

English 260: American Literature - Harlem Renaissance

Winter 2016- A& B#1250/1251 meets in person 12:30pm-2:40pm (M-TH) in R-201.
Linked with ENGL 101 and 271.

Instructor Natalie A. Martínez, PhD.

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Office Location R230-D

Office Hours M,W 9-10:30, F 12:30-2:30pm or by appointment in R-230-D.

Phone 425-564-2156 (in case of emergencies only). If you will be late or absent please send notice by Canvas email.

Required Texts & Materials

- *The Portable Harlem Renaissance Reader*, ISBN-978-0140170368. Penguin. (paper). 1995. Editor: David Lewis Levering.
- Jean Toomer's, "Cane" ISBN-978-0871402103. Liveright. Edition. 2011 with Forward.
- Nella Larsen's, "Passing" ISBN- 978-0142437278. Penguin classics. Edition. 2003.

These books are required and absolutely integral to the course, so please be sure to have copies no later than the end of Week 2. They will also be made available on our course reserve at the end of week 1. I will provide Week 1 and 2 readings online in Canvas so you have time between ordering the books and receiving them.

Other Course Readings and Texts: provided day 3 as Schedule Handout and on Canvas weekly in modules.

Course Description

Introduces students to the writers of the historic black culture movement known as the Harlem Renaissance. From W.E.B. DuBois and Langston Hughes to Zora Neale Hurston and Richard Wright, students explore the origins, themes, controversies and legacies of a literary and arts group known for its progressive thinking. Recommended: ENGL& 101 and ENGL 201.

Course Outcomes for English 260

After completing this class, students should be able to:

- Connect cultural attitudes, historical, social and political forces of the period.
- Analyze and synthesize multiple points of view and positions within the context of the Harlem Renaissance.
- Write critical analyses of major themes and ideas of the Harlem Renaissance.
- Read and respond to the central feelings, thoughts and concerns of the era.
- Associate Harlem Renaissance writers to their respective themes and styles.
- Analyze the influences of Harlem Renaissance writers.
- Interpret and explain the role of writing as literary experience and the significance of literature in life.
- Acquire and use precise literary vocabulary and concepts with which to synthesize and write responses and analyses.
- Apply literary concepts and conventions to thoughtful engagement in and out of the classroom.

To view the outcomes for ENGL 101-

<http://www.bellevuecollege.edu/classes/All/ENGL%26/101>

To view the outcomes for ENGL 271-

<http://www.bellevuecollege.edu/classes/All/ENGL/271>

Public Nature of Writing in English 260 linked with ENGL 101/271.

Part of becoming an effective writer is learning to respect the ideas and criticisms of others. In this course we will come together as a community of writers. At times you will often be expected to share your writing with others. If you are not prepared to subject your writing to public scrutiny or if you feel so strongly about that you are unwilling to listen to perspectives other than your own then I discourage you from writing about it. This does not mean that you are not entitled to an opinion but hopefully you will adopt positions responsibly, contemplating the effects on others, that you take responsibility for your words and for engagement with the words of others.

Course Rituals

Provocations — Provocation is an opportunity to try out your ideas, questions with others in the class, with the goal of engaging them in issues and themes of genuine and significant interest to you in relation to our readings. These should be seen as offerings, gifts of insight and alternative perspectives into underlying frames, themes, historical, geopolitical, or ideological contexts of the readings and authors. Once a quarter, I will ask each student to present a ten-minute oral/multi-media presentation providing us with at least a 1 page single spaced in full handout with central questions, notes, quotations, pictures, themes, key concepts, background, etc. Some (4-5 students) will be scheduled by the luck of the draw the 5th day of class to present in the first few weeks. After that, students will be asked to schedule their provocations as the quarter progresses based on their interests. Class discussion will come after all of the day's presentations. Students will be asked to draw connections between provocations or previous ones, and provocateurs should be prepared to field questions. Students should thoughtfully and genuinely reflect and examine any resistance to the provocations, readings, ideas, questions offered. The hope is that we will continue making connections to our work as the quarter progresses and that each provocation is an addition to a larger conversation about how we define the "Harlem Renaissance." Last, I encourage being innovative in format (handouts, visuals, movie clips/videos, music, Prezi) and daring of thought while staying within the boundaries of discussing the text selected.

