

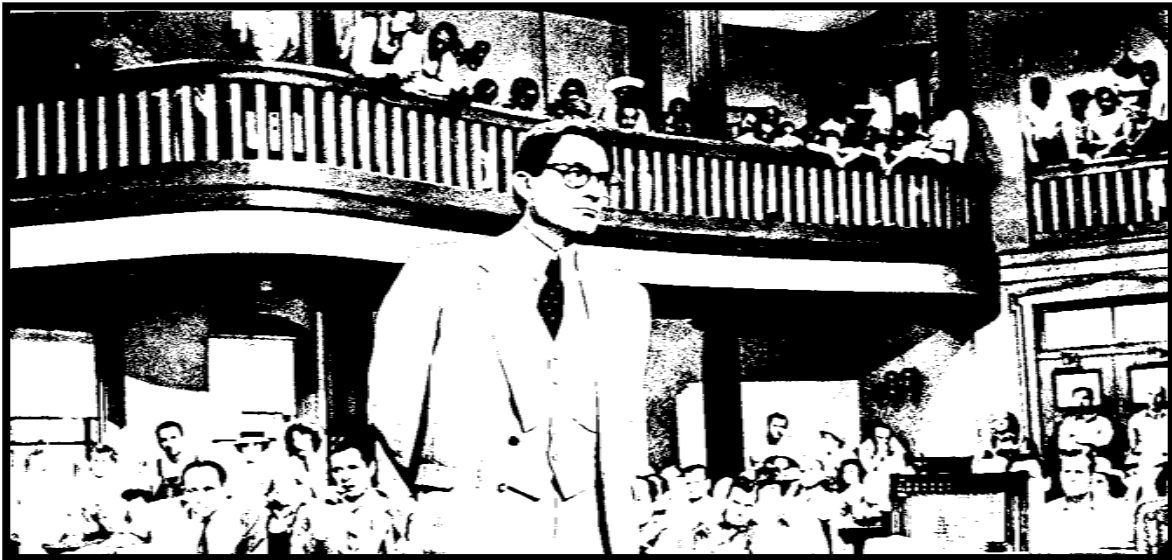
(Spring 2017)

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HARPER LEE'S AMERICA

HON436-01 (5989) / HON446-01 (5990)

TUESDAYS AND THURSDAYS 1-2:15PM HONORS 204



After an advance review of *Go Set a Watchman* (2015) appeared in *The New York Times*, many fans of *To Kill a Mockingbird* were shocked to learn that Harper Lee's newly published novel depicts Atticus Finch as a racist. Despite the popular outcry that Atticus's racism elicited from twenty-first-century fans, *Mockingbird* has always been more problematic than many readers seem to think. Now, the publication of *Watchman* has made it clear that it's time to rethink our assumptions about *Mockingbird* and about Harper Lee's place in American culture. This course examines Lee's work within the context of the U.S. Civil Rights Movement. We will discuss African American narratives of the movement; the mutually constitutive relations between race and gender at mid-century; white identity, paternalism, liberalism, and racism; depictions of Lee's work—and the U.S. South—in mass media; and the so-called "second civil rights movement," #BlackLivesMatter.

Student Learning Outcomes

Written communication is the ability to develop and express ideas, opinions, and information in

appropriate written forms. To fulfill this requirement, students will complete a substantial amount of writing, including several texts that go through the writing process. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Understand and use writing processes, including invention, drafting, organizing, revising through multiple drafts, and editing;
2. Write clear and effective prose in several forms, demonstrating an awareness of audience and purpose;
3. Understand and use appropriate academic textual conventions of presentation, at sentence level and beyond;
4. Employ critical thinking processes, such as abstracting, synthesizing, and representing ideas, and developing complex structures for them;
5. Collect, select, and integrate material from a variety of sources into their writing, citing it appropriately.

IMPORTANT: Please be aware that some of the texts we'll be discussing this semester may feature graphic depictions of violence, sex, nudity, sexism, racism, and/or offensive language.

Readings

You must bring your copies of the texts we are discussing each day to class. All readings posted on Blackboard need to be printed out. Students who do not bring the day's readings to class will be marked absent and asked to leave.

