                                       Dana gaibbow odT: 3# ziu)
                                                                               7/5
                                                                                17
                                                              Due Theatre Review
       Discussion and readings of Modern Black Female Playwrights Cold Read scenes
                                                                              3/58
                                                                                70
                                                                     OI noissuosia
              Read Handout Excerpts from Various Plays by African American Women
                                                  Assign Final: Fires In The Mirror
                                                    Taylor and Anna Deavere Smith.
   Discuss: Ntozake Shange, Lynn Nottage, Alice Childress, Adrienne Kennedy, Regina
                                       Section #6 Women of modern Black Theatre
                                                                              3152
                                                 messages Read The Wedding Band
  Performance Group #5 scene from The Dutchman Discuss Dutchman symbolism and
                                                                Quiz #5 Dutchman
                                                                              3/51
                                                                                8 I
                     Arts Rep Theatre and Black Power Movement Discussion Board 9
Lecture: Theatre and the Black Arts Movement-Theatre of Social Change Discuss Black
                         Section #5 Black pride and power- The Black Arts Movement
                                                                              6 I/E
                                                                                11
                                         Topics, Readings, Assignments, Deadlines
                                                                              Date
                                                                             Week
                                                         Watch A Raisin In The Sun
                                                                              3/14
                                                                                91
                                                                   Read: Dutchman
           Discuss Raisin: themes, symbolism, characters, critical and popular reception
                              Performance Group #4 Scene from A Raisin In The Sun
                                                      Quiz#4 : A Raisin In The Sun
                                                                              11/8
                                                                                ŞΙ
                                                                Discussion Board 7
                                                                             Black
Lecture: Other works Les Blancs, Sign In Sidney Bernstein's Window, Young, Gifted and
                                           Presentation Group #4 Lorraine Hansberry
                                                                               L/E
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DRAMA Fall 2006
"Phrasing borrowed from Kathryn M. Ervin's AFRICAN AMERICAN THEATRE AND
                                          FINAL- Performance and presentation
                                                                          bI/S
                                                                            35
                                                             Final Reh in space
                                                                           6/5
                                                                            33
                                             Future of African American Theatre
                                                                           9/9
                                                                            30
                                            Performance Elements Read handout
                                                                           2/5
                                                                            67
                                                        Finals in class Rehearsal
                                                                          0E/t
                                                                            28
                                     Topics, Readings, Assignments, Deadlines
                                                                          Date
                                                                         Week
                                                        Finals in class Rehearsal
                                                                          57/7
                                                                            LZ
                                                        Finals in class Rehearsal
                                                                          4/53
                                                                            97
                                       Fires In The Mirror- Anna Deveare Smith
                                                                       Discuss
                                                                           81/7
                                                                            52
                                                                  Piano Lesson
                                                                        Watch
                                                                          9 I/b
                                                                            77
                              Performance Group #7 Piano Lesson Possible Panel
                                                         Quiz #7: Piano Lesson
                                                                          11/4
                                                                            23
                                                       contrast on Colored Girls
Lecture: Discussion August Wilson Life and the 'Pittsburgh Cycle' Due: compare and
                                                                August Wilson
                                                          Presentation Group #7
                                                               Modern Drama
                                                                            6/4
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