Bloggng/Journaling — Each student will be asked to create a blog that will be submitted as a URL weekly with two 400-800 word responses to our readings key terms or themes and other course content like the provocations. I will provide a tutorial of how to create your blog using Tumblr or Wordpress. I will also provide the prompts each week in Canvas.

Conferences —I will hold meetings with you in individual and group consultations during the quarter to discuss the readings and provocations you are working on. At least one conference meeting is recommended for the quarter. I can hold office hours online via phone, Skype, Google+Hangout, or on campus.

Grading & Evaluation

What you learn at the end of ENGL 260 linked with ENGL 101 or 271 is most often a direct result of what you do on a daily basis. Assignments in the class require consistent, active engagement with the course.

- Reader's Blog/Journaling - 30%
- Provocations- 20% (these sessions cannot be made up if missed by its provocateurs or its discussion participants).

- Literary Analysis Essay (close reading and analysis with some research) 20%
- Creative Reflection Essay (multi-media/modal) with Annotated Bibliography-20%
- Discussion/ HW Activities- 10%

Grades for ENGL 260 will also count for ENGL 101 or 271 depending on which composition course you are enrolled in. ENGL 101 and 271 requirements will vary slightly by length and prompt.

Attendance and Participation is integral to your success in this class. Please see these policies below in the next section.

COURSE POLICIES

It can't simply be learned;
It must be participated in. -- Barry Lopez

Because we'll be trying to do too much in too little time, we'll need to divide the workload equally over the twelve weeks; every student will be responsible for more than simply his or her own success or failure. If you, for whatever reason, aren't prepared or able to be an active, responsible member of this learning community, another class may more suit your expectations. What follows are our course policies. These policies serve to keep all involved on task, on schedule.

Late Assignments

All assignments are due on the specified date provided on both the Syllabus Schedule and the Assignment Handouts given for any major assignment. Please do not email me your work, as I will not accept it. All work must be printed and collated at the beginning of a class to be completed on time. We will begin using Canvas when our class site becomes available to us. At that time, submissions requirements and format will be designated. I'll provide an orientation of how to do this when we review the rubric for each major project. I'll accept nothing after that time unless specific arrangements are made with me before the class in which it is due. I'll permit such an arrangement only once. In the rare instance you become very ill before class, but completed the work, you may email me before the beginning of our class to confirm you completed the work on time, but you must print a copy and bring it to the next class you attend. I will only permit this one time in the quarter. Each day a major assignment is late, it drops a full letter grade from the grade that was earned (A=B, etc.). Remember you must complete all major course writing assignments in order to pass the course.

The guidelines for each major assignment will be provided in each assignment handout and will always be reviewed in class before homework is assigned.

Tardiness

You're tardy if you're more than ten (10) minutes late for class where we meet face to face. I will allow you to be tardy three (3) times before your grade will be affected by a full letter grade. If the pattern continues I will ask to speak to you individually and we will address the issue. Leaving in the middle of class and not returning for more than 10 minutes will also be counted as a tardy and will follow the same protocol above.

If in some rare instance, I am more than 20 minutes late, assume our class has been cancelled, and please check the announcements on Canvas or email for details.

Absences

Because quarters are only 12 weeks and intensive your attendance is imperative. Those with greater than (5) ABSENCES, receive NO CREDIT for the course. For hybrid sections, this includes not completing an assignment online, as participating online is part of your attendance. After (3) ABSENCES, a student's final overall grade will be lowered half a letter grade. Because I cannot adjudicate what absence can be excused over another between students, all absences, regardless of reason count equally. There are no excused absences, so please plan accordingly. The only instance where this varies is the case of Running Start Students. Students are then responsible for contacting me and making arrangements regarding their absences ahead of time.

