Expos 224
Class, Race, and Space

This course explores the interplay between the physical spaces of American cities and the class and racial identities of urban residents. We ask how spaces, from sidewalks to public housing to university campuses, shape residents’ images of themselves and their neighbors. Course readings and assignments emphasize the contested nature of political decision-making processes, focusing on debates among politicians, courts, university officials, and neighborhood groups.

We begin the course by examining a pioneering work in the field of urban studies: Jane Jacobs’s The Death and Life of Great American Cities (1961). Jacobs vehemently critiqued programs for urban renewal and instead celebrated the vitality of social spaces found in older urban neighborhoods such as Boston’s North End and New York’s Greenwich Village. For the first essay, students focus on the skill of closely examining a single text by assessing her claims about the importance of sidewalks and other public spaces in promoting public safety and social cohesion. As a class, we visit the neighborhoods in Boston affected by urban renewal.

In the second unit, we compare academic and popular discussions of the role of government policies in promoting residential segregation, examining portions of Richard Rothstein’s bestselling The Color of Law: A Forgotten History of How Our Government Segregated America (2017). We consider style and the use of evidence in different forms of non-fiction writing as we explore this controversial topic.

We build on the skills developed in the first two assignments in a final research paper that considers Harvard’s own history of class, race, and space. Students first read scholarship on “town gown” relations more generally and then conduct original research regarding a key episode in Harvard’s interactions with neighboring residents in Boston or Cambridge. We meet
with librarians and archivists, learning about a variety of approaches to research in urban history. At the end of the semester, students, working in small groups, present their work at a public panel, discussing the ways that lessons from Harvard’s past might inform current plans to develop Harvard’s campus in Allston. These presentations provide students with an opportunity to practice the skill of presenting academic research to wider audiences and to engage in conversations with community members about Harvard’s past, present, and future.

These three assignments introduce first-year students to the fundamental elements of academic writing in preparation for their future courses at Harvard. They teach students how to:
- pose an analytical question or problem that will make a paper’s argument necessary;
- craft a thesis that is arguable, not self-evident or descriptive;
- substantiate the thesis with thoughtfully analyzed evidence;
- anticipate and respond to objections to an argument;
- structure an argument logically;
- use primary and secondary sources responsibly, including how to avoid plagiarizing;
- locate and evaluate sources in both the physical and online resources of Harvard’s libraries;
- understand the roles that their sources will play in their papers;
- integrate and properly cite their sources.¹

Texts:
- Required: Course pack available at Gnomon Copy
- Required: Jane Jacobs, The Death and Life of Great American Cities
- Recommended for purchase, but also on reserve in Lamont: Richard Rothstein, The Color of Law: A Forgotten History of How Our Government Segregated America

Synopsis of Major Assignments:

Essay One: Jane Jacobs and The Death and Life of Great American Cities
Close Reading Analysis (5-6 pages; 1500-1900 words)

Explore the connections between a short passage in Jane Jacobs’s The Death and Life of Great American Cities and the larger argument of the book. Explain the importance of the passage in understanding that larger argument. Your evidence should derive directly from the text, and your analysis should be based on your close reading of key selections.

Essay Two: Government Policy and Residential Segregation
Comparative Analysis (6-8 pages; 1800-2500 words)

Based on the essay two guidelines and “How to Write a Comparative Analysis,” offer an argument that compares one or more of the key differences and/or similarities in The Color of Law and Colored Property.

Essay Three: Harvard’s “Town Gown” Relations

¹ For more information on the goals of Expos, see http://writingprogram.fas.harvard.edu/pages/expos-20-0.
Multi-Source Research Essay Analyzing Primary Sources (8-10 pages; 2,400 to 3,100 words)

Offer an interpretive argument about an important episode in Harvard’s relations with residents of Boston and/or Cambridge. Support that argument with an examination and comparison of accounts in primary sources, considering the perspective of each source and noting discrepancies and/or points of agreement.

