



ENGL 203:

It's All Love: American Protest Literature

T & TH: 1:00- 2:15pm

1003 Wescoe

Fall 2023

Instructor Information:

Sarah Ngoh, PhD
3001G Wescoe Hall
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Office Hours:

Tuesdays 2:30-3:30pm,
Wednesdays 12 - 1pm,
Thursdays 11:30-12:30pm,
and by appointment-

"I love America more than any other country in the world and, exactly for this reason, I insist on the right to criticize her perpetually." ~ James Baldwin

Course Description

In this interdisciplinary course we will examine the rich tradition of protest literature (which we will define broadly as everything from early treatises from the American Revolution to contemporary hip hop lyrics and YouTube/TikTok videos of spoken word poetry), focusing on the production and consumption of dissent as a site from which to critique prevailing power structures and ideologies, and as a place from which to call for social change. We will operate under the assumption that, like Baldwin, most protest writers write from a place of love for their country/nation and are driven by their dreams of a better world.

Though we will read a few of the defining/well-known authors of protest literature (cool, old, white guys), we will also focus a good deal of our time on writers whose personal identities have worked to marginalize them socially and politically. By examining the ways in which each work assaults the status quo of an often inhumane and brutal society, we will trace a tradition of protest literature that runs parallel to and challenges hegemonic discourse in an effort to identify how authors have channeled their anger at injustice into rhetorical and discursive love.

Required Texts

American Protest Literature by Zoe Trodd
Selected Readings (Canvas)

Instructional Mode and Credit Hours:

This is an in-person course that fulfills 3 credit hours; consistent with KU policy and the federal definition of a credit hour, this means you should expect to spend at least 9 hours a week on this course over the 15 week semester. Most weeks, 2.5 hours will be instructional time in the classroom (lectures, small group activities, and whole-class discussion) and the remaining time will involve out of class work.

This course fulfills the following:

Core Goal 1 learning outcome 1:

Students will be able to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools.

Core Goal 2 learning outcome 1:

Students will be able to generate, develop, organize, and convey ideas orally, using language, presentation skills, and other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to specific communication situations.

Core Goal 3:

Students will be able to demonstrate basic competence in the principles, theories, and analytic methods used in each of the following: arts and humanities, natural sciences, and social sciences.



Assignments

Reading Assignments

There will be one – or more – reading assignment(s) for each class period. Please complete the assigned readings prior to class and bring your reading assignments/texts with you to class, as we will refer to them in class discussions and written assignments.

Class Facilitator

Each of you is responsible for facilitating discussion in two class sessions of your choice. This facilitation includes sharing what you thought was most interesting about the day's readings and coming up with 4-5 discussion questions.

Reading Quizzes

Most class sessions will begin with a brief open book reading quiz intended to focus and guide that day's discussion of each text. The purpose of these reading quizzes is to help you work through your ideas about what you've read, to help you clarify what you understand about the readings, and to prepare you to engage in our class discussion. These quizzes account for 15% of your final grade.

Formal Writing Assignments

Over the course of the semester, students will write three formal papers and one informal reflection.

Essay #1: Reflection Essay

Essay #2: Analysis Essay

Essay #3: Formal research paper

Informal Reflection: Terence Blanchard performance

These assignments will ask students to address important terms and concepts, to demonstrate an understanding of cultural and historical context through analysis, and to incorporate, challenge and dialogue with outside sources and critics.. These will be extensive writing and research projects and thus will require significant time and effort during and outside of class. Students should keep ALL writing assignments until they receive their final semester grade.

Final Project:

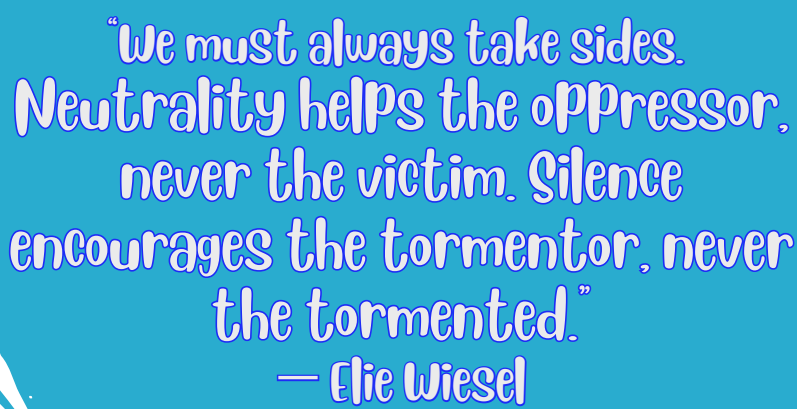
Rather than taking a final exam, you will complete a final project. For this project, you will create your own protest literature for a community to which you consider yourself an ally, prepare a 5 – 7-minute presentation to share your creation with our learning community, and write a reflection essay about your experience in our class. The idea for your particular protest project will arise – ideally – out of our readings and class discussions and will be relevant to the overarching subject of rhetorical and discursive love via protest. More information regarding this project will be provided later in the semester.