Grading and Evaluation

To figure out your grade at any time, simply divide the total points you have earned by the total points you have submitted to that point. I use standard percentage markings: 94-100% = A, 90-93% = A-, 87-89% = B+, 84-86% = B, 80-83% = B-, C+, 79-77%, C, 76-74%, C-, 73-70, D+, 69-67, below 67 is an F.

At the end of our first week, all assignments and their accompanying rubrics with what constitutes the above grades or quality of work will be provided on Canvas.

Always allow me at least a week to grade, comment and return major assignments. I will not comment on every single piece of writing you do for this course. I'd like students to be motivated to write beyond being evaluated by their instructor or getting a certain GPA.

Plagiarism

Should you use another's words or ideas and represent them as your own, you are plagiarizing. Should you get help with your writing to such a degree that it, in any part, is no longer your own; then, too, you are you plagiarizing. If you resubmit a past work of yours and pass it off as new work, this is called collusion, also another form of academic dishonesty and plagiarism. Plagiarism is grounds for failing the course, and possibly for dismissal from school. Please consult your BC handbooks for suggestions on how to avoid these rather dire consequences. Please note that our Canvas site will use "Turn It In" which is an anti-plagiarism technology that helps both instructors and students be aware that there may be issues of citation in submitted work. The BC Writing Lab has a helpful link to regarding how to avoid plagiarism and best practices as researchers:
<http://bellevuecollege.edu/asc/writing/essays-guides/documents/plagiarism.pdf>

Student Code

"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal

procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.” The Student Code, Policy 2050, in its entirety is located at:
http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Additional Items of Concern

Accommodation and DRC resources

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#). Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center](#) for application information into our program and other helpful links.

Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

Time Commitment: College work is difficult and time-consuming. For college-level work, you should expect two hours of homework for each hour spent in the classroom. So, for a 5-credit course, that's 5 hours a week in class plus ten hours of homework for a total of fifteen hours of work a week. Keep in mind, with a writing class, this can be more. If you feel other obligations (family, employment, sports, performance arts, etc.) will cut into your attendance and/or performance in class, consider taking ENGL 092/101 when you can devote the necessary time.

FERPA and Confidentiality- Students are expected to take an active responsibility in their own education and assessment process. Under federal law, I cannot discuss your academic progress, attendance, or even your enrollment in my class with anyone other than you. Instead of a hindrance, I see these guidelines as a means of fostering a professional academic relationship with students, a relationship necessary for true education. For further reading on the Family Educational Rights and Privacy Act (FERPA), go to <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Public Nature of the Course & Civility Statement

Because we are in a college setting, students should expect to encounter opinions or beliefs that may be different than their own. While, I won't encourage avoiding any difficult topic or situation, I will not allow students to be excluded or made to feel they are in a hostile learning environment because of their race or ethnicity, religion, class status, or gender. Whether online or face-to-face, I require in this course we cultivate and practice a community of mutual respect. This begins by address one another by their first names in person, online or by email, keeping with a respectful tone in public or private communication despite any frustrations you may feel, and listening to one another. Any student who creates a hostile environment online or in class will be asked to leave the class.

Affirmation of Inclusion Statement

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement (Title IX)

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

How to communicate with me, your instructor: I am interested in helping you do as well as you want in this class. If you're having difficulty, speak to me about it. If life interferes with school, as it has a habit of doing, let me know. If you show me that you're concerned with doing good work in this class, I'll do what I can to help you around those obstacles.

