

**UNIVERSITY OF MICHIGAN-FLINT**  
**COURSE CHANGE REQUEST for GenEd Distribution**

\* \* \* This change is not effective for registration or publication until this request has been reviewed by the Provost. \* \* \*

Change Effective for Term: Fall 2010	School/College: College of Arts and Sciences (CAS) Department: Africana Studies (AFA)
Subject: <b>AFA</b>	Course Number: <b>239</b> <span style="float:right">Check here for NO CHANGE: <input type="checkbox"/></span>

INACTIVATE Course       INACTIVATE Crosslisting(s)

*INSTRUCTIONS: Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.*

AS CURRENTLY OFFERED	REQUESTED CHANGE
1. Title: Drama of the Harlem Renaissance	to:
2. Credit Hours: (3).	to: Total ____ -or- Variable ____ to ____
3. Repeat Status: (see CURRENT Course Description below)	to: Max of ____ credits -or- _____
4. Crosslisting(s): THE 239.	to:
5. GE Distribution: <b>H</b>	to: FYE First Year Experience    CAP Capstone <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">H</span> Humanities                            S Social Science GB Global Studies                            F Fine Arts HW Health&Well Being                    FQ Finance&Qnt Lit N Nat Science and / or                    NL Nat Sci Lab T Technology

**6. CURRENT Course Description:**

*Examination of the development of African American drama with emphasis on the major playwrights of the Harlem Renaissance. Exploration of the political, social, and racial climate addressed in their dramatic texts.*

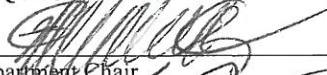
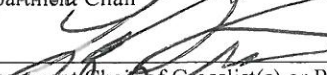
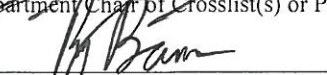
**UM-FLINT  
RECEIVED**

OCT 14 2009

College of Arts & Sciences  
Dean's Office

**7. NEW Course Description (as it should appear in the Catalog):**

**REQUESTED BY:**

	10/14/09
Department Chair	Date
	10/14/09
Department Chair of Crosslist(s) or Prerequisite(s)	Date
	10/17/09
Dean	Date
_____ Dean of Crosslist(s) or Prerequisite(s)	Date
_____ GECAC	Date

**REVIEWED BY:**

_____ Catalog Editor	_____ Date
_____ Provost	_____ Date
_____ Catalog Coordinator (Registrar's Office)	_____ Date

## REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated.) A minimum of five learning outcomes must be addressed for a course to be eligible for general education outcome selected, and indicate what tools for assessment will be used.

<b>Course Title: Drama of the Harlem Renaissance</b>	
Department: Africana Studies (AFA) Course Prefix: AFA Course Number: 239	
No. 3	Learning Outcome: Demonstrate the ability to think critically.
Narrative: A portion of this course will focus on the study of performance in a historical context (1910-1927) that considers the philosophical, political, racial, and social climate associated with the Harlem Renaissance. Assessment tools: Assessment will include an examination of two schools of thought, the protest drama advocated by Dr. W.E.B. DuBois and the folkloric drama advocated by Dr. Alain Locke during the Harlem Renaissance. Students will categorize and defend various plays based on DuBois' and Locke's aesthetic & ideological approaches.	
No. 4	Learning Outcome: Demonstrate the ability to think creatively
<b>Narrative:</b> This course will devote a portion of its focus to exploring the individual creative expression of students, recognizing that students come to higher education with different perspectives and unique imaginations. Students will be provided with opportunities to construct historical creative fiction in mixed genres. <b>Assessment tools:</b> Assessment will include students designing a writing journal that includes epistolary historical fiction, original poems, creative nonfiction, historical diary entries, and historical dramatic sketches that embellish and illuminate aspects of the Harlem Renaissance.	
No. 2	Learning Outcome: Demonstrate facility with research methods
Narrative: This course will include gathering historical documents from microfilm, primary texts, journal articles, and the web to research aspects of the Harlem Renaissance. Assessment tools: Students will research 1) The Great Migration 2) Lynching 3) Harlem in the 1920's 4) Marcus Garvey/UNIA and present their findings to the class. Students will employ power point, music, documentary film clips, poetry, drama, dance, or any combination thereof, to design an innovative view of the research.	
No. 6	Learning Outcome: Participate in dialogue that involves respectful and careful listening
<b>Narrative:</b> This course will include oral presentations by students and a feedback session by fellow classmates. Students will respond to presentations highlighting specific elements of an evaluation rubric. <b>Assessment tools:</b> Assessment will include major oral presentations based on individual student research. Oral critiques will follow presentations using a scholarly approach that focuses on elements of an evaluation rubric.	
No. 11	Learning Outcome: Investigate the nature of citizenship
Narrative: A portion of this course will examine drama of the Harlem Renaissance as a struggle for self-determination and the right to gain acceptance in commercial venues by artists of color. Assessment tools: Assessment will include class discussions and a student forum focusing on how artists of the period participated in the democratic system.	