Available at the UofL Bookstore:

- Harper Lee *To Kill A Mockingbird* (978-0446310789)
- Harper Lee *Go Set a Watchman* (978-0062409867)
- Truman Capote *Other Voices, Other Rooms* (978-0679745648)
- John Lewis, Andrew Aydin, and Nate Powell *March Book One* (978-1603093002)
- James Baldwin *The Fire Next Time* (978-0679744726)

PDFs available on Blackboard:

- Peggy MacIntosh "White Privilege: The Invisible Knapsack"
- David Roediger *How Race Survived U.S. History*
- Jon Smith "Trauma"
- Houston Baker Jr. "Incarceration"
- Sylvia Shin Huey Chong "Exceptionalism"
- Robin DiAngelo "White Fragility"
- Andy Crank "Unkillable Mockingbird"
- Eric Nunn "Screening the Twentieth Century South"
- Keeanga-Yamahtta Taylor "Black Lives Matter: A Movement, Not a Moment"

Films:

- *To Kill a Mockingbird* – available to stream on Netflix or for rent on Amazon
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Grades

Distribution

- 10% Participation
- 10% Tweets/Pop Quizzes
- 20% Close Reading
- 20% Research paper
- 40% Final Project:
 - 10% Annotated Bibliography
 - 20% Final Project
 - 10% Presentation

Scale

A plus and minus grading system will be used in accordance with College policy:

A +	(100% - 97%)
A	(96.9% - 93%)
A -	(92.9% - 90%)
B +	(89.9% - 87%)
B	(86.9% - 83%)
B -	(82.9% - 80%)
C +	(79.9% - 77%)
C	(76.9% - 73%)
C -	(72.9% - 70%)
D +	(69.9% - 67%)
D	(66.9% - 63%)
D -	(62.9% - 60%)
F	(below 60%)

Assignments

Save all graded assignments until your grade has officially been entered with the registrar. I record your grades before handing back quizzes and papers, but sometimes mistakes happen. If I ask you to produce a previously graded quiz or paper and you are unable to locate it, you will receive a zero on that assignment.

Participation: Participation makes up a significant portion of your final grade. Course instruction requires your attention and active engagement, not only your presence. To earn a high participation grade, you should come prepared to every class—that means bringing appropriate note taking materials and the texts we'll be discussing that day—and contribute to class discussion by posing and answering questions, sharing observations and ideas, and proposing arguments. In short, you should talk regularly and relevantly.

Please note that laptops, kindles, cellphones, and other electronics are not allowed in class. Students who sleep during class, work on cross word puzzles, read the newspaper, fiddle with their cell phones, etc.—in other words, who are inattentive or unprepared—will not only earn low participation grades, but also be asked to leave and marked absent. Students who are excessively late (more than five minutes) or leave class early will also be marked absent.

Tweets/Pop Quizzes: demonstrate consistent engagement with course materials. One of the main goals of this assignment is to make sure that you complete all reading assignments. If it becomes evident that the reading is not being completed, then pop quizzes will be administered.

Papers: This is a “WR” class, which means that the university requires you to write at least 2,400 words and produce a major research project. For this course, you will write two papers of 4-5 pages: a close reading and a research paper.

Final Project and Presentation: For your final assignment, you will design and execute a creative and/or scholarly project that relates to course themes and discussions. It may not be a traditional academic paper. It may be undertaken individually or with a group of classmates. You will develop your project in consultation with me. All projects must be approved by me in advance. You must submit a two page explanation of how the project responds to or reflects on course themes.

Assignment Policies

Makeup Policy/Late Work: Quizzes, homework, and presentations are intended to prepare you and your classmates for discussion. As such, they are time sensitive and cannot be made up. Assignments relating to the research portfolio will be docked one letter grade for every day that they are late, including Saturday and Sunday. The only exception is that students who miss quizzes for documented excused absences may schedule a makeup within a week of those absences.

Plagiarism and Academic Dishonesty: Academic dishonesty of any kind will not be tolerated in this course. This includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions, automatically fail the plagiarized assignment, and will be reported to the appropriate university officials for further disciplinary sanction.

Formatting Policy: Any typed work that you submit in this class should be formatted in 12 point Times New Roman font, double spaced, with one inch margins. All work must also meet minimum page requirements. If you are assigned to write a 2 page draft, then you need to write at least 2 *complete* pages—not 1 page, not 1.5 pages. Papers that are not formatted correctly or do not meet minimum page requirements will receive an automatic “D” or “F” and no comments.

Scholarly Sources Policy: Only peer-reviewed, scholarly sources may be used for assignments in this course. Your assignment grade will be dropped a letter grade for each non-scholarly source you use on submitted assignments. Librarians are available to help you think through the research process and find relevant information sources, including peer-reviewed, scholarly articles. To schedule an appointment with a librarian or ask a research question, click on [Ask a Librarian](#) on the library homepage at louisville.edu/library. You can also visit the Reference Department in person on the first floor of Ekstrom Library. You are required to use the MLA International Bibliography database—available through the library website—for your research assignments.

