

HARLEM RENAISSANCE: COURSE SYLLABUS

NOTE: this is a provisional syllabus. I'll post a finalized version by 5/18/18

(* denotes reading available via Canvas (by 5/18/18)

Week 1: "The Great Race Welding"

Tu, 5/29: Course Introduction

- *Claude McKay, "Tropics in New York" (1922)
- *Countee Cullen, "Heritage" (1925)
- *Helene Johnson, "Sonnet to a Negro in Harlem" (1927)

Recommended Secondary Reading:

*[Chronology of the Harlem Renaissance], from *Temples for Tomorrow: Looking Back at the Harlem Renaissance*, eds. Genviève Fabre and Michael Feith (2001)

Th, 5/31: Alain Locke, *The New Negro* (1925) --selected works (TBA)

- *Zora Neale Hurston, "The Eatonville Anthology" (1926)
- *Richard Bruce Nugent, "Smoke, Lilies, and Jade" (1926)
- *Eric Walrond, "City Love" (1927)

Lewis, *When Harlem was in Vogue* (1981), Chaps. 1-2

Chaney, "International Contexts of the Harlem Renaissance," in *Cambridge Companion to Harlem Renaissance* (2007)

Recommended Secondary Reading:

*Brent Hayes Edwards, *The Practice of Diaspora: Literature, Translation and the Rise of Black Internationalism* (2003), Chap. 1

PERIODICAL/NEWSPAPER ARCHIVE RESEARCH PROJECT ASSIGNED

F, 6/1: Class Field Trip: Beinecke Rare Book & Manuscript Library (Time: TBD)

Week 2: Awakenings & Eruptions, Uptown

Tu, 6/5: Claude McKay, *Home to Harlem* (1928)

- *W.E.B. DuBois, "Criteria for Negro Art" (1926)
- *Langston Hughes, "The Negro Artist and the Racial Mountain" (1926)

Recommended Secondary Reading:

Lewis, *When Harlem was in Vogue* (1981), Chaps. 3-4

W, 6/6: Blog Post # 1 Due by 8 p.m.; post on Canvas (everyone must write for this deadline)

Th, 6/7: McKay, *Home to Harlem*

*Shane Vogel, *The Scene of the Harlem Cabaret*, Chap. 4

Week 3: Afro-Modernism—From the Fields

Tu, 6/12: Jean Toomer, *Cane* (1923)
Whalan, “Jean Toomer and the Avant Garde,” in *Cambridge Companion to Harlem Renaissance* (2007)

W, 6/13: Blog Post #2 due by 8 p.m.; post on Canvas

Th, 6/14: Toomer, *Cane*

Critical Essay: Suggested Prompts Assigned

Sa, 6/16: Class Field Trip: Walking Tour of Harlem (TBD)

Week 4 Afro-Modernism—In the Metropolis

Tu, 6/19: Nella Larsen, *Quicksand* (1928), Chaps. 1-12
*Marita Bonner, "On Being Young--a Woman--and Colored" (1925)
*W.E.B. DuBois, “The Damnation of Womanhood” from *Darkwater* (1920)

W, 6/20: Blog Post #3 Due by 8 p.m.; post on Canvas

Th, 6/21: Larsen, *Quicksand*, Chaps. 13-25
*Georgia Douglas Johnson, "[The Heart of a Woman](#)" (1918)
*Helene Johnson, “Invocation” (1929, 1931)

Periodical/Newspaper Research Presentations

Week 5: The Souls of Black Folk & the Ends(s) of an Era

Tu, 6/26:
*Langston Hughes, *The Weary Blues* (1926) and *Fine Clothes to the Jew* (1927) (selected poems)
*Sterling A. Brown, *Southern Road* (1932; selected poems)
*Anne Spencer, selected poems

Recommended Secondary Reading:

Sanders, “African American Folk Roots and Harlem Renaissance Poetry,” in *Cambridge Companion to Harlem Renaissance* (2007)

*Shockley, “Protest/Poetry: Anne Spencer’s Garden of ‘Raceless’ Verse,” from *Renegade Poetics* (2011)

Periodical/Newspaper Research Presentations

Th, 6/28: FINAL CLASS SESSION

*Chester Himes, “His Last Day” (1932)
*Richard Wright, “Blueprint for Negro Literature” (1937)
*Emily Bernard, “The Renaissance and the Vogue,” in *Cambridge Companion to Harlem Renaissance* (2007)

CRITICAL ESSAY DUE

OTHER CRUCIAL POINTS OF INFORMATION*

REQUIRED BOOKS: I'll finalize and place required books on order at Yale Bookstore by April 30, 2018

PRINCIPAL COURSE REQUIREMENTS & ASSIGNMENTS

1. Attend all class sessions and participate energetically in class discussions
2. Attend class field trips (to Beinecke Library and walking tour of Historic Harlem; dates & times TBA)
3. Conduct research in Harlem Renaissance-era periodicals and/or newspapers; present findings to class via oral reports
4. Complete major writing assignments:
 - In-class quizzes and short writing exercises
 - Blog posts/critical reflections on assigned readings (3 blog posts; 750-1000 words each)
 - One critical essay (8-10 pp., typed, double spaced, MLA Style)

GRADE WEIGHTS

Class attendance & participation	10%
Quizzes & in-class writing assignments	10%
Blog Posts (3)	30%
Periodical Research Project & Presentation	20%
Critical Essay	30%

*I'll post a detailed course description outlining the seminar's central themes, course requirements and policies on the Canvas course site by May 18, 2018.