Due Dates (subject to change):

**Essay One**
- Tues Sept 12 – Three Analytical Questions Due at 11:59 PM
- Mon Sept 18 – Pre-draft Introduction of Essay One Due at 11:59 PM
- Sun Sept 24 – Draft of Essay One Due at 11:59 PM
- Sun Oct 1 – Revision of Essay One Due at 11:59 PM

**Essay Two**
- Tues Oct 10 – Response Paper for Essay Two Due at 11:59 PM
- Sun Oct 15 – Draft of Essay Two Due at 11:59 PM
- Wed Oct 18 – Outline of Essay Two at 11:59 PM
- Tues Oct 24 – Revision of Essay Two Due at 11:59 PM

**Essay Three**
- Sun Nov 5 – Research Proposal for Essay Three Due at 11:59 PM
- Sun Nov 12 – Annotated Bibliography Due at 11:59 PM
- Sun Nov 19 – Draft of Essay Three Due at 11:59 PM
- **TBD** – Revisions of Essay Three Due at 11:59 PM
- **TBD** – Panel Presentations at Harvard Ed Portal

**Final Grades:**

Revision of Essay 1 15%
Revision of Essay 2 30%
Revision of Essay 3 45%
Final Presentation 5%
Participation 5%

Participation encompasses active participation in class discussions, pre- and post-draft assignments, drafts, cover letters, and workshop letters to your peers. If you neglect to submit these written assignments, you will not receive credit towards your participation grade.

Please note that I expect your revisions to be free of grammatical, spelling, and formatting errors. I am happy to explain any technical issues that seem confusing or obscure. Failure to meet these expectations may result in a lowered final grade.

**Extensions and Late Papers:**
I will be happy to grant each of you ONE extension of 24 hours on a pre-draft, response paper, or draft. After you have used this extension, I will not be able to offer feedback on late assignments. The deadlines for revisions, however, are firm. I will deduct 1/3 of a grade for every 24 hours that the revisions of essays one and two are late (an A would become an A-, an A- a B+, etc.). I cannot accept any late papers for the revision of essay three.

Grading Standards:

(adapted from the original by Kerry Walk, formerly of the Harvard College Writing Program)

A paper in the **A range** deploys the “Elements of Academic Argument” with exceptional grace and mastery:
- **Thesis and stakes**: interesting, arguable, incisive; sufficiently limited in scope; stated early on and present throughout; supported by a clear stakes that suggests why it is original or worthwhile
- **Structure**: logical, progressive (not just a list); invites complications, considerations of counter-arguments; strong and obvious links between points; coherent, well-organized paragraphs
- **Evidence**: sufficient, appropriate, and well-chosen; presented in a readable and understandable manner
- **Analysis**: insightful and fresh; more than summary or paraphrase; shows how evidence supports thesis
- **Sources**: well-chosen; deployed in a range of ways (to motivate the argument, provide key terms, and so on); quoted and cited correctly
- **Style**: clear and conversational yet sophisticated; diction level appropriate to audience; smooth, stimulating, a pleasure to read

A **B range** paper may in part resemble an A range paper but may also exhibit any of the following qualities:
- **Thesis and stakes**: arguable but may be vague or uninteresting or feature unintegrated parts; may be only implied rather than articulated clearly and/or not stated early on; may not be argued throughout and disappear in places; may be supported by a functional but unsubstantial stakes
- **Structure**: generally logical but either confusing in places (big jumps, missing links) or overly predictable and undeveloped; few complications or considerations of counterarguments; some disorganized paragraphs (excessively long or short; could be confusing)
- **Evidence**: generally solid but may be scanty or presented as unanalyzed or unexplained quotations
- **Analysis**: at times insightful but sometimes missing or mere summary; may make inconsistent connections between evidence and thesis
- **Sources**: quoted and cited correctly (for the most part) but deployed in limited ways, often as a straw person or simply as affirmation of writer’s viewpoint
- **Style**: generally clear but lacking in sophistication; may be weighed down by fancy diction meant to impress; may exhibit some errors in punctuation, grammar, spelling, and format

A **C range** paper may in part resemble a B range paper but may also exhibit any of the following qualities:
• Thesis and stakes: vague, descriptive, or confusing; parts unintegrated (e.g., three unrelated prongs); only implied or not stated early on; not argued throughout, disappears in places; supported by simplistic stakes or none at all
• Structure: confusing (big jumps, missing links) or overly predictable (“five-paragraph”); few complications or considerations of counter-arguments; disorganized paragraphs, often headed with descriptive (versus analytical) topic sentences
• Evidence: either missing or presented as undigested quotations; may be taken out of context
• Analysis: some insightful moments but generally either missing or mere summary; may present some misreadings
• Sources: plopped in (if used at all); may be quoted and cited incorrectly, used merely as filler or affirmation of writer’s viewpoint
• Style: may be generally unclear and hard to read, or simplistic; may evince many technical errors

