

ARHM 3342: Advanced Interdisciplinary Studies in the Arts and Humanities

ONLINE

Theme: The Harlem Renaissance

Professor:

Dr. Kimberly Hill
B.A., U.T. Austin and U. Cape Town, 2002
M.A. and Ph.D., U. North Carolina,
Chapel Hill, 2008

Office Hours: via Microsoft Teams
Mondays 5:30-6:30 pm
Or request appointments

Contact Info:
kimberly.hill@utdallas.edu
(972) 883-6908

Optional Class Discussion via Microsoft
Teams: Wednesdays, 5:30-6:30 pm

Purpose:

This class will introduce you to the variety of cultural expressions that came to be celebrated as “the Harlem Renaissance.” This era is best known for literary styles that defined African American scholarship and urban life in the decades between the World Wars. We will develop an interdisciplinary perspective of the Harlem Renaissance by exploring the broader context of its most famous personalities. Our main goal is to understand the lived experience of people who lived in Harlem between 1919 and 1941, so our tools will include any items and memories that reflect their humanity. Throughout the semester, we will experience some of the significant music, theater, speeches, visual arts, and fashion trends of the era. The weekly lessons and the assigned, digitized readings will help explain the social history of the era. The assignments will help you relate these artistic expressions to their historical context. In the final assignment, you will develop your own argument by tracing the continuing legacy of the Harlem Renaissance in American popular culture.

Catalog Description: (3 semester credit hours)

Focuses on a significant topic or issue through which students are offered an opportunity to gain experience in various analytic and interpretive approaches. Explores interdisciplinary connections among artistic and intellectual endeavors appropriate to a range of courses in the Arts and Humanities. Topics will include the convergence of the liberal arts (Arts and Performance, Historical Studies, and Literary Studies). May be repeated for credit as topics vary (9 semester credit hours maximum). Prerequisites: (HUMA 1301 or equivalent) and RHET 1302. (3-0) R

Course Modality and Expectations:

Instructional Mode	Online
Course Platform	This course will be delivered via written lessons posted each Tuesday on the E-Learning homepage, assignments submitted through Blackboard/ E-Learning, and optional Wednesday group discussions in our Microsoft Teams class group. You will need your NetID and Password to log into Blackboard.
Expectations	Log into E-Learning at least once a week to read the lesson and download the readings. Choose one of the discussion formats to contribute to at least six times during the semester. You can either join the Teams calls at 5:30 on Wednesdays or contribute to the weekly collective Wiki pages on E-Learning. Keep up with the assigned readings listed on the syllabus and choose one of the four listed books as the basis for your essay assignments.
Asynchronous Learning Guidelines	Students who select asynchronous instruction should read the written lessons weekly and submit all of the assignments through E-Learning. Instead of joining the optional Teams calls on Wednesdays, contribute to some of the collective discussion Wiki pages posted once a week. If a request is submitted in advance, a Teams discussion can be recorded. When you have specific questions, email or call Dr. Hill. For more information on the asynchronous format, see: https://www.utdallas.edu/fall-2020/asynchronous-access-for-fall-2020/

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website. Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information. To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage. UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 2 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Course Readings:

Recommended Textbook:

Wintz, Cary, ed. *Harlem Speaks: A Living History of the Harlem Renaissance*. Naperville, IL: Sourcebooks MediaFusion, 2006. ISBN: 978-1402204364

AND CHOOSE ONE of the following themed books for your response essay assignments:

1. **(Literature/ Art/ Politics/ Social History/ Research)** Varlack, Christopher Allen, ed. *Critical Insights: Harlem Renaissance*. Ipswich, MA: Salem Press, 2015. ISBN: 978-1619258228. Available as a free [e-book](#) from the UTD Library.
2. **(Theater)** Lane, Stewart F. *Black Broadway: African Americans on the Great White Way*. Garden City Park, NY: Square One Publishers, 2015. ISBN: 978-0757003882
3. **(Music)** O'Neal, Hank. *The Ghosts of Harlem: Sessions with Jazz Legends*. Nashville: Vanderbilt University Press, 2009. ISBN: 978-0826516275
4. **(Art)** Powell, Richard and David A. Bailey. *Rhapsodies in Black: Art of the Harlem Renaissance*. Oakland: University of California Press, 1997. ISBN: 978-0520212688

Textbooks and some other bookstore materials can be ordered online or purchased at the [UT Dallas Bookstore](#).

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Assignments	Grade Percentages
<i>Participation</i> via Six Collaborative Wiki Posts or Six Microsoft Teams Discussions (posted weekly starting Week 2)	12%
<i>Three 2-page Response Essays</i> (based on your choice of one of the thematic books) due Friday Sept. 11 th , Oct. 9 th , and Nov. 20 th	24%
<i>Two Advertisements</i> (create written, visual, or audio examples of propaganda based on the perspective of different Harlem Renaissance figures) due Friday, Sept. 25 th and Oct. 23 rd	20%
<i>Local History Exercise</i> (create a virtual walking tour through Harlem showing the historical context of notable events/topics from class) due Friday, Nov. 6 th	21%
<i>6-page Final Connections Essay or a 15 minute Multimedia Presentation</i> (explains how your chosen theme influenced one of the other major class topics and suggests signs of your theme's continued relevance to current pop culture) due Monday, Dec. 7 th	23%

Learning Objectives:

Knowledge Base: Through the weekly lessons and response essays, students gain a breadth of knowledge regarding New York history and culture while studying its complex connections to major historical topics.

