

**ENG 354 AFRICAN AMERICAN LITERATURE: HARLEM RENAISSANCE  
TO THE PRESENT  
FALL 2020****Credits**

3 Credit Hours

**Prerequisites**

- ENG 102

**Faculty**

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**Virtual Office hours:** and by appointment (Zoom)

**Course Description**

What is African American literature? This course will examine the African American literary tradition from the Harlem Renaissance to the present. In this course, we will examine major black literary works and black culture and also appreciate African Americans' contribution to the canon of American literature. Also, these cultural texts will allow us to see the ways in which African-Americans have contributed to, have been influenced by, have appropriated, and have transformed America. The course will also examine the major periods in the twentieth- and twentieth-first centuries and understand how these periods reflect

historically with African American culture. The course readings will include a selection of poems, fiction, plays, essays, and other materials that will help fill in the historical and cultural context of such works. Through individual analyses and informative discussions, we will also use the literature as a way to investigate critical issues on race, gender, class, and sexuality and how they inform African American literature. Some key questions the course will address include:

- How does African American literature reflect or (cor)respond to the social, political, philosophical, religious, aesthetic, or economic conditions of a historical period?
- How and why are certain writings *didactic*? How do particular writings or writers attempt to influence the social, political, aesthetic, or economic conditions of their milieu? In retrospect, how effective or influential were these writers?
- How does a particular writer's work represent, revise, or anticipate the works of other writer's past and future?

## Course Overview

Like other online classes, this internet course provides online learning in an educational environment. Common features of internet courses include the delivery of the course information, syllabus, schedule, assignments, discussion board, and group work through **Canvas**. In this internet class, course interaction takes place online and students can expect to spend at least as much time as they would in an on-campus section of the course.

## Learning Outcomes

At the completion of this course, students will be able to:

- Assess how African American writers and speakers challenged and deconstructed negative images, and how they used their narrative and literary works and voices as political acts.
- Assess major works, themes, and concerns of African American literature
- Connect between historical eras and events and the formation of black narrative.
- Appraise the unique aspects of African American literature and culture.

- Employ literature as a way to investigate critical issues of race, gender, and class.

## Course Required Texts

- ♦ Alain Locke, *New Negro* ISBN 9780684838311
- ♦ Jean Toomer, *Cane* ISBN 9780871401519
- ♦ Nella Larsen, *Quicksand* and *Passing* ISBN 9780813511702
- ♦ Lorraine Hansberry, *A Raisin in the Sun* ISBN 9780679755333
- ♦ LeRoi Jones (Amiri Baraka), *Dutchman* ISBN 9780688210847
- ♦ Toni Morrison, *Sula* ISBN 9780452283862
- ♦ Janet E. Gardner, *Reading & Writing about Literature*, 4<sup>th</sup> edition ISBN 9781319035365

## Computer Requirements

- This course requires Web browsers ([Chrome \(Links to an external site.\)](#), [Mozilla Firefox \(Links to an external site.\)](#), or [Safari \(Links to an external site.\)](#))
- [Adobe Acrobat Reader \(Links to an external site.\)](#) (free)
- [Adobe Flash Player \(Links to an external site.\)](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free \(Links to an external site.\)](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

**Note:** A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access “course content” with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

## Course Requirements

- ♦ **Modules:** Includes reading, listening, and viewing materials for instruction.
- ♦ **Discussion Boards:** Responses to instructor’s questions and replies to peers per Discussion Board.
- ♦ **Three Papers:** Includes two short papers (3-pages) and a final paper (7-pages)

## Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around **18 hours each week** preparing for and actively participating in this course.