Class Policies

Attendance: You can't participate and learn if you're not in class. Regular attendance is required. If you miss more than two weeks of the course (a total of four classes), you will automatically fail the course. Excessive tardiness (more than two classes) will result in a lowered final grade. If you come to class after attendance has been called, you should check with me after class to make sure that your presence has been recorded. If you miss a class, it is your responsibility to contact another student for notes and handouts. I encourage you to exchange contact information with your classmates accordingly.

Excused Absences: I will make allowances for excused absences – that is, absences related to approved university activities or illnesses (supported by medical verification that expressly indicates that you could not attend class due to illness). Absences cannot be excused for work-related or family-related reasons. You should provide documentation and make up any pre-approved late work for an excused absence within one week of missing class. Students with excused absences are required to come to class all days that they are not ill or not participating in university events.

Disability Access: The University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admission without regard to personal characteristics not related to ability, performance, or qualification as determined by University policy or state or federal authorities. If you anticipate needing any type of accommodation or have questions about physical access, please do not hesitate to contact me. Students who have a disability or condition which may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to contact the Disabilities Resource Center (852-6938). Where possible, the DRC will provide appropriate documentation for students and will advise instructors of additional student needs.

Title IX/Clery Act Notification: Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain *confidential* support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Recording Policy: I put considerable time and effort into designing and constructing this course, its materials, class discussion, and activities: it is my intellectual property. You may not record in audio, video, still photography, or any other medium any portion of this class for personal or public use without written permission from the professor. Violation of this rule may result in your removal from the course with an assigned grade of "F."

Email: I frequently send out announcements via email and Blackboard. You should check your university email daily for course announcements.

Schedule

The instructor reserves the right to make changes in the syllabus when necessary to meet learning objectives, to compensate for missed classes, or for similar reasons. Changes will be announced in class, on blackboard, or by university email.

Tuesday, January 10 th	Introduction
Thursday, January 12 th	Sylvia Shin Huey Chong "Exceptionalism" PDF Jon Smith "Trauma" PDF Houston Baker Jr. "Incarceration" PDF Erich Nunn "Screening the Twentieth-Century South" PDF Tomorrow is the last day to add/drop courses
Tuesday, January 17 th	Harper Lee <i>To Kill A Mockingbird</i> pp. 1-71
Thursday, January 19 th	Harper Lee <i>To Kill A Mockingbird</i> pp. 72-143
Tuesday, January 24 th	Peggy MacIntosh "White Privilege: The Invisible Knapsack" PDF Robin DiAngelo "White Fragility" PDF

Thursday, January 26 th	Harper Lee <i>To Kill A Mockingbird</i> pp. 144-202
Tuesday, January 31 st	Harper Lee <i>To Kill A Mockingbird</i> pp. 203-259
Thursday, February 2 nd	Harper Lee <i>To Kill A Mockingbird</i> pp. 260-323 <i>To Kill a Mockingbird</i> film discussion (watch it on your own time and come to class today ready to discuss it)
Tuesday, February 7 th	David Roediger <i>How Race Survived U.S. History</i> PDF
Thursday, February 9 th	Truman Capote <i>Other Voices, Other Rooms</i> pp. 3-67 CLOSE READING PAPER DUE
Tuesday, February 14 th	Truman Capote <i>Other Voices, Other Rooms</i> pp. 68-135
Thursday, February 16 th	Truman Capote <i>Other Voices, Other Rooms</i> pp. 136-181
Tuesday, February 22 nd	Truman Capote <i>Other Voices, Other Rooms</i> pp. 182-231
Thursday, February 23 rd	John Lewis, Andrew Aydin, and Nate Powell <i>March</i> pp. 1-62
Tuesday, February 28 th	John Lewis, Andrew Aydin, and Nate Powell <i>March</i> pp. 63-123
Thursday, March 2 nd	James Baldwin <i>The Fire Next Time</i> pp. 1-47
Tuesday, March 7 th	James Baldwin <i>The Fire Next Time</i> pp. 47-106
Thursday, March 9 th	Andy Crank "Unkillable Mockingbird" PDF Southern Literature Symposium at 4pm: attendance is required

