

(Spring 2018)

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# SEGREGATED CITIES

ENGL402-01(8101)/HON436-01(5617)/HON446-01(5618)  
MONDAY AND WEDNESDAY 2PM-3:15PM HR204



"Perhaps the most insidious and least understood form of segregation is that of the word."—Claudia Rankine (*Citizen 122*)

This course takes a comparative approach to the history, literature, and culture of segregation. Americans tend to think of segregation as essentially regional—a product of an exceptionally aberrant South—but, in fact, it is a global phenomenon. The class will focus to late twentieth- and twenty-first century segregation in cities as varied as Atlanta, Portland, Los Angeles, Belfast, Johannesburg, Jerusalem, London, and, most importantly, contemporary Louisville. Topics of discussion will likely include: redlining, gentrification, apartheid, busing, Apartheid, identity, inequality, and restorative justice.

## 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:

- Joe Sacco *Palestine*
- Ciaran Carson *Belfast Confetti*
- Phaswane Mpe *Welcome to Our Hillbrow*
- Zadie Smith *NW*

PDFs available on Blackboard:

- Carl Nightingale from *Segregation: A Global History of Divided Cities*
- Sylvia Shin Huey Chong "Exceptionalism"
- Kevin Kruse from *White Flight: Atlanta and the Making of Modern Conservatism*
- Alana Semuels "The Racist History of Portland, The Whitest City in America"
- George Lipsitz *The Possessive Investment in Whiteness*
- Anna Deavere Smith from *Twilight: Los Angeles, 1992*
- Walter Mosley "Equal Opportunity"
- Mike Davis "The Case for Letting Malibu Burn"
- Anne Braden Institute "Making Louisville Home For Us All"
- Richard Rothstein from *The Color of Law*
- Desmond Tutu from *No Future Without Forgiveness*
- Paul Gilroy "Multicultures in Times of War"
- Tom Lamont "Trapped: The Grenfell Tower Story"  
<https://www.gq.com/story/grenfell-tower-fire-inside-story>

TV series (to be watched before class; there will be in-class quizzes):

- *Atlanta* Season 1: episodes 1 and 2

- *Portlandia* Season 1: episodes 1 and 2

## Grades

### Distribution

- 20% Participation
- 10% Tweets/Pop Quizzes
- 20% Research paper
- 20% Close Reading or Visual Analysis Paper
- 30% Final Project:
  - 10% Annotated Bibliography and Workshopping
  - 20% Final Project

### 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:** One of the main goals of this assignment is to make sure that you complete all reading assignments and demonstrate consistent engagement with course materials. If it becomes evident that the reading is not being completed, then pop quizzes will be administered. A full assignment sheet for the tweets assignment is include at the back of this syllabus.

**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 (or visual analysis) and a research paper. All paper topics must be approved by me in advance.

**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 (with my approval). You must develop your project in consultation with me, and all projects must be approved by me in advance. The final project is worth 30% of your final course grade and consequently it should entail a significant amount of work. It has three components (due dates tentative):

1. Annotated Bibliography (due Wednesday, April 4<sup>th</sup>)
2. Presentation with a Handout (due in class Monday, April 16<sup>th</sup>)
3. The Project Itself with Two Page Explanation (double spaced Times New Roman font with one inch margins) (due Thursday, April 26<sup>th</sup>)

## 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](http://louisville.edu/library). You can also visit the Reference Department in person on the first floor of Ekstrom Library.

## 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.”

<p>Schedule</p> <p>This schedule is tentative—it is a plan for the semester that will adapted as necessary. Throughout the semester, I will make changes in the syllabus to meet learning objectives, to compensate for missed classes, or for other reasons. You should check your university email daily for course announcements.</p>	
<p>Monday, January 8<sup>th</sup></p>	<p>Course intro</p>
<p>Wednesday, January 10<sup>th</sup></p>	<p>Sylvia Shin Huey Chong “Exceptionalism” PDF</p> <p>Carl Nightingale from <i>Segregation: A Global History of Divided Cities</i> PDF</p>
<p>Monday, January 15<sup>th</sup></p>	<p>MLK holiday</p>
<p>Atlanta/Portland/Los Angeles</p>	

