

Course texts

Davis, M. 2006. *Planet of slums*. London: Verso.

Mosley, W. 1991. *A red death*. New York: Norton.

Shakespeare, W., Montgomery, W. and Lull, J. 2000. *Henry VI, part III*. New York: Pelican.

Welcome to English 101, a requirement for virtually all college students. This course develops students' ability to grasp content of college level materials and write well-developed, logical expository essays. Find below details on the assignments, readings, and other course information. Dates and schedule subject to slight revision due to class needs or unforeseen events. Essay assignments below show basic requirements. Much more detail and practice will be provided in class. All essays should be typed, double-spaced, in 12-point Verdana font, 1" margins, with in-text citations and references arranged in APA-style format.

Attendance is required, and as per college policy, students may be dropped after missing a week of class: this means that students may be dropped after accruing more than one unexcused absence on our schedule. Arriving late and leaving early adds up to unexcused absence as well as skipping class completely. An attendance record will be posted each day, and students should sign in upon entering class. Online courses are available for students looking for a more independent schedule.

Warning: late essays are not accepted for credit. Late essays will not be scored but will be marked zero. Don't be late: a zero on any of the essays would severely decrease course grades. Students are encouraged to submit drafts early, both for revision tips and to avoid being late due to emergencies. Students may find and use the online course bulletin board (<http://www.snorko.org/lacc>), for additional information on our course and past courses plus examples of previous students' work, and students may also post drafts there as backup or for printing on campus.

Journal: scored weekly and averaged

Class notes, students' ideas on discussion, responses to other students' ideas, and drafts of essays should be posted to the message board (<http://www.snorko.org/lacc>) weekly. Students should choose a quote from the week's readings, research online for supporting or contrasting opinions, then explain the topic and personal opinions. Choose the quotes and research that offer the most interest and promise for upcoming essays, and make the journal on the readings the first steps in researching topics to consider. Include research notes and drafts toward upcoming essays. Students should also respond to at least one of another students' posts each week. Students should expect to write about a page (250 words) of draft-quality notes and analysis each class week. Draft quality means that your writing for this assignment is not expected to be the revised and polished intro—body—conclusion essay style of the essay assignments. See examples of other students' online journal study during previous semesters.

Participation: scored weekly and averaged

5% of the course grade may be earned through active participation in the course. Reading the texts before class, comparing the ideas of the texts to research for essays and journal notes then sharing personal ideas in class discussion will earn these points. Only sitting in class will earn little credit. Students who do not attend class may be dropped according to college procedures.

Essay #1: Analysis and refutation (6 pages total, due in three 2-page parts—part 1.1 due 9/16, part 1.2 due 9/23, and part 1.3 due 9/30)

Write three 2-page analyses of assigned text theses, newspaper editorials, opinion columns, or persuasive essays. The three separate parts of essay #1 are due on different days but averaged into one score. Students should choose one of two approaches: either refute ideas from *Planet of slums* using the assigned essays and other supporting points, or use *Slums'* first chapters to argue against the contrasting essays, columns, or ideas. Use the chart at right to help organize your work.

