

Professor: Dr. Odukomaiya
 Email: odukomaiya@hope.edu
 Office Hours: MWF 12:00pm-1:30pm

Classroom: GRAVES 119
 Class time: MWF 2:00pm-2:50pm
 Office: Lubbers 308

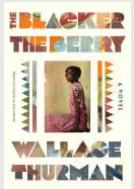
ENGL 230

Harlem Renaissance: Literature and Protest

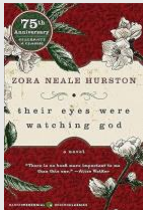
What we'll be reading:



Passing, (1929), a novel by Nella Larsen



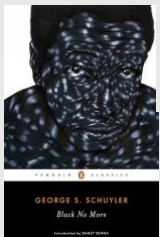
The Blacker the Berry (1929), a novella by Wallace Thurman



Their Eyes Were Watching God, (1937), a novel by Zora Neale Hurston



There is Confusion (1924), a novel by Jessie Redmon Fauset.



Black No More (1931) a novel by George Schuyler.



Why are we here?

This course explores the Harlem Renaissance as a pivotal moment in which African American writers used literature as a form of social protest. Students will examine how authors confronted racism, colorism, gender discrimination, and the lasting effects of slavery while redefining Black identity through the ideals of the New Negro Movement. Through close readings of fiction, and essays by African American writers, including women whose contributions were often marginalized, students will analyze how creative expression served as a means of resistance during the era of Jim Crow. The course examines how these writers challenged social injustice and redefined the American literary landscape.



Tips for success:

Do you love to read but find it challenging to keep up with a heavy reading load? Do you hate reading but need to pass this course? Here are some tips for success in this course:

- **Get your resources read:** If you do not already have the assigned texts for this course, make sure you do before the next class session.
- **Set a Reading Schedule**
Break down the assigned reading into manageable chunks and set aside specific times each day to stay on track. Consistency is key to avoiding last-minute cramming.
- **Take Active Notes**
As you read, jot down key themes, questions, and significant passages. This will help you engage with the material and prepare for discussions and assignments.
- **Engage in Class Discussions**
Participate actively in class discussions and study groups. Sharing your insights and hearing others' perspectives will deepen your understanding of the texts.

What we'll learn along the way

As we move through the course, we will explore the Harlem Renaissance as a movement of resistance. To do this, we will engage with issues central to the movement—issues that go beyond racial discrimination to include colorism, gender inequality, beauty standards, classism, among others. Through the course of the semester, the goal will be to focus on one specific issue, explore its contemporary relevance, and incorporate your own artistic medium as a form of resistance against your chosen issue.

Accessibility Statement:

I am committed to creating an inclusive, equitable, and safe learning environment, one where every student feels valued and supported in their learning processes. I understand that each one of you brings unique and valuable perspectives and needs to this course. Therefore, I encourage open, and respectful communication about how we can work together to ensure your success. If you have specific needs related to accessibility of any kind, I invite you to reach out to me.

More importantly, if you have question about access or are a student needing accommodations for a disability, please contact DAR—Hope College's [Disability and Accessibility Resources](#), if you have not done so already. It's important that you request accommodations early in the semester. Accommodations are **NOT** retroactive.

General Education Learning Outcomes

The Anchor Plan is the heart of a Hope education in which students explore fundamental and emerging questions about humanity, the natural world, and God. They seek answers through humanistic, artistic, mathematical, scientific, social scientific, behavioral, and religious modes of inquiry. Grounded in the traditions of the Liberal Arts and the historic Christian faith, the Anchor Plan calls students to cultivate curiosity, pursue truth and knowledge, care about the world around them, communicate with clarity and grace, and bridge boundaries that divide communities.