Wednesday, January 17 <sup>th</sup>	Kevin Kruse from <i>White Flight</i> <i>Atlanta</i> episodes 1 and 2
Monday, January 22 <sup>nd</sup>	Alana Semuels “The Racist History of Portland, The Whitest City in America” PDF <i>Portlandia</i> Season 1: episodes 1 and 2
Wednesday, January 24 <sup>th</sup>	Walter Mosley “Equal Opportunity” PDF Anna Deavere Smith excerpt from <i>Twilight: Los Angeles, 1992</i> PDF
Monday, January 29 <sup>th</sup>	Mike Davis “The Case for Letting Malibu Burn” PDF George Lipsitz from <i>The Possessive Investment in Whiteness</i> PDF
Wednesday, January 31 <sup>st</sup>	Anne Braden Institute “Making Louisville Home For Us All” PDF
Monday, February 5 <sup>th</sup>	<b>TOUR OF WESTERN BRANCH LIBRARY</b> 604 South 10th St, Louisville, KY 40203 Class will meet at the Western Branch Library at 1:45pm.  <b>RESEARCH PAPER DUE</b>
Wednesday, February 7 <sup>th</sup>	Richard Rothstein from <i>The Color of Law</i> PDF
Monday, February 12 <sup>th</sup>	<b>NO CLASS TODAY, BUT ATTENDANCE AT RICHARD ROTHSTEIN’S LECTURE IS REQUIRED.</b>  <b>The Color of Law</b> <i>Monday, Feb. 12th at 3pm, Urban Studies room 123</i> Richard Rothstein will give a free lecture on his latest book <i>The Color of Law</i> concerning how racial segregation occurs and its negative impacts on housing, income, and education. He is giving three community lectures for black history month but his February 12th lecture will explore social justice research methods and new

	areas of research.
Wednesday, February 14 <sup>th</sup>	NO CLASS
Belfast	
Monday, February 19 <sup>th</sup>	Ciaran Carson <i>Belfast Confetti</i> pp. 1-33
Wednesday, February 21 <sup>st</sup>	Ciaran Carson <i>Belfast Confetti</i> pp. 34-65
Monday, February 26 <sup>th</sup>	Ciaran Carson <i>Belfast Confetti</i> pp. 66-108
Palestine and The West Bank	
Wednesday, February 28 <sup>th</sup>	Joe Sacco <i>Palestine</i> pp. 1-77
Monday, March 5 <sup>th</sup>	Joe Sacco <i>Palestine</i> pp. 78-140
Wednesday, March 7 <sup>th</sup>	Joe Sacco <i>Palestine</i> pp. 141-213 <b>CLOSE READING/VISUAL ANALYSIS DUE</b>
Monday, March 12 <sup>th</sup>	Spring Break
Wednesday, March 14 <sup>th</sup>	Spring Break
Monday, March 19 <sup>th</sup>	Joe Sacco <i>Palestine</i> pp. 214-285
Johannesburg	
Wednesday, March 21 <sup>st</sup>	Desmond Tutu excerpt from <i>No Future Without Forgiveness</i> PDF

	Phaswane Mpe <i>Welcome to Our Hillbrow</i> pp. 1-28
Monday, March 26 <sup>th</sup>	Phaswane Mpe <i>Welcome to Our Hillbrow</i> pp. 29-80
Wednesday, March 28 <sup>th</sup>	Phaswane Mpe <i>Welcome to Our Hillbrow</i> pp. 81-124
London	
Monday, April 2 <sup>nd</sup>	Paul Gilroy “Multicultures in Times of War” PDF Eddie Chambers “Through the Wire: Black British People and the Riot” PDF Tom Lamont “Trapped: The Grenfell Tower Story” PDF
Wednesday, April 4 <sup>th</sup>	Zadie Smith <i>NW</i> pp. 1-109 <b>ANNOTATED BIBLIOGRAPHY DUE</b>
Monday, April 9 <sup>th</sup>	Zadie Smith <i>NW</i> pp. 110-198
Wednesday, April 11 <sup>th</sup>	Zadie Smith <i>NW</i> pp. 199-200
Monday, April 16 <sup>th</sup>	Zadie Smith <i>NW</i> pp. 301-401
Wednesday, April 18 <sup>th</sup>	WORKSHOPPING
Monday, April 23 <sup>rd</sup>	WORKSHOPPING
<b>FINAL PROJECTS ARE DUE IN BY EMAIL (<a href="mailto:amy.clukey@louisville.edu">amy.clukey@louisville.edu</a>) BY 12PM ON THURSDAY, APRIL 26<sup>th</sup>.</b>	

Tweets Assignment

Rather than a traditional reading journal or quizzes, in this class you will take to Twitter as you complete the assigned 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 compose at least six tweets per week about that week’s reading. These tweets are all due by Tuesday at 8pm of each week.**
- 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. You may use a pseudonym.
- Each tweet should be tagged with the class hashtag: #ENGL402. This will make the tweets easily searchable by all, without requiring each of us to follow each other.
- 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 to me by email 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 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 six required tweets for each week.

## Rules of Engagement

- Absolutely no trolling, mocking, bullying, name-calling, or antagonizing. You must conduct yourself respectfully on Twitter. Baiting, trolling, or any other aggressive, passive aggressive, or disrespectful behavior will earn you an F for the assignment.
- Only use the #ENGL402 hashtag for class material-related tweets
- ALWAYS use the #ENGL402 hashtag for class material-related tweets. Your tweets don't count unless they include the hashtag.
- 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 textspeak.
- 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 for the assignment (that is, 10% of your final course grade).
- 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.