## Course Topics, Schedule, & Grading

### Tentative Schedule

WEEK 1: Introductions & : Harlem Renaissance (1919-1940) Who is the New Negro? What is the Harlem Renaissance?		
DQ 1: Introductions	5	Mon 10/12
DQ 2 Alain Locke's "The New Negro"	9	Thu 10/15
DQ 3 William Stanley Braithwaite, "The Negro in American Literature"	9	Sat 10/17
WEEK 2: Harlem Renaissance (1919-1940) The New Negro		
DQ 1 Poetry: Toomer, McKay, Toomer, Hughes, Georgia Johnson	9	Mon 10/19
DQ 2 Fiction: Larsen, <i>Quicksand</i>	9	Thu 10/22
DQ 3 Larsen, <i>Quicksand</i>	9	Sat 10/24
Paper One Due (Poetry)	100	Sun 10/25
WEEK 3: Realism, Naturalism, Modernism (1940-1960) Legacies: Exodus, Politics, Protest,		
DQ 1 Richard Wright's from <i>Black Boy</i>	9	Mon 10/26
DQ 2 James Baldwin's "Many Thousands Gone"	9	Thu 10/29
WEEK 4: Realism, Naturalism, Modernism (1940-1960) (Thwarted) American Dreams and The Black Aesthetic		
DQ 1 Stereotypes in Hansberry's <i>A Raisin in the Sun</i>	9	Mon 11/2
DQ 2 The American (Thwarted) Dreams in Hansberry's <i>A Raisin in the Sun</i>	9	Thu 11/5
DQ 3 Hoyt Fuller, "Towards a Black Aesthetic" Amiri Baraka, "The Revolutionary Theatre" Audre Lorde, "Poetry is Not a Luxury"	9	Sat 11/7
WEEK 5: The Black Arts Movement (1965-1969) Protest		
DQ 1 Baraka, <i>Dutchman</i>	9	Mon 11/9
DQ 2 Victim or Traitor? in Baraka's <i>Dutchman</i>	9	Thu 11/12
Paper Two Due (Critical Essay)	100	Sun 11/14

WEEK 6: Literature since 1975 Southern Traditions and Sexual Identities		
DQ 1 Ernest J. Gaines's "The Sky is Gray"	9	Mon 11/16
DQ 2 Initial Post: Gloria Naylor's "The Two" from <i>the Women of Brewster's Place</i>	9	Thu 11/19
WEEK 7: The African American Women's Literary Tradition (1970-Present) Resisting Women		
DQ 1 Morrison's <i>Sula</i>	9	Mon 11/23
DQ 2 Morrison's <i>Sula</i>	9	Fri 11/27
WEEK 8: Conclusions, & Final Paper		
DQ 1 Morrison's <i>Sula</i> and Mary Helen Washington, "The Darkened Eye Restored" PDF	9	Mon 11/30
DQ 2 Conclusions	5	Thu 12/3
<b>Final Paper Due (Drama or Fiction)</b>	100	Fri 12/4

Grade	Percentage	Points Range
A	96-100%	450-469*
A-	90-95%	422-446
B+	87-89%	408-417
B	84-86%	394-403
B-	80-83%	375-389
C+	77-79%	361-371
C	74-76%	347-356
C-	70-73%	328-342
D+	67-69%	314-324
D E/F	64-66% Below 60%	300-310 280 and below

\*Total Points may change if additional assignments are added.

## Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. A rubric is used for grading discussion boards and essays. Graded assignments will be available within 48 hours of the due date via Gradebook. For formal papers, grades will be accessible in 7 days.

## Course "Modules" in Canvas

The course is divided into units or "Modules." Each module begins with an "Overview" that describes what will be covered in the week. All Learning Materials are organized in modules so that students access them in a certain order. For example, students are guided to read and watch learning content before navigating to the associated Discussion Boards. Most modules have "prerequisites." This means a module must be finished to start a new module.

## Discussion Board Posts Assignments

You are required to answer the discussion board questions each week. An "initial" response should be max of 300 words and not exceed 350 words. You must also respond to two other students' posts. Response to peers is no longer than 75 words. You are required to follow course "Guidelines for Discussion Board" posts; locate Discussion Board procedures in Module 0. There may be a Discussion Board assignment in which you will work in an assigned group. All members should participate and have an assigned part.

## Papers

One essay is designed to have you to focus on one of the poets that we will read, looking carefully at the ways in which they use language, stanza forms, dialects, syntax, and so forth in order to complement or push forward a particular theme and/or create a particular aesthetic effect in the reader. In your paper you will also think carefully about questions of form in relationship to content and/or aesthetic effect.

