

Harlem Renaissance
ENG 358:376



Mondays and Wednesdays 6:10-7:30 p.m.

Professor Ryan James Kernan

rjkernan@english.rutgers.edu (emails returned within 2 working days)

Office Hours 4:30-5:30 p.m. Mondays and by appointment

Course Sakai Site: <https://sakai.rutgers.edu/portal>

Course Description

This course provides students with both exposure to some of the seminal texts of the Harlem Renaissance and with the interpretive tools needed to situate those texts in their respective contemporary contexts: literary, political, and international. We will consider issues like: How did the contemporary politics and material conditions of production that surrounded the creation of Harlem Renaissance texts inform their aesthetics? How did African-American authors to the “triple demand” of Harlem Renaissance authorship:

a) to create “more sophisticated” African American Literary works

b) to create “authentic black texts”

c) to create texts that negotiated the demands of representing an heterogeneous community with the goal of forging, in and through the act of writing, a black modern identity.

As part and parcel to paying special heed to the manner in which our texts answer to these political, aesthetic, person, and communal dictates, we will consider questions like: How did early 20th century “Worldwide Negro Vogue” inform the well-springs of the

Harlem Renaissance? What is the role of canonical Anglo-American modernism in the Harlem Renaissance? How did Harlem Renaissance authors use the trope of racial ambiguity and/or passing to explore racial dynamics in the US at the time? What features distinguish Harlem Renaissance texts from other early 20th century literary works written in English at the time? Students are expected to actively engage in class discussion, take regular reading quizzes, write one short midterm paper, and one longer final paper.

Synchronous Remote Technology Requirements

This is a SR class that meets two times per week over ZOOM. The ideal way to attend class is via a computer with a working webcam, earphones, and microphone. You can also access your ZOOM classrooms and classroom materials over your smartphone. If you do not have the appropriate technology for financial reasons, please email the Dean of Students deanofstudents@echo.rutgers.edu for assistance.

Zoom Instructions:

Attending Monday Classes (please sign into classes 2 minutes before start time)

Join Zoom Meeting

<https://us02web.zoom.us/j/84848003115?pwd=WWZ1WHIDZldFVW1JeUFwWkVZV0F1dz09>

Meeting ID: 848 4800 3115

Passcode: 7dMgBY

One tap mobile

+13017158592,,84848003115#,,,,,0#,,466830# US (Germantown)

+13126266799,,84848003115#,,,,,0#,,466830# US (Chicago)

Dial by your location

+1 301 715 8592 US (Germantown)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

Meeting ID: 848 4800 3115

Passcode: 466830

Find your local number: <https://us02web.zoom.us/j/84274106078?pwd=S2w5c3RidlVvYXNiamhuUHR2WGJvdz09>

Attending Wednesday Classes (please sign into classes 2 minutes before start time)

Join Zoom Meeting

<https://us02web.zoom.us/j/84274106078?pwd=S2w5c3RidlVvYXNiamhuUHR2WGJvdz09>

Meeting ID: 842 7410 6078

Passcode: 3L3VEQ

One tap mobile

+13126266799,,84274106078#,,,,,0#,,853433# US (Chicago)

+19292056099,,84274106078#,,,,,0#,,853433# US (New York)

Dial by your location

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Germantown)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

Meeting ID: 842 7410 6078

Passcode: 853433

Find your local number: <https://us02web.zoom.us/j/keHL4R05ww>

Attending Office Hours

Join Zoom Meeting

<https://us02web.zoom.us/j/89126554257?pwd=QzI0NHZ3ekwrK1lyd0tBWk1xWldxZz09>

Meeting ID: 891 2655 4257

Passcode: 2c165m

One tap mobile

+13017158592,,89126554257#,,,,,0#,,678960# US (Germantown)

+13126266799,,89126554257#,,,,,0#,,678960# US (Chicago)

Dial by your location

+1 301 715 8592 US (Germantown)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

Meeting ID: 891 2655 4257

Passcode: 678960

Find your local number: <https://us02web.zoom.us/j/kegPHdaGm>

Attendance Policies

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Students are permitted to miss three classes per semester. Unexcused absences will result in a 10% penalization in your attendance grade for every absence beyond the third.

Please note: A maximum of one missed reading quiz may be “made-up” during office hours.

Discussion and Office Hours

Class discussion offers you a place for exploration, a space where – if you come prepared – all can benefit from your insights and from those of others. Exploring texts can be difficult, and fascinating discussions depend on a variety of opinions. Discussion is also meant to clear up any confusion you might have about lectures, our texts or the essays we'll be writing. You should NEVER be afraid to ask a question. There are stupid professors, but there are no stupid questions. Most of the time, I'll be able to stay after lecture to answer brief questions, and you should also (in all of your classes for the rest of your academic life) take advantage of my office hours! Office hours allow you to get one-on-one help with any difficulties you may encounter, and your visitation keeps professors from getting too lonely and spiteful in their offices.