English 230 contributes to two of the Anchor Plan's learning outcomes:

Outcome 2: Reflect on the diverse perspectives, cultures and historical experiences of people in the United States and the world

What we'll be working on

1) Issue Tracking Journal

The Harlem Renaissance was a literary and artistic movement that exposed numerous issues prevalent during the times. Throughout the semester, we will examine how writers used literature as a tool for resistance and protest to expose issues/injustices. For this journal, you will be given a composition notebook which you will use exclusively to track the various issues. To do so, you will need to become an active reader, highlighting, and annotating your texts as you read, so that you will have these to help you make more detailed notes in your journals. You might find it helpful to write in your journal as you read, rather than waiting until you've finished the assigned reading. Each entry should be **dated**, **titled** and must **reflect your thinking** as it develops throughout the reading process. In other words, you must have an entry for each day we have a reading assigned.

2) Discussion Facilitation

All students are required to facilitate a class discussion. You will sign up for these in advance, preferably on the first or second day of class. How you approach this task is up to you (see some ideas in the assignment sheet linked below) but remember to have the class involved and to let them know ahead of time if they need to do anything or bring anything to be prepared for class on your day. You will typically have 10–15 minutes for your portion of the class.

3) Midterm in-class essay

You will write your midterm essay in class. To ensure preparedness and to enable organization of thoughts, you will be given the prompt a week ahead to help you prepare. For this exam, you can come with pens, pencils, your chosen text and a handwritten, one-page, bullet-point outline on 8 × 11-inch paper outline which will be inspected. This exam will be written in a blue book with no access to a computer. We will discuss this in more detail closer to the midterm date.

4) Position paper

Choose one of the prompts below that either describes your position on our course texts, or that you are willing to challenge or complicate. Support your position through close reading and textual analysis. Just as you would in any essay, you should compose a thesis statement that either supports or challenges one of the following prompts. Use specific scenes and examples from the text to support your claims in the body paragraphs. Be sure to provide page citations even when you do not use a direct citation to demonstrate close engagement with the text. Your goal is to analyze.

5) Participation and engagement

For all class meetings, there will be assigned readings with suggestions of things to look out for and to think about as you read. It is pertinent that you do the readings thoughtfully before class, enabling you to participate fully in, and benefit from, each class meeting. You should also take some notes on your observations and reactions. Please note that I may call on individual students to respond to questions or, have you write briefly about assigned readings, or if necessary, assign a brief reading quiz to check preparation and begin discussion. Please come to class each day with at least **two questions** and at least **one comment/observation** inspired by the reading. Participation includes contributions to class discussions, verbal questions asked and/or comments made during class discussions and group work. As with any literature course, multiple interpretations of texts are valuable. This grade component is intended to credit effort and commitment to this course. Please let me know if you find verbal participation challenging.

Attendance is also part of this component. To participate in discussions, you need to be present. You are allowed up to **3 excused absences**. Any additional absence will lower your grade by one-third of a letter grade. Hope College has a policy on excessive absences. If you anticipate an excused absence, please email me in advance with any necessary documentation.

6) Social justice inquiry project

For the final project, you will pick **ONE** of the issues you highlighted in your issue journal and research the issue within the historical context of the period (the Harlem Renaissance movement, i.e., 1918-1937.) There are **two components** for this assignment, **a research component** and **a digital humanities/public facing component**, and both require that you investigate the issue within its historical context, and within course texts.

7) Social justice inquiry project demonstration

You will be demonstrating the work you have done for the social justice inquiry project. You will be showcasing to your classmates both your research and creative work before submitting your final project. Instead of reporting information, your goal is to demonstrate how your chosen social issue has evolved throughout the course and explain how your project engages with the issue. Your presentation should highlight your process, your analysis of a course text and your public-facing project.