A D range paper may in part resemble a C range paper but may also exhibit any of the following qualities:
• Thesis and stakes: missing or purely descriptive (an observation or statement of fact), or may be a total misreading; lacking a clear stakes
• Structure: confusing; little focused development (paper usually short but may be rambling); disorganized paragraphs (also usually short); missing, garbled, or purely descriptive topic sentences (plot summary)
• Evidence: very few examples; unanalyzed or unexplained quotations; often taken out of context
• Analysis: missing or based on misinterpretations or mere summary
• Sources: plopped in (if used at all); incorrectly quoted or cited; used as filler
• Style: either simplistic or difficult to read; probably riddled with technical errors

An F paper is similar to a D paper but is significantly shorter than the assigned length and addresses the assignment superficially.

Communication:

E-mail: In an effort to hold in-class announcements to a minimum, I will be using e-mail to relay most of the nuts and bolts of the course, which, logistically, is quite complex. I ask that you check your e-mail every day. You are responsible for any information that I pass along via this medium.

Conferences: We will have four conferences over the course of the term to discuss your writing and ideas: two twenty-minute individual draft conferences, a briefer meeting to discuss your plans for the research paper, and, in the third unit, a group conference on your draft. I expect you to be prepared for these conferences—to have reviewed your writing and reflected on your plans for revision before we meet.

Office Hours: I am happy to meet with you by appointment to discuss writing, reading, or any other issues pertaining to this seminar. Just ask or e-mail me, and we can arrange a time to meet.
Course Website and Electronic Submissions:

Throughout the semester, you will need to download course materials and upload assignments to our course Canvas site, available through my.harvard.edu. Please familiarize yourself with this site as soon as possible. As you send or upload each document, it is your responsibility to ensure that you have saved the document in a form compatible with Microsoft Word. It is also your responsibility to ensure that your file is not corrupted or damaged. If I cannot open or read the file you have sent, the essay may be subject to a late penalty.

Laptops and Cell Phones:

Please turn off laptops and cell phones at the start of class.

Library and Archival Visits:

Our meetings with professional librarians and archivists are an integral part of learning to conduct research. We will be visiting Lamont Library during our regularly scheduled class times on October 27 to meet with Susan Gilroy, Librarian for Undergraduate Programs for Writing and on November 3 to meet with Barbara Meloni, Public Services Archivist at the Harvard University Archives. In order for us to make the best use of our time on these days, you should plan to take a tour of Widener before October 27. Tours run on Thursdays from 3:00-4:00. They begin by the Security Desk at the main (Yard) entrance of Widener.

The Writing Center:

At any stage of the writing process – while brainstorming ideas, reviewing drafts, approaching revisions – you may find yourself wanting help with your essays above and beyond your conferences with me and our peer workshops. The Writing Center (located on the garden level of the Barker Center, telephone 617-495-1655) offers hour-long appointments with trained tutors. Visit the Writing Center's web site at http://www.fas.harvard.edu/~wricntr to make an appointment. Tutors also hold drop-in office hours in Lamont, Hilles, and designated Houses.

Collaboration:

Students in writing courses receive feedback on their drafts from their peers, from their instructors, and also often from tutors in the Writing Center. Developing or refining ideas in conversation with other students is also permitted and encouraged in this course. Indeed, most scholars customarily turn to their colleagues for feedback on their work. When such assistance is significant, you should thank your colleague(s) in your cover letter. Please keep in mind, however, that all the work you submit must be your own: writing any of your assignments (response papers, drafts, or revisions) with another person is prohibited and can result in disciplinary action by the Honor Council. For more information, please see Harvard’s Plagiarism Policy: http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page355322

Policy on Academic Honesty:
Throughout the semester we’ll work on the proper use of sources, including how to cite and how to avoid plagiarism. You should always feel free to ask me questions about this material. All the work that you submit for this course must be your own, and that work should not make use of outside sources unless that is explicitly part of the assignment. Any student submitting plagiarized work is eligible to fail the course and to be subject to disciplinary action by the Honor Council.