Due	Op/ed column, persuasive essay, or thesis/argument	Contrast to <i>Slums'</i> hypotheses, implications
9/16	<p>"Globalization means that goods and services are produced in the most economical fashion and are freely exchanged between all countries, leading to a higher standard of living for everyone."</p> <p>International Monetary Fund. 2006. For Students: Information and online learning activities about the IMF, money, and macroeconomics. http://www.imf.org/external/np/exr/st/eng/index.htm</p>	<p>"Some would argue that urbanization without growth is an expression of an inexorable trend: the inherent tendency of silicon capitalism to delink the growth of production from that of employment... [but urbanization without growth results more from] ...the worldwide debt crisis of the late 1970s and the subsequent IMF-led restructuring of Third World economies in the 1980s—than any iron law of advancing technology." (Davis, p. 59)</p> <p>also, "the current proposal of the G8 makes qualification for future relief to poor countries contingent upon completion of HIPC-mandated liberalization policies. In short, more neoliberalism imposed by the rich and powerful on the world's poorest nations, overseen by the IMF and World Bank, which will unilaterally determine what constitutes compliance and who shall be eligible for any future debt write-off."</p> <p>Beitel, K. 2005. False promises and real debt relief. <i>Food First</i>. http://www.foodfirst.org/real_relief</p>
9/23	<p>Balko, R. 2003, May 11. "Sweatshops," boycotts, and the road to poverty. <i>Capitalism magazine</i>. http://www.capmag.com/article.asp?id=2750</p> <p>Bhattacharya, A. 2006, Jul. 7. Economy of manners. <i>OpinionJournal</i>. http://www.opinionjournal.com/taste/?id=110008618</p> <p>Williams, W. 2003, Jan. 22. Poverty myths. <i>TownHall.com</i>. http://www.townhall.com/columnists/WalterEWilliams/2003/01/22/poverty_myths</p>	<p>"For nineteenth-century liberals...the slum was first and above all envisioned as a place where an incorrigible and feral social "residuum" rots in immoral and often riotous splendor...[in 1894] the new US Department of Labor, in the first "scientific" survey of American tenement life...still defined a slum as "an area of dirty back streets, especially when inhabited by a squalid and criminal population." ...neoliberal capitalism [has aggravated poverty, to the point that] Residents of slums [according to the UN in 2003], while only 6 percent of the city population of the developed countries, constitute a staggering 78.2 percent of urbanites in the least developed countries; this equals fully a third of the global urban population" (Davis, 22—23).</p>
9/30	<p>Lamy, P. 2006, Jan. 30. Humanizing globalization. <i>World Trade Organization</i>. http://www.wto.org/english/news_e/sppl_e/sppl16_e.htm</p> <p>Moore, Mike. 2000, Jun. 16. Trade, poverty, and the human face of globalization. <i>World Trade Organization</i>. http://www.wto.org/english/news_e/spmm_e/spmm32_e.htm</p> <p>Sowell, T. 2006, Jan. 9. Curing poverty or using poverty. <i>Capitalism Magazine</i>. http://www.capmag.com/article.asp?ID=4529</p>	<p>"Institutional roadblocks to fast urban growth were removed by paradoxical combinations of colonial counterinsurgency and national independence in Africa and Asia, and by the overthrow of dictatorships and slow-growth regimes in South America" (Davis, 55).</p> <p>"Even where the slum poor have the right to vote, they can seldom wield it to effect significant redistributions of expenditures or tax resources... With a handful of exceptions, then, the postcolonial state has comprehensively betrayed its original promises to the urban poor" (Davis, 68—69).</p>

For each of the three parts of essay #1, study both the week's reading from *Slums* and the contrasting essays. Determine what each author believes (topic + opinion = thesis) and why (reasons, examples, and evidence = argument). Organize your 2-page analyses into three long paragraphs in the following fashion:

The first sentences of the first paragraph should list the author, title, date and thesis of the work and identify that it is to be refuted. Here are a couple models: **On page 119 of his 2006 book *Planet of slums*, Mike Davis wrongly blames the rich and powerful of mowing down poor neighborhoods to build freeways—or—In his 2003 column "Sweatshops," boycotts, and the road to poverty, Radley Balko wrongly argues that sweatshops provide good labor and that misguided attempts to stop sweatshop practices actually hurt the poor.** Next, briefly list the reasons given in the original as support. The last sentences of the first paragraph should state a contrasting opinion on the topic to be argued as the alternate thesis.

The second paragraph should explain in detail the original argument of the refuted position and argue against the original, point by point. Explain why the original has misunderstood the situation, gone too far in its approach, forgotten important information, presented an impractically idealistic goal, or otherwise created a flawed analysis. Try to use ethical, associative, and predictive reasoning to critique the argument refuted.

Ethical reasoning: judge right and wrong standards of morality as applied to topic
Associative reasoning: compare to other situations or events as they inform topic
Predictive reasoning: predict hypothetical future results as models for action

The third paragraph should explain reasons, examples, or other evidence to support the alternate thesis. Do not simply repeat the refutation of the second paragraph, but argue a case in support of the alternate thesis. Try to use ethical, associative, and predictive reasoning to support your alternative thesis. Use as an example at least one outside source of information on the topic found through research and give an author, title, date reference.

Grading rubric for each part to essay #1; The parts' scores are averaged for essay #1 score _____
_____ The original source info, thesis, and argument of an assigned work are identified in the first paragraph and designated unsatisfactory;
_____ An alternate thesis on the topic is presented at the end of the first paragraph;
_____ The argument supporting the original is refuted point by point in the second paragraph;
_____ An argument supporting the alternate thesis is developed and sufficiently explained in the third paragraph, perhaps using ethical, associative, and predictive reasoning; one referenced outside source explained as support.