8) Essay draft and peer review

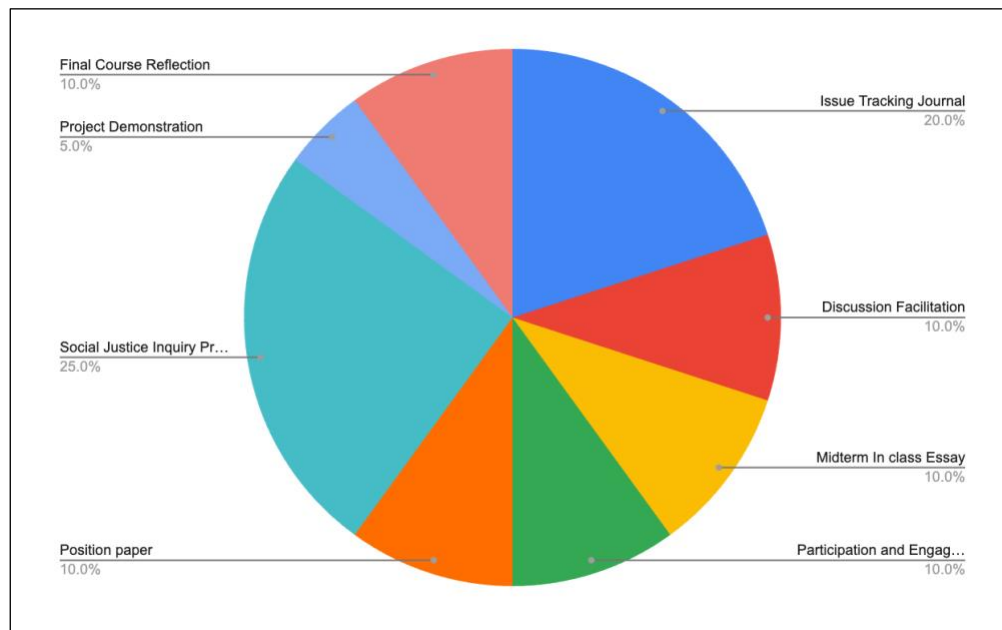
For the final essay, you will follow a process that involves developing a rough draft and a final draft. You must submit your rough draft during the peer review session. Be prepared to give constructive feedback to your peer's essay during class. Note that participation is graded.

Trigger Warning: Some of these texts discuss tough topics like human suffering, including sexual and political violence. They also reinforce understanding, kindness, and healing. While the challenging nature of literature adds value, it might be difficult for some. If you have concerns about discussing these subjects, please contact me promptly.

How your learning will be evaluated

• Issue Tracking Journal -	200
• Discussion Facilitation -	100
• Midterm In Class Essay-	100
• Participation and Engagement-	100
• Position paper-	100
• Social Justice Inquiry Project-	250
• Social Justice Inquiry project demonstration-	50
• Final Reflection -	100

Total	1000 points
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Late work policy: I do accept late work but with a penalty. Please note that 3% will be deducted for each day your assignment is Late. Submitting late work consistently will affect your grade and it will make it hard for you to pass this course. If you have accommodations given to you from DAR, please note that this policy does NOT apply to you.

Course Policies

Technology Policy

Technology is welcome in this course when used to support learning. You are encouraged to use devices for accessing course materials, conducting research, and engaging in collaborative activities. To maintain a productive learning environment, please avoid unrelated activities such as social media, texting, or non-class-related browsing during class time. Ensure that all devices are silenced to minimize disruptions to the class.

Misuse of technology, such as engaging in activities unrelated to the course, may result in a request to put devices away. Consistent misuse will affect your participation grade (by one-third of a letter grade), as active engagement is essential to our classroom community. For example, if we are having a class discussion and you are distracted by your phone or computer, it demonstrates a lack of focus and respect for the learning process and for me your instructor.

If you are unsure about appropriate device use during specific activities or assignments, please ask for clarification. Technology is a valuable tool when used intentionally, and together we can ensure it enhances your learning experience in this course.

Accommodations

I am happy to make accommodations for students with documented learning disabilities. Students with disabilities who need accommodations must provide documentation from DARR during the first week of the course.

If you have questions about access or are a student needing accommodations for a disability, please contact me. I will ask that you connect with [Disability and Accessibility Resources](#) if you haven't already.

Academic Honesty & Integrity

Please note that deliberately claiming the ideas of others as your own is grounds not only for failure of the course, but expulsion from the university.