While, I always prefer meetings in person with students when you have questions or concerns, I will make myself available by email and phone as well to be flexible. And although I do have a mailbox in

R230, I may not always get a note before class. I'd prefer you simply email me via Canvas if you missed a class. I teach 3 classes per quarter so please note, in the heading of your email mention the section you are in when communicating with me. All students should use their BC emails to communicate and not a personal one (like Gmail, Yahoo, etc.). While you are welcome to leave a voice message for me, sending an email through our class Canvas site or MyBC email will likely be received just as quickly.

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC and Canvas. To create your account, go to: <https://bellevuecollege.edu/sam>.

How to Address me:

You've all heard the riddle, perhaps. It begins this way... a father and son are playing football and get into a dog-pile where the son breaks his arm. The son is rushed to the hospital; just as he's about to go under the knife, the surgeon says, "I can't operate—that boy is my son!" The answer: the surgeon is his mom. The riddle is meant to reveal gender bias. I say this here, because it helps explain a bit why it is important to me that you address me by my first name, or title. There are other dimensions to this, but I'll save that for our first day of class. Those being said, please address **me by Natalie, Professor Martínez, or Dr. Martínez**. Please, please do not call me Ms. Martínez or Mrs. Martínez (I'm not married). As a someone who was a first generation college student, has a multi-racial background as a Chicana, and who has dedicated 16 years of their life to research, writing, and teaching on their area of expertise, it's important to me that you see someone from these intersections represented in such a position of privilege and power that being an instructor comes with. I am honored and humbled daily by this privilege.

When sending emails please be "rhetorical." Consider your audience. Use a formal greeting. Use a closing salutation and signature. Be sure that there is a subject for the email.

About Canvas— Bellevue College uses the Management System/Online Learning technology called, Canvas. As time goes on, we'll work out the kinks and nuances of the system. However, if you need help or assistance, I ask that all students review our Canvas Help website before our second class: <http://bellevuecollege.edu/canvas/>.

▪ Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: [Create Email](#)

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Technology Help Desk](#)

Students should be checking Canvas daily (M-F), as I will post announcements with videos, new tasks or assignments to help support your learning. You will always have no less than 48hrs to complete small assignments or tasks. The deadline to post these tasks/assignments will always be by 11:59pm on the due date designated in Canvas. If to be collected in class as a hard copy, I will let you

know. Often you'll need to be reading/drafting/researching independently, so it is especially important to check "Announcements" and the Canvas Calendar each day before our next class.

Students will need to meet posting deadlines for assignments using Canvas. Students' activity is logged and tracked online. I'll run reports periodically for individual students during the quarter to see if there are any correlations between course success and time spent online for class.

I encourage you to email a concern before class the next day. Do, however, know, I won't be online constantly. I will check email and Canvas between the hours of 8am and 5pm regularly. If you email my BC email or ask a question in Canvas allow me 24 hours to answer, and 48 hours if it's over the weekend. I do not "edit" or do additional commenting for students over email outside of the very structured feedback that I already provide for each major writing project as this is a large time commitment. The goal is to get students to have the initiative and begin having insight into their work so that they become less dependent on the teacher to motivate them to write. I am, however, happy to schedule a conference to address concerns or questions over a draft or exercise of yours that can't be answered in class. My goal is to provide lots of support to you while challenging you as writers and researchers.

Public Safety and Emergencies

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these three rules:

- 1) Take directions from those in charge of the response** -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.

Other Helpful Websites:

- Academic Success Center – Reading Lab- <http://bellevuecollege.edu/asc/reading/>
- Writing Lab- <http://bellevuecollege.edu/asc/writing/>
- Technology Help Desk- <http://depts.bellevuecollege.edu/helpdesk/students/>

Final Exam Schedule

For more info consult: <http://bellevuecollege.edu/courses/exams/>

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Enrollment Calendar – <http://www.bellevuecollege.edu/enrollment/deadlines/>

On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.

- College Calendar - <http://www.bellevuecollege.edu/enrollment/calendar/>.