Essay #2: Community analysis, contrasting colloquial fiction and academic non-fiction styles (4-page short story + 4-page academic analysis = 8 pages total, due 11/4)

Research a current event related to poverty in a local LA neighborhood. Find several sources of information on the topic and different opinions on what should be done. Consider Mosley's novel *A red death* and his non-fiction work in essays, interviews, and other writings. Create an original, fictionalized version of the event in a 4-page short story. Create characters, describe the setting, and explain the plot using at least three other literary devices to convey the story's theme(s). Outline, draft, and revise a 4-page formal academic persuasive analysis of the situation with clear introduction (including thesis and outline of argument), fully explained body of argumentation (perhaps structured around ethical, associative, and predictive reasoning), and conclusion (restating thesis and summarizing argument). Prepare in-text references and reference page in APA style. More details and practice provided in class.

Essay #3: Metaphorical lessons from literature on today's world (7 pages, due 12/2)

Create and argue a thesis comparing the metaphoric lessons two different characters from Shakespeare's *Henry VI, part III* offer toward an issue or event discussed in *Slums*. Develop a metaphor on your thesis in which the two characters are interpreted to represent correct and

incorrect courses of action on the issue or event. Research a wide variety of editorials and news stories, and include analysis of at least 4 newspaper articles, editorials, or opinion columns published in the last six months and not previously used for essay #1, #2, or #3. Cite sources in APA format as above. Use rubric presented in class to help organize and revise essay.

Final exam: 12/9

Department final exam given both Friday 12/8 and Saturday 12/9: see previous terms and forthcoming information.

Grade weights (all assignments score on 4-point scale)

Journal: 10% (4-point rubric score x 2.5)

Participation: 5% (4-point rubric score x 1.25)

Essay #1: 25% (4-point rubric score x 6.25)

Essay #2: 25% (4-point rubric score x 6.25)

Essay #3: 30% (4-point rubric score x 7.5)

Final: 5% (4-point rubric score x 1.25)

Total: 100%

A = 90–100% (4-point scale 3.6–4.0)

B = 80–89% (3.2–3.59)

C = 70–79% (2.8–3.19)

D = 60–69% (2.4–2.79)

Readings

III Henry VI, I, II, III, IV, and V refer to the acts of the play *Henry VI, part III*, by William Shakespeare. The Pelican paperback in the bookstore is only one of many possible sources. Most libraries will have annotated Shakespeare texts that will serve as well—perhaps included in a volume of the collected works. Non-annotated versions are freely available online in the public domain (for example from MIT's <http://www-tech.mit.edu/shakespeare>); these are also especially useful for searching with an edit→find computer function. Please also refer to a student-prepared study guide for *Henry VI, part III* from a link on the message board. *Red 1, 2, 3*, etc. refer to the chapters of Walter Mosley's *A red death*. The LAPL system has many copies of this novel—one or more copies at nearly every branch. *Slums 1, 2, 3*, etc. refer to the chapters of Mike Davis' *Planet of slums*. LAPL has ordered a few copies of this new book. Other reading assignments will be freely available online, particularly in newspaper editorials and opinion columns.

Calendar of readings and assignment due dates

Week 1: September 9

Syllabus; Essay 1
instructions; *Slums*, 1

Week 2: September 16

Slums, 2
Red, 1–4
Essay #1.1 due

Week 3: September 23

Slums, 2
Red, 5–8
Essay #1.2 due

Week 4: September 30

Slums, 3
Red, 9–12
III Henry VI, Act I
Essay #1.3 due

Week 5: October 7

Slums, 3
Red, 13–16
III Henry VI, Act I

Week 6: October 14

Slums, 4
Red, 17–20
III Henry VI, Act II

Week 7: October 21

Slums, 4
Red, 21–24
III Henry VI, Act II;

Week 8: October 28

Slums, 5
Red, 25–28
III Henry VI, Act III

Week 9: November 4

Slums, 5
Red, 29–32
III Henry VI, Act III
Essay #2 due

Week 10: November 11

Slums, 6
Red, 33–36
III Henry VI, Act IV

Week 11: November 18

Slums, 6
Red, 37–39
III Henry VI, Act IV
Essay #3 due

Week 12: November 25

No class, Thanksgiving
Slums, 7, 8, & Epilogue

Week 13: December 2

III Henry VI, Act V
Essay #3 due

Week 14: December 9

Final exam