As it seeks to fulfill its mission, the Hope College community assumes each of its members will operate with integrity and honesty, with a sense of personal responsibility, and with mutual trust and concern toward others in all facets of the life of the college. In order to apply this principle to academic life in a fair and consistent manner, the following policies have been adopted to clarify the expectations regarding conduct, and to establish a set of procedures for dealing with situations which violate these expectations. More information about Academic Integrity can be found at [Student Handbook | Student Development](#)

Student Complaint

Hope College is committed to the appropriate resolution of complaints as efficiently and effectively as possible. Providing a mechanism to hear complaints allows us to improve our services. Students are encouraged to speak directly to other members of the Hope community in an effort to resolve conflict and/or seek an informal resolution of the dispute directly with the other community member(s) whenever possible. Please use this [Complaint form](#) when such a resolution is impossible.

Safety & Emergency Preparedness

Students should dial 911 (the United States' primary emergency response system) from any phone if they or someone else experiences a medical or mental health emergency. Students can also contact Hope College's Campus Safety Office (616-395-7770) in any kind of emergency situation, and Campus Safety will contact the necessary emergency response service. You can learn more about [specific emergency instructions](#) on their webpage. Students can sign up for emergency text message alerts at plus.hope.edu.

Inclement Weather

Campus Safety sends emergency notification texts, including notices of weather-related closures, via the HOPE ALERT system. A decision to close campus offices and cancel classes is typically announced

before 6:30 AM. More information regarding [inclement weather notifications](#) can be found on Campus Safety's webpage.

Academic Assistance Statement

The Academic Success Center (ASC) offers all students various free services (e.g., tutoring, testing strategies, time management resources). The [ASC](#) is located in Van Zoeren Hall--immediately adjacent to the Van Wylen Library second-floor entrance. To contact the ASC send an email to asc@hope.edu or call 616-395-7830.

Counseling and Psychological Services (CAPS)

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressures, relationship challenges, alcohol or other drugs, financial concerns, identity development, body image, etc.

If you are experiencing similar concerns, we encourage you to seek support. Hope College Counseling and Psychological Services (CAPS) is a free and confidential resource. Call 616-395-7945 or visit the top floor of the Bultman Student Center to find the right support for you.

If the source of your stressors is academic, please contact us or academic advising to find solutions together.

AI Policy**● = AI is not allowed**

You should not use generative AI tools like any chatbot, ChatGPT, AI tools embedded within an app, Google search AI, or any AI assisted writing tools for any portion of this course because it is critical that you exercise your own mind through writing rather than asking a machine to do it for you. Using AI is also not permitted in the process of reading, research, planning, drafting, or completing any graded or for-credit assignment. It is considered academic misconduct or plagiarism and is punishable by failure for the assignment or the course. If I suspect that AI tools have been used inappropriately on a given assignment, it will be up to you to prove to me that the work in question is your own. This may include providing evidence of your writing process (such as a complete Google Docs revision history) and/or answering questions in office hours about the content of the assignment. If you are able to demonstrate independent authorship, the failing grade will be revoked and replaced.

Course Schedule

This syllabus is subject to change. Please use the "live" Google Doc version of the syllabus to see the most up-to-date information.

WEEK 1 Aug 31-Sept 4: Historical Foundations

Mon 08/31: Introduction to the course, discussion of syllabus and assignments; introduction of key concepts, overview of course content.
Wed 09/02: "Harlem as a cultural center" by James Weldon Johnson and "New York City: The Harlem Renaissance and Beyond"
Fri 09/04: "New Negro" by Alain Locke
Discussion Facilitation Sign up on Wednesday 9/02

WEEK 2 Sept 7-11: The Purpose of Black Art

Mon 09/07: "Criteria of Negro Art" by W.E.B Du Bois and "Art and Such" By Zora Neale Hurston
Wed 09/09: "Art or Propaganda" by Alain Locke and Emmie by Jessie Fauset
Fri 09/11: *Passing*, Part One "Encounter" pages 47-81

WEEK 3 Sept 14-18

Mon 09/14: *Passing*, Part Two "Re-encounter" – pages 85-111
Wed 09/16: *Passing*, Part Three, "Finale"-pages 115-141
Fri 09/18: *The Black the Berry*, "Emma Lou"-pages 9-52.