Grading

Your final grade for the course will be computed based on the following percentages:

Essay #1	15%
Essay #2	15%
Essay #3	20%
Final Project	20%
Class Facilitator	10%
Reading Quizzes	15%
Informal Essay	5%

In this course we will be using the +/- grading scale, approved by the College of Liberal Arts and Sciences to describe intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade.



**"We must always take sides.
Neutrality helps the oppressor,
never the victim. Silence
encourages the tormentor, never
the tormented."
— Elie Wiesel**

Student Survey of Teaching

You will have multiple opportunities to provide feedback on your experience in this course. Suggestions and constructive criticism are encouraged throughout the course and may be particularly valuable early in the semester. To that end, I will use mid-semester surveys and/or reflection assignments to gather input on what is working well and what could be improved. You will also be asked to complete an end-of-semester, online Student Survey of Teaching, which could inform modifications to this course (and other courses that I teach) in the future.

Policies

Attendance:

**Our class is a learning community.
As a member of our learning community,
your presence matters.**

Therefore, good attendance is expected. To attend class well means not only being physically present, but also being prepared—having read any assignments well enough to be able to talk about them and having completed any preparatory writing assignments -- and actively participating in the day's activity. There is a direct correlation between student class attendance and student success. If your goal is to earn an A or B in this course, you should make attending class a priority.

That said, I understand that life is messy, and things happen. If you must miss class, please contact me to let me know. You don't need to tell me why you're missing class unless you want to -- just explain that you won't be there. If you must miss class, you are responsible for checking the course schedule and PowerPoint lectures on Canvas for information on anything you'll need to do to get caught up.

Additionally, if you need to report an extended illness or serious accident, please contact Student Support and Case Management at course-adapt@ku.edu or 785-864-4060. A case manager will send email notifications to your instructor(s) on your behalf. When you are able, you will need to follow up with your professors to coordinate a temporary arrangement regarding missed instruction and coursework.

Class Participation:

Class is WAY more dope when ya'll participate!

Because this is a discussion-based class, your participation is expected and necessary for a well-rounded class experience. You will want to come to our class sessions having already completed the reading and/or writing assignments, and well-prepared to participate in daily class discussions and activities.



Late Work

Assignments are due on the dates posted on your course schedule -- even if you are absent from class that day. However, you may request an extension as long as you do so before the due date. Turning in one of the four main writing projects late, without having made an extension request, will result in an automatic 1/3 of a letter reduction to your grade for that paper for each day the assignment is late.



Conferences

Successful writers are usually those who collaborate with others to generate ideas, outline papers, proofread, etc. For this reason, we will supplement our in-class work with individual and group meetings to discuss your writing. I will schedule two conferences with you over the course of the semester. Missing your scheduled conference, failing to have your draft completed, or not being prepared for your conference, will result in an automatic 1/3 letter reduction on your grade. This is intended to emphasize the importance of respecting the writing process. Conferences will take place in my office in Wescoe: 3001 G.

Office Hours Policy

This semester I have office hours on Tuesdays, Wednesdays, and Thursdays, and by appointment. These times are specifically set aside for me to meet and work with students. I encourage you to meet with me during office hours or other times by appointment to discuss any issues relating to the course or your work. Please do not hesitate to come to me for help with anything about the course; communication is vital, and it will never hurt your situation to discuss your experience in our class. My hope is that it will help.

Revision Policy

Students will have one opportunity to rewrite/revise one formal writing assignment. Revisions are due one (1) week after receipt of the original graded writing assignment. Though not required, I encourage you to meet with me to discuss your essay before revising. While choosing to revise does not guarantee you a higher grade, if you earn a higher grade with your revision, your original grade will be replaced with the grade assigned to your revised assignment.

Email Policy

I respond to all e-mails within 24 hours. Feel free to email me with any issues related to the course, assignments, or anything else.

Please check your KU email account regularly. I will send out important course information via email.

AI Policy:

Academic integrity is essential for a fair evaluation of your work and that of your classmates, as KU's policies on academic misconduct make clear. All work submitted in this course must be your own. To pass AI work off as your own will be considered plagiarism.

Inclusive Classroom

In our classroom, all students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, veteran status, citizenship status, nationality and other diverse identities that we each bring to class.

Your success at KU and beyond is enhanced by the innovation and creativity of thought that inclusive classrooms facilitate. The success of an inclusive classroom relies on the participation, support, and understanding of you and your peers. We encourage you to speak up and share your views, but also understand that you are doing so in a learning environment in which we all are expected to engage respectfully and with regard to the dignity of all others.