The second essay is a critical response to one of the assigned essays that you have read that describes one significant way in which you would agree and extend the argument.

The final paper is designed to help you develop your abilities as researchers and as writers who use research. You will write a critical analysis using one or two works of fiction or drama (same genre) we read using two secondary literary sources for support in your argument.

## Late or Missed Assignments

### Late Work:

- All major writing assignments are expected to be submitted by the due date and time, to receive the full credit. If an assignment needs to be reposted for any reason (missing works cited or revisions, e.g.), it will be counted late if the resubmission is after the due date.
- Late = any time after the date/time the assignment was originally due.
- Posting late, as well as not posting at all, will impact credit for assignments.
- A one-day late "initial" discussion board posts will receive a half grade. Late responses (to peers) will receive a grade of 0.
- You will lose a half letter grade from your essay each day your paper is past the assignment deadline. For example, if your essay grades as an "A" paper, your grade will be lowered one half letter grade according to the number of days late.  
1-day late A paper = A-; 2-days late A paper = B+;  
3 days late B+ = B; 4 class days late B = B-, and so on.
- Permission to turn in a late paper without penalty will be rarely granted and only after communicating with me and never on the day of the assignment is due. If you have trouble completing the paper, contact me right away. Further, if you wish to turn in a paper late, you must contact me immediately to make appropriate arrangements.

Published assignment due dates (Arizona Mountain Standard time) policies are firm. Please do not ask me to accept late Discussion Board posts pass the "one-day late" rule.

Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

## Submitting Assignments

All assignments, unless otherwise announced, must be submitted to the designated area of Canvas. Do not submit an assignment via email.

## **Announcements**

Canvas is used for announcements. For this class, to be certain you receive timely notices of announcements and emails, make modifications in your account settings to receive course communications. Go to "Settings" and click "Notifications." Tab "Announcement;" click the check mark sign. Next, tab "Email" and click the check mark sign.

## **Communicating with the Instructor**

This course uses a discussion board called "**Community Forum**" for general questions about the course. Prior to emailing me or posting a question, please check the class schedule (find the schedule above), syllabus, announcements, "This Week We Will Do" page, and existing posts. If you do not find an answer, email me or post your question. You are encouraged to respond to the questions of your classmates. Email questions of a personal nature to me, your instructor. *You can expect a response within 48 hours.* I am also available for appointments via Zoom.

## **Chat**

The **Chat** tool in Canvas allows students and teachers to interact in **real time**. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

## **Email**

ASU email is an official means of communication among students, faculty, and staff.

Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and Announcements and should check their ASU-assigned email and class Announcements regularly.

***All instructor correspondence will be sent to your ASU email account.***



## **Zoom**

Zoom is used for conferencing. Students may zoom from anywhere.

## **Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning.

Students are notified when the online evaluation form is available.

## **ASU Online Course Policies**

View the [ASU Online Course Policies](#).

## **Drop and Add Dates/Withdrawals**

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

## **Grade Appeals**

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

## **Student Conduct and Academic Integrity**

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#).

Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior

disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

### **Prohibition of Commercial Note Taking Services**

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

### **Accessibility Statement**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#). Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC.

<b>Tempe Campus</b> <a href="http://www.asu.edu/studentaffairs/ed/drc/">http://www.asu.edu/studentaffairs/ed/drc/</a> 480-965-1234 (Voice) 480-965-9000 (TTY)	<b>Polytechnic Campus</b> <a href="http://www.asu.edu/studentaffairs/ed/drc/">http://www.asu.edu/studentaffairs/ed/drc/</a> 480-727-1165 (Voice) 480-727-1009 (TTY)
<b>West Campus</b> <a href="http://www.west.asu.edu/drc/">http://www.west.asu.edu/drc/</a> University Center Building (UCB), Room 130 602-543-8145 (Voice)	<b>Downtown Phoenix Campus and ASU Online</b> <a href="http://campus.asu.edu/downtown/DRC">http://campus.asu.edu/downtown/DRC</a> University Center Building, Suite 160 602-496-4321 (Voice) 602-496-0378 (TTY)

## Syllabus and Schedule Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and class Announcements often.

## Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](#)