Harvard College Writing Program Policy on Attendance:

Because Expos has a shorter semester and fewer class hours than other courses, and because instruction in Expos proceeds by sequential writing activities, your consistent attendance is essential. If you are absent without medical excuse more than twice, you are eligible to be officially excluded from the course and given a failing grade. On the occasion of your second unexcused absence, you will receive a letter warning you of your situation. This letter will also be sent to your Resident Dean, so the College can give you whatever supervision and support you need to complete the course.

Apart from religious holidays, only medical absences can be excused. In the case of a medical problem, you should contact your preceptor before the class to explain, but in any event within 24 hours: otherwise you will be required to provide a note from UHS or another medical official, or your Resident Dean. Absences because of special events such as athletic meets, debates, conferences, and concerts are not excusable absences. If such an event is very important to you, you may decide to take one of your two allowable unexcused absences; but again, you are expected to contact your preceptor beforehand if you will miss a class, or at least within 24 hours. If you wish to attend an event that will put you over the two-absence limit, you should contact your Resident Dean and you must directly petition the Expository Writing Senior Preceptor, who will grant such petitions only in extraordinary circumstances and only when your work in the class has been exemplary.

Harvard College Writing Program Policy on Completion of Work:

Because your Expos course is a planned sequence of writing, you must write all of the assigned essays to pass the course, and you must write them within the schedule of the course—not in the last few days of the semester after you have fallen behind. You will receive a letter reminding you of these requirements, therefore, if you fail to submit at least a substantial draft of an essay by the final due date in that essay unit. The letter will also specify the new date by which you must submit the late work, and be copied to your Resident Dean. If you fail to submit at least a substantial draft of the essay by this new date, and you have not documented a medical problem, you are eligible to be officially excluded from the course and given a failing grade.

The Honor Code

As you complete all of the assignments for this course, please remember your commitment to uphold the Harvard College Honor Code:
Harvard College is an academic and residential community devoted to learning and the creation of knowledge. We – the academic community of Harvard College, including the faculty and students – view integrity as the basis for intellectual discovery, artistic creation, independent scholarship, and meaningful collaboration. We thus hold honesty – in the representation of our work and in our interactions with teachers, advisers, peers, and students – as the foundation of our community.

**The Harvard College Honor Code**

Members of the Harvard College community commit themselves to producing academic work of integrity – that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on exams or problem sets, plagiarizing or misrepresenting the ideas or language of someone else as one’s own, falsifying data, or any other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning and affairs.

For more information, see: [http://honor.fas.harvard.edu/honor-code](http://honor.fas.harvard.edu/honor-code).

**What to Do Now:**

When you get to this point, please email me to say that you read the syllabus. Feel free to ask any questions that you may have about the seminar. I’ll do my best to answer you.

**Essay One: Jane Jacobs and *The Death and Life of Great American Cities***
Close Reading Analysis

Course Schedule:

Week 1
Thurs Sept 7 - Introduction to the Course and Essay One: Close Reading Analysis

   Reading assignment: None
   Writing assignment: None

Week 2
Tues Sept 12 - Jane Jacobs and Analytical Questions

   Reading assignment: “Interrogating Texts”; Jane Jacobs, The Death and Life of Great American Cities, Chapters 1-2; 6-7, Christopher Klemek, “Jacobs, Jane,” in Encyclopedia of American Urban History, 394. (You may certainly read more of Jacobs if you like.)
   Writing assignment: None

   Tues Sept 12 – Three Analytical Questions Due at 11:59 PM

Tues Sept 19 - Thesis, Stakes, and “Motivating Moves”

   Reading assignment: “Elements of Academic Argument”; samples of student writing; reread Jacobs’s introduction
   Writing assignment: Before class complete the exercises “Is This Thesis Arguable?” and “Motivating Moves”

Friday, September 15 – Class Trip to the West End Museum and/or the North End
   Meet at the Harvard T Stop at 3:00. (*If you cannot make this time, please arrange to visit on your own.*)

Week 3
Monday September 18 – Pre-draft Introduction of Essay One Due at 11:59 PM

Tues Sept 19 – Peer Review of Introductions

   Writing assignment: Please bring a copy of your introduction to class

Thursday Sept 21 - Writing with Sources
Reading assignment: Samples of student writing and (course pack); “Introduction,” “Why Use Sources?” and “Integrating Sources,” Harvard Guide to Using Sources (https://usingsources.fas.harvard.edu)
Writing assignment: None