Late Work

Collected responses or papers submitted after the due date will lose half a letter grade for every day they are late. I will consider extensions on a case-by-case basis, provided you have a compelling reason for requiring the extension and you speak to me at least 72 hours before the essay is due.

Formatting

Work should be formatted according to MLA standards. If these are unfamiliar, refer to MLA guide- lines as explained via the [Purdue OWL](#) style guide. Ensure that your margins are set to 1" on all sides; that you do not exceed 12-point font; that you use between one-and-a-half and double spacing; that you provide page numbers; and that you use a clear, legible typeface (such as Garamond, Palatino, or Times New Roman). All written work will be submitted via the "Assignments" tab on Sakai, in Word document format (.doc or .docx) when possible. Otherwise, submit via PDF. Other formats (.pages, Google doc links, etc.) are not acceptable.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability

services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Academic Integrity

Students and instructors have a duty to each other and to our community to abide by norms of academic honesty and responsibility. To present something as your own original writing when it is not is plagiarism. Plagiarism and other forms of cheating are serious violations of trust. Academic dishonesty, including plagiarism, will have severe consequences, in accordance with the University Policy on Academic Integrity and the Code of Student Conduct. For details about the University's academic integrity policies, please see <http://academicintegrity.rutgers.edu/>.

All students will need to sign the Rutgers Honor Pledge on every major exam, assignment, or other assessment as follows:

On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment, paper, quiz, etc.).

Departmental Learning Goals

1. knowledge of literatures in English, their historical, cultural, and formal dimensions and diversity
2. strategies of interpretation, including an ability to use critical and theoretical terms, concepts, and methods in relation to a variety of textual forms and other media
3. the ability to engage with the work of other critics and writers, using and citing such sources effectively
4. the ability to write persuasively and precisely, in scholarly and, optionally, creative forms.

Creating an Inclusive, Anti-Racist Classroom

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations

and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

Student-Wellness Services: All of these services are being provided remotely during Fall 2020.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/

<http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

Crisis Intervention :

<http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 /

www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Requirements

Attendance: 10% of Final Grade

Attend class!

Participation: 15% of Final Grade

Participation will be graded according to how often you contribute productively to classroom discussion by sharing an opinion, answering a question, etc.

Midterm Paper: 20% of Final Grade

Your midterm paper (3-4 pages) will require you to write a paper with an introduction, thesis, and evidence in the form of close readings.

Reading Quizzes: 20% of Final Grade

These quizzes will not be difficult at all if you've done the reading. Keep up with the reading, though, as this is an easy way to gain and lose points.

Final paper: 35% of Final Grade

Over the course of the semester, you will be developing a sophisticated five to seven page final paper, using the theorists and texts on the syllabus (or texts of your own choosing).

Grading Standards

A- Outstanding. Demonstrates thorough mastery of course materials and skills.

B- Good. The student's work demonstrates serious engagement with all aspects of the course but incomplete mastery of course materials and skills.

C- Satisfactory. The student's work satisfies requirements but shows significant problems or major gaps in mastery of course material.

D- Poor or minimal pass. The student completes the basic course requirements, but the student's work is frequently unsatisfactory in several major areas.

Failure. Student has not completed all course requirements or turns in consistently unsatisfactory work.

Course Schedule

Week #1

September 2nd

Course Introduction

Week #2

September 7th Holiday

September 8th (Monday Class)

Du Bois, W.E.B. "Criteria of Negro Art" (1926) [Sakai]

Johnson, James Weldon. "Harlem: The Cultural Capital" in *The New Negro*

Cullen, Countée. "Harlem Wine" in *The New Negro*

September 9th

Locke, Alain. "The New Negro" in *The New Negro* (1925)

McDougald, Elise Johnson. "The Task of Negro Womanhood" in *The New Negro*

McKay, Claude. "White Houses" and "The Tropics in New York" in *The New Negro*

Spencer, Ann. "Lady, Lady" in *The New Negro*

Week #3

September 14th

Braithwaite, William Stanley. "The Negro in American Literature" in *The New Negro*

Schomburg, Arthur. "The Negro Digs Up His Past" in *The New Negro*

Du Bois, W.E.B. "The Negro Mind Reaches Out" in *The New Negro*

Hughes, Langston. "The Negro Speaks of Rivers" in *The New Negro*

Complete Reading Quiz by 11:55 p.m. [Sakai Quizzes]