If you have any questions or concerns, please do not hesitate to raise them in class or with me directly.

you will need to be meticulous about giving credit to any and all sources, whether directly quoted (even a few words) or paraphrased.

Because one of the goals of this course is to help you improve your writing, plagiarism hurts you as much as it does anyone. If you plagiarize another's work, you will not be receiving the needed feedback to improve your own writing. There will be a zero-tolerance policy for any type of plagiarism in this class. All incidents of plagiarism will be penalized, reported, and kept on file in the English Department, the College of Liberal Arts and Sciences, and the University Provost's Office.

Dropping this course

I'm here to help you succeed. If you find yourself struggling in this class, please come talk to me so that we can create a plan of action that may enable you to complete the course. If you decide to drop this class, please refer to [this website](#).

Student Academic Creations

Since one of the aims of this course is to teach students to write for specific audiences, ungraded student-authored work may be shared with other class members during the semester in which you are enrolled in the class. Please do not submit materials on sensitive subjects that you would not want your classmates to see or read, unless you inform the instructor in advance that you do not want your work shared with others.

Other uses of student-authored work are subject to the University's Policy on Intellectual Property and the Family Educational Rights and Privacy Act. If your instructor desires to use your work outside of this class (e.g. as a sample for another class or future classes), you will be asked to fill out and sign a written form authorizing such use.

Student Resources

Basic needs:

Any student who faces challenges securing food or safe housing is urged to seek support from Student Affairs (studentaffairs@ku.edu). Some food assistance resources may be found [here](#). Student Affairs has also compiled a list of a number of resources that may prove helpful for students in distress seeking assistance for financial, mental health, discrimination, harassment, and legal troubles.

Accessibility

The Student Access Center coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the SAC, please do so as soon as possible: 785-864-4064; email access@ku.edu. Information about their services, including an application for testing, can be found [here](#).



“Never, ever be afraid to make some noise and get in good trouble, necessary trouble.”
– John Lewis

Writing Center:

For help with your writing, I strongly encourage you to contact the KU Writing Center. At the Writing Center you can talk about your writing with trained tutors or consult reference materials in a comfortable working environment. You may ask for feedback on your papers, advice and tips on writing (for all your courses), or for guidance on special writing tasks. Please check the website for current locations and hours.

The Writing Center welcomes both drop-ins and appointments, and there is no charge for their services. For more information, please call (785) 864-2399 or send an e-mail to <writing@ku.edu>. The website is loaded with helpful information about writing of all sorts, so even if you consider yourself a good writer, check it out!



Counseling and other psychological needs

KU's Counseling and Psychological Services (CAPS) can help students with issues related to adjusting to college and other psychological, interpersonal, and family problems. Individual and group sessions are available, and visits are confidential. Information about CAPS, including a resource library, can be found [here](#).

Please also take the opportunity to program the National Suicide Prevention Hotline number into your phone. It may be a lifeline for a friend or classmate in crisis: 1-800-273-8255.

Statement on religious observances

According to university regulations, in cases of conflicts between regularly scheduled class activities and mandated religious observances, the student is responsible for initiating discussion with the instructor to reach a mutually acceptable solution. Please speak with me privately if scheduled examinations/activities conflict with mandated religious observances, so that a make-up examination/activity may be scheduled for you at a mutually acceptable time.



**"There may be times when we are
Powerless to Prevent injustice,
but there must never be a time
when we fail to Protest."
-- Elie Weisel**

Statement on Title IX

Sexual harassment and violence. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, and you wish to speak in confidence to a trained counselor, contact the Sexual Trauma and Abuse Center (785-843-8985 or support@stacarecenter.org). You may also wish to contact Lawrence Memorial Hospital Emergency Room (785-505-6162). If you want to pursue disciplinary action or criminal charges against the perpetrator, you may contact the Office of Institutional Opportunity and Access (785-864-6414; instructions on how to file a complaint can be found at <http://ioa.ku/>); and the KU Police (785-864-5900) or the Lawrence Police (785-832-7509). For the protection of students who experience harassment or violence, instructors are mandated reporters; if you report harassment or violence to an instructor, the instructor must report it to both a supervisor and the police.

Academic Success

In addition to any policies and resources noted above, the KU Student Affairs Student Resources website provides links to KU Policies and Resources pertaining to academic misconduct, grading policies, harassment and discrimination, diversity and inclusion, mandatory reporting, equal opportunity and affirmative action, and student rights and responsibilities. Please visit the site to familiarize yourself with these policies and resources. If you have questions or concerns about any of these policies, statements, or resources, please let me know, or contact Student Affairs directly.



You have to act as if it
were possible to radically
transform the world. And
you have to do it all the
time.”
--Angela Davis