Interpretive Skills: In the response essays and the local history assignment, students analyze various primary source formats and evaluate interpretations of the significance of Harlem as a cultural site.

Communication: Students practice revision and secondary literature analysis in the final connections assignment and the advertisements.

Ethical Standard: Through participation activities and the advertisements, students observe and evaluate ethical debates regarding public historical memory, racial identity, protest, urbanization, and gentrification.

Class Schedule:

All chapter names listed below are from the book *Harlem Speaks*, and they are posted on E-Learning. Any other listed readings will be also accessible on the class E-Learning site. Advance notice will be given if any part of this schedule changes.

Class Days	Weekly Topic	Required Readings & Assignments per Week
Week 1: Aug. 17-21	Overview	Arna Bontemps, "The Awakening: A Memoir"
Week 2: Aug. 24-28	The Great Migration	Part Three: "Bessie Smith"
Week 3: Aug. 31-Sept. 4	Housing and City Life	Part One: "Harlem"
Week 4: Sept. 9-11 Response Essay #1 due Friday	Family, Food, and Drink	Part Two: "Zora Neale Hurston"
Week 5: Sept. 14-18	Oppression and Grief	James Weldon Johnson, "Harlem: The Cultural Capital" (1925)
Week 6: Sept. 21-25 Advertisement #1 Due Friday	Youth Culture	Alain Locke, "Negro Youth Speaks" (1925) AND Part Two: "Langston Hughes"
Week 7: Sept. 28- Oct. 2	Love & Fame	Bruce Nugent, "Sahdji" (1925) AND Matthew Pratt Guterl, "Josephine Baker's Colonial Pastiche" pp. 25-37
Week 8: Oct. 5-9 Response Essay #2 due Friday	Pan-Africanism	Arthur A. Schomburg, "The Negro Digs Up His Past" (1925)

Week 9: Oct. 12-16	Spanish Harlem	Irma Watkins-Owens, "Caribbean Connections" OR Guillermo Cotto- Thorner, <i>Trópico en Manhattan/ Manhattan Tropic</i> (1951) in <i>Divided Arrival: Narratives of the Puerto Rican Migration</i> , p. 128-167
Week 10: Oct. 19-23	Education and Professionalism	Part Five: W.E.B. Du Bois, "I Return to the NAACP" in <i>The Autobiography of W.E.B. Du Bois</i> (1968) pp. 326-339 AND Edmund W. Gordon and L'Tanya M. Watkins, "Race Man and Philosopher of Education: A Reflection on W.E.B. Du Bois"
Advertisement #2 due Friday		
Week 11: Oct. 26-30	Appearance and Poverty	Part Two: "Nella Larsen"
Week 12: Nov. 2-6	Modern Industry	Part Six: "A. Philip Randolph" AND skim Part One: "Harlem" (for assignment prep)
Local History Exercise Due Friday		
Week 13: Nov. 9-13	Justice	Part Five: "Paul Robeson"
Week 14: Nov. 16-20	The Black Church and Spirituality	Jerma Jackson, "With Her Spirituals in Swing," in <i>Singing in My Soul</i>
Response Essay #3 Due Friday		

Week 15: Nov. 23-25	Truth and the Future	Ralph Ellison, <i>Invisible Man</i> , Ch. 23
Monday, Dec. 7th	Final Essay or Presentation Due	

My Responsibilities: I will do my best to provide informative written lessons, discussion questions, comments, and academic guidance throughout the semester. Each lesson will begin with an outline to guide your note taking. Though I will not provide lectures via video, I will remain accessible during the Microsoft Teams office hours and by e-mail to discuss class work, academic issues, and university resources. Unless there is an emergency, I will check e-mail twice a day between 10 a.m. and 7 p.m. except for weekends. When possible, assignments submitted on time will be graded and returned within two weeks of the due date.

Your Responsibilities: You are expected to uphold the standards of student conduct. Remain prepared to take notes and discuss the assigned readings either through the E-Learning Wiki pages or through Microsoft Teams. Keep up with the written lessons and key terms because they will include information not covered in the readings. If you have trouble understanding reading assignments, ask Dr. Hill for help and sign up for free UTD tutoring.

Because a variety of skills were crucial to the Harlem Renaissance, there will be times during the semester when I ask for the perspectives of artists, performers, dancers, creative writers, philosophers, and musicians. We need a diverse range of perspectives to recognize the importance of this era. If you're so inclined, please share your gifts with the rest of the class.

ATTENDANCE AND LATE ASSIGNMENT POLICIES:

Leave a voicemail on my office phone number ahead of time if a same-day emergency prevents you from meeting an assignment deadline. No late essay assignments will be accepted without prior notice by phone or in writing. If permission is granted, the grades for late essays may be reduced by one letter grade for each additional day. Do not plagiarize others' work; your entire course grade may be withheld. If you need to drop the course, contact the Registrar's office for the appropriate forms. I will not drop students from this course based on attendance.

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

RESOURCES TO HELP YOU SUCCEED:

The Office of Student Success operates the Student Success Center (SSC, <http://www.utdallas.edu/studentsuccess>), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

It is the policy and practice of UTD to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with your professor and allow one week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion at 972-883-2098 or by email at studentaccess@utdallas.edu.

COVID-19 Guidelines and Resources

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record.

Please see <http://go.utdallas.edu/syllabus-policies>.