September 16th

Du Bois, W.E.B. "Forethought," "Of Our Spiritual Strivings," "Of Mr. Booker T. Washington and Others," "Of the Training of Black Men" in *The Souls of Black Folk* (1903)

Hughes, Langston. "I Too" in *The New Negro*

Week #4

September 21st

Schuyler, George. "The Negro Art Hokum" (1926) [Sakai]

Cullen, Countée. "Heritage" in *The New Negro*

September 23rd

Hughes, Langston. "The Negro Artist and the Racial Mountain" (1926) [Sakai]

Hurston, Zora Neale. "The Characteristics of Negro Expression" (1934) [Sakai]

Hurston, Zora Neale. "Spunk" in *The New Negro*

Week #5

September 28th

Johnson, James Weldon. *Autobiography of an Ex-Colored Man* (1912/27),
(Preface to Chapter 2)

September 30th

Johnson, James Weldon. *Autobiography of an Ex-Colored Man* (Chapter 3-5)

Week #6

October 5th

Johnson, James Weldon. *Autobiography of an Ex Colored Man* (Chapter 6-8)

Complete Reading Quiz by 11:55 p.m. [Sakai Quizzes, Entire Book is fair game]

October 7th

Johnson, James Weldon. *Autobiography of an Ex Colored Man* (Chapter 9-13)

Week #7

October 12th

Toomer, Jean. *Cane* (1923) (“Karintha to “Blood Burning Moon”)

October-14th

Toomer, Jean. *Cane* (“Karintha” to “Blood Burning Moon”)

Week#8

October 19th

Toomer, Jean. *Cane* (“Seventh Street to “Bona and Paul”)

Complete Reading Quiz by 11:55 p.m. [Sakai Quizzes, Entire Book is fair game]

October 21st

Toomer, Jean. *Cane* (“Kabnis”)

October 23rd Midterm Paper Due (3-4 pages) [via Sakai Assignments by 11:55 p.m.]

Week #9

October 26th

Hughes, Langston. *The Weary Blues* (1926) (p. 22-41 “Proem” through “A Negro Speaks of Rivers”)

October 28th

Hughes, Langston. *The Weary Blues* (p. 41-63 “A Black Pierrot” through “Epilogue”)

Complete Reading Quiz by 11:55 p.m. [Sakai Quizzes, Entire Book is fair game]

Week #10

November 2nd

Larsen, Nella. *Quicksand* (1928) (Chapters 1-13)

November 4th

Larsen, Nella. *Quicksand* (Chapters 14-23)

Complete Reading Quiz by 11:55 p.m. [Sakai Quizzes, Entire Book is fair game]

Week #11

November 9th

Schuyler, George. *Black No More* (1930) (Dedication to Chapter 7)

November 11th

Schuyler, George. *Black No More* (Chapter 8-13)

Complete Reading Quiz by 11:55 p.m. [Sakai Quizzes, Entire Book is fair game]

Week #12

November 16th

Hurston, Zora Neale. *Their Eyes Were Watching God* (1937) (Chapters 1-4)

November 18th

Hurston, Zora Neale. *Their Eyes Were Watching God* (Chapters 5-15)

Complete Reading Quiz by 11:55 p.m. [Sakai Quizzes, Entire Book is fair game]

Week #13

November 23rd

Hurston, Zora Neale. *Their Eyes Were Watching God* (Chapters 16-19)

November 25th no class (Friday's class)

Week #14

November 30th

Langston Hughes *Mulatto* (1930) [Sakai] (Act 1)

December 2nd

Langston Hughes *Mulatto* [Sakai] (Act 1 and 2)

Complete Reading Quiz by 11:55 p.m. [Sakai Quizzes, Entire Play is fair game]

Week #15

December 7th

Langston Hughes *Mulatto* [Sakai] (Act 2)

December 9th

Class Conclusion

December 15th Final Paper Due (5-7) pages [via Sakai Assignments by 11:55pm]

Required Books listed by ISBN

Autobiography of an Ex-Colored Man by James Weldon Johnson

ISBN: 9780486285122

Black No More by George Schuyler

ISBN: 9780486480404

Cane by Jean Toomer

ISBN: 9780871402103

The New Negro ed. Alain Locke

ISBN: 9780684838311

Quicksand by Nella Larsen

ISBN: 9780141181271

The Souls of Black Folk by W.E.B. Du Bois

ISBN: 9780486280417

Their Eyes Were Watching God by Zora Neale Hurston

ISBN: 9780061120060