	RESEARCH PAPER DUE Today is the last day to withdraw from courses
Tuesday, March 14 th	SPRING BREAK
Thursday, March 16 th	
Tuesday, March 21 st	Keeanga-Yamahtta Taylor Black Lives Matter: A Movement, Not a Moment" PDF
Thursday, March 23 rd	No Class
Tuesday, March 28 th	Harper Lee <i>Go Set a Watchman</i> pp. 1-81 ANNOTATED BIBLIOGRAPHY DUE
Thursday, March 30 th	Harper Lee <i>Go Set a Watchman</i> pp. 85-162
Tuesday, April 4 th	Harper Lee <i>Go Set a Watchman</i> pp. 165-225
Thursday, April 6 th	Harper Lee <i>Go Set a Watchman</i> pp. 226-278 STORIFY DUE
Tuesday, April 11 th	FINAL PROJECT PRESENTATIONS
Thursday, April 13 th	FINAL PROJECT PRESENTATIONS
Tuesday, April 18 th	FINAL PROJECT PRESENTATIONS
Thursday, April 20 th	FINAL PROJECT PRESENTATIONS

<p>The final projects are due Thursday, April 27th in my mailbox in 315 Bingham Humanities Building by 4pm. Late papers will not be accepted. <u>No exceptions.</u></p>
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Tweets

Rather than a traditional reading journal or quizzes, in this class you will take to Twitter as they complete their reading to chart your reactions, engage in conversation with each other, and ask questions *prior to* class discussion.

This assignment is designed to make sure you keep up with the reading and reflect on it before coming to class, and to encourage you to work on clearly expressing complex ideas in brief—a skill vital in any professional writing arena. By using Twitter, you're working on engaging with a different mode of communication, and a multi-layered, broad audience (as opposed to papers written for an audience of one—me). Both these skill sets are important to hone if you intend to use writing professionally in any career.

Requirements

- You must have a publicly visible Twitter account. This can be a new account you create just for this class—it doesn't have to be the same as a personal or social account.
- Each tweet should be tagged with the class hashtag: #HON436. This will make the tweets easily searchable by all, without requiring each of us to follow each other.
- You must compose at least five tweets per week about that week's reading. These tweets are all due by Thursday of each week.
- Among those tweets, you should include at least one of each of the following:
 - a link to some bit of contextual/intertextual/pop culture material that adds to your understanding/appreciation/enjoyment of the text;
 - a discussion question based on what you've read;
 - **Note:** if the question you're asking is about a very specific passage, you'd be well served to include a photo with your tweet of that passage—that saves you characters in the tweet itself and helps ground your question/make it more answerable for the rest of the class.
 - a response to another classmate's tweet that adds to the conversation (i.e., don't just retweet the contextual link of a classmate or reply saying "that's cool!"—follow the rules of improve: say "yes, *and*...")

Grades

- At the end of the semester you will collect your tweets with Storify.com and submit it for grading.
- When grading, I will value contributive tweets far above mere commentary tweets. By this I mean that a tweet that simply rephrases a line from a text or applauds a classmate's observation doesn't really *contribute* to developing our conversation about the text in

question. A tweet that asks a question, seeks to answer a classmate's question, or provides interesting contextual/complementary information advances our conversation and thus, deserves higher marks.

- Students who adhere to the 140 character limit of Twitter and practice concision will score higher than those who regularly resort to breaking up a longer comment over multiple tweets.
 - **Note!** A single comment, even if spread over several tweets, counts only as a single tweet out of your five required tweets for each week.
- I have no problem with cussing, but I have a huge problem with disrespectful social media behavior. We will follow a few basic ground rules, and if you violate them, you'll be penalized up to and including receiving an F for the assignment. The rules are outlined below.

Rules of Engagement

- Absolutely no trolling, mocking, bullying, name-calling. *You must conduct yourself respectfully on Twitter. Baiting, trolling, or any other aggressive or disrespectful behavior will earn you an F for the assignment.*
- Only use the #HON436 hashtag for class material-related tweets
- ALWAYS use the #HON436 hashtag for class material-related tweets
- Abbreviation is the name of the game on twitter, especially as it helps with concision.
 - if I can't interpret your abbreviations, that's no good—make sure it's still legible and not your grandmother's text speak.
- Provide content warnings when appropriate if linking to an outside source (website, video, image)
- We will treat all of our tweets as copyright-protected material—if you want to retweet or quote another classmate's tweet, be sure you attribute it correctly.
- As with all work in this class, plagiarism is forbidden and merits a 0.
- **You may not tweet during class.** If an idea strikes you in class, write it down in your notes, and tweet it *later*. The fact that we're using a Twitter assignment does *not* give you license to use your smartphones in class.