Issue Journal Check: Submit your Journals in class on Friday 09/18

WEEK 4 Sept 21-25

Mon 09/21: *The Black the Berry*, "Harlem"-pages 53-76.
Wed 09/23: NO CLASS
Fri 09/25: *The Black the Berry*, "Alva"-pages 77-106.

WEEK 5 Sept 28-Oct. 2

Mon 09/28: *The Black the Berry*, "Rent Party"-pages 107-145
Wed 09/30: *The Black the Berry*, "Pyrrhic Victory" and "A Lively Picture of a Popular and Interesting Section" -pages 146-186.
Fri 10/02: *The Black the Berry*, "Harlem"-pages 188-225

WEEK 6: Oct. 5-9

Mon 10/05: Fall break

Wed 10/07: *NO READING, IN CLASS MIDTERM EXAM*

Fri. 10/09: *There is Confusion*-pages 7-40 or I-VII

In class midterm essay on Wednesday 10/07. Come with your handwritten one-page, bullet points outline on 8 x 11-inch paper, pens, pencils and erasers.

WEEK 7 Oct. 12-16

Mon 10/12: *There is Confusion*-pages 41-76 or VIII-XII

Wed 10/14: *There is Confusion*-pages 77-116 or XIII-XVI

Fri 10/16: *There is Confusion*-pages 117-152 or XVII-XXIV

WEEK 8 Oct. 19-23

Mon 10/19: *There is Confusion*-pages 153-189 or XXV-XXX

Wed 10/21: *There is Confusion*-pages 190-222 or XXXI-XXXVI

Fri 10/23: "Big Boy Leaves Home" and "The Ethics of Living Jim Crow" by Richard Wright

WEEK 9 Oct. 26-30

Mon 10/26: *Black No More*, Chapters 1-3 (pages 1-40)

Wed 10/28: *Black No More*, Chapters 4-6 (pages 41-90)

Fri 10/30: *Black No More*, Chapters 7-10 (pages 91-137)

Position paper due on Friday 10/30

WEEK 10 Nov. 2-6

Mon 11/02: *Black No More*, Chapters 11-13 (pages 138-181)

Wed 11/04: "Introduction" in *Black No More* by Danzy Senna (see pages ix-xix)

Fri 11/06: *Their Eyes Were Watching God* by Zora Neale Hurston, Chapters 1-4

WEEK 11 Nov. 9-13

Mon 11/09: *Their Eyes Were Watching God* by Zora Neale Hurston, Chapters 5-8

Wed 11/11: *Their Eyes Were Watching God* by Zora Neale Hurston, Chapters 9-13

Fri 11/13: *Their Eyes Were Watching God* by Zora Neale Hurston, Chapters 14-18

Topic Proposal w annotated bibliography due on Wednesday 11/11 at 11:59pm

WEEK 12 Nov. 16-20

Mon 11/16: Digital Librarian Visit and Workshop

Wed 11/18: *Their Eyes Were Watching God* by Zora Neale Hurston, Chapters 19-end

Fri 11/20: "The Task of Negro Womanhood" by Elise Johnson McDougald

Demonstration/Presentation Sign up on 11/16

WEEK 13 Nov. 23-27

Mon 11/23 *No Class!!! Work on your projects*

Wed 11/25: *Thanksgiving*

Fri 11/27: *Thanksgiving*

Rough draft due on 11/23 at 11:59pm

WEEK 14 Nov 30-Dec. 4th

Mon 11/30: Presentation

Wed 12/02: Presentation

Fri 12/04: Presentation

WEEK 15 Dec. 7-11

Mon 12/07: Presentation

Wed 12/09: Presentation

Fri 12/11: Presentation

Assignment: Social Justice Inquiry Project due on Friday, 12/11 at 11:59pm

Note: There is an asynchronous final reflection at the end of this course.