This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

Our Syllabus Schedule is available under our Canvas Calendar. Please note, the course schedule like all things in process may be open to revision, if I feel we have and need more time with a particular activity or project. If this occurs, an updated syllabus schedule will be provided. I'll provide us with a schedule on our second day of class.

WINTER QUARTER 2016

ENGL 260 HARLEM RENAISSANCE

(LINKED WITH ENGL 101 AND ENGL 271)

WEEK 1	IN-CLASS ACTIVITIES	HOMEWORK
January 4-8	Syllabus and Course Intro Core concepts: DuBois's "double consciousness theory" and Locke's "The New Negro"	Readings: DuBois' "On the Soul of Black Folks" 1/5/16 and Criteria of Negro Art (excerpts) 1/6/16 in class; Alain Locke's "The New Negro" 1/7/16. Weekend Reading: Langston Hughes' "The Big Sea" (excerpts) Set up Blogs
WEEK 2		
January 11-15	Claude McKay's "Home to Harlem" and "Harlem Runs Wild" Novel: Nella Larsen's "Passing" assigned (part 1) 1/13/16	Blog entries assigned Provocation Sign ups begin 1/11/16
WEEK 3		
January 18-22 MLK Day 1/18/16 no class	Nella Larsen's Passing continued Parts 2 & 3. Read with Ch. 3 of Toni Morrison's "Playing in the Dark: Whiteness and the Literary Imagination" Library Session 1/20/16 Langston Hughes and the Harlem Literati	Blog entries assigned Essay #1- Literary Analysis Assigned
WEEK 4		

January 25-29	Countee Cullen's "Heritage" and other works. Internationalism and Black Cosmpolitanism of the Harlem Renaissance Novel: Jean Toomer's "Cane" assigned 1/29/16	Blog entries assigned Conferences*
WEEK 5		
February 1-5	Jean Toomer's "Cane"	Blog entries assigned
WEEK 6		
February 8-12	Wallace Thurman, Arna Bontemps, George S. Schuyler, and Rudolph Fisher	Blog entries assigned
WEEK 7		
February 15-19	Zora Neale Hurston Gwendolyn Bennet, Georgia Douglas Johnson and other women writers and artists of the Harlem Renaissance. Library Session 2/18/15 Ch. 2 "Continued Devaluation of Black Womanhood" excerpted from <i>Ain't I A Woman: black women and feminism</i> - bell hooks	Blog entries assigned Essay #2-Creative Reflection/Research Essay with Annotated Bibliography assigned
WEEK 8		
February 22-26	Marcus Garvey and Pan Africanism The Art of Jacob Lawrence	Blog entries assigned
WEEK 9		
Feb 29-March 4	Civil Rights Pilgrimage Feb. 29-March 4 No regular class M-Th. Online and group Conferences*	Blog entries assigned
WEEK 10		
March 7-11	Queering the Harlem Renaissance- LGBTQ figures of the Harlem Renaissance Sexuality, Gender and Race	Last Blog entries assigned
WEEK 11		
March 14-18	Harlem Now: A Retrospective on the Harlem Renaissance's impact on today's artists and writers	Extra Credit Op: Harlem Renaissance connections in the Pacific Northwest- Jacob Lawrence Art Exhibit(s) Conferences*
Week 12 March 21-23 FINALS WEEK	Last Day of class 3/23. We are required to meet during our Final Exam time.	Class Final "Salon" a reading/ sharing of our creative reflections and work from the Harlem Renaissance

No classes: Jan. 18th Holiday, Feb. 11th, 15th, and March 8th for Staff/Faculty Professional Development Days. Campus closed.

Last Day of Instruction: 3/18/16

Finals Week: March 21-23rd. Our final exam time is: Wed. 3/23/16 from 11:30am-1:20pm.

<https://www.bellevuecollege.edu/courses/exams/>

* This is a general overview/schedule of the course for the quarter. Please be sure to use Canvas's calendar for the most up to date version. Also consult me, the instructor if you have questions.