Sun Sept 24 – Draft of Essay One Due at 11:59 PM

Week 4

Mon Sept 25 – Wed Sept 27: Individual Draft Conferences
Tues Sept 26– Workshops of Student Drafts of Essay One

Reading assignment: Student drafts for workshops (2)
Writing assignment: Draft response letters due in class (2)

Thurs Sept 28 - Decoding Assignment Prompts: Why do faculty assign essays?

Reading assignment: Fareed Zakaria, In Defense of a Liberal Education, 72-75
Writing assignment: Please email me a prompt for a writing assignment from another of your courses at Harvard by 11:59 PM on Wednesday September 28.

Week 5

Sunday Oct 1 - Revision of Essay One Due at 11:59 PM

Essay Two: Government Policy and Residential Segregation

Tues Oct 3 – Comparative Analysis: In Class Presentations, Part I

Writing assignment: Prepare in-class presentations (see essay guidelines)

Thurs Oct 5 – Comparative Analysis: In Class Presentations, Part II

Reading assignment: David M.P. Freund, Colored Property: State Policy and White Racial Politics in Suburban America, excerpt from Chapter 1 (1-20) AND read the introductions Chapters 2, 3, 4, and 5 and ONE of these chapters in its entirety (45-240). (You may certainly read them all if you like.)
Writing assignment: Prepare in-class presentations (see essay guidelines)

Week 6

Tues Oct 10 – Comparative Analysis: In Class Presentations, Part III

Writing assignment: Prepare in-class presentations (see essay guidelines)

**Tues Oct 10 – Response Paper for Essay Two Due at 11:59 PM**

Thurs Oct 12 - Peer Review: Partial Draft Workshops in Small Groups

Reading assignment: Sample of student writing
Writing assignment: Please bring a copy of your introduction and first body paragraph with you to class

**Week 7**

**Sun Oct 15 – Draft of Essay Two Due at 11:59 PM**

**Tues Oct 17 – Thurs Oct 20: Individual Draft Conferences**

Tues Oct 17 - Workshops of Student Drafts of Essay Two

Reading assignment: Student drafts for workshops (2)
Writing assignment: Draft response letters due in class (2)

**Wed Oct 18 – Outline of Essay Two Due at 11:59 PM**

Thurs Oct 19 – Structure: Writing “Reader Friendly” Essays

Reading assignment: None
Writing assignment: None

**Week 8**

Tues Oct 24 – Argument and Counterargument

Reading assignment: “Counterarguments” (course pack)
Writing assignment: Find an example of a counterargument in one of the readings for essays one or two (Jacobs, Rothstein, and Freund) and email it to me by 11:59 PM on Monday October 23

**Tues Oct 24 – Revision of Essay Two Due at 11:59 PM**
Essay Three: Harvard’s “Town Gown” Relations
Multi-Source Research Essay Analyzing Primary Sources

Thurs Oct 26 – Library Visit: Meet in Lamont B30

Writing assignment: Before class, make a list of five key terms from the readings that you might consider using to search for potential paper topics on the Hollis catalog.

Week 9

Tues Oct 31 – Generating Paper Topics

Reading assignment: Your research materials
Writing assignment: None

Thurs Nov 2 – Archives Visit: Meet at Harvard University Archives

Reading assignment: Your research materials
Writing assignment: None

Week 10

Sun Nov 5 – Research Proposal for Essay Three Due at 11:59 PM

Tues Nov 7 – Thurs Nov 10: Individual Meetings to Discuss Research Papers

Tues Nov 7 - TBD

Reading assignment: Your research materials
Writing Assignment: None

Thurs Nov 9 – Writing Research Papers

Reading assignment: Samples of student writing; your research materials
Writing assignment: None

Week 11

Sun Nov 12 – Annotated Bibliography Due at 11:59 PM

Tues Nov 14 – Citing Sources and Avoiding Plagiarism
Reading assignment: “Locating Sources,” “Evaluating Sources,” “Avoiding Plagiarism,” and “Citing Sources,” *Harvard Guide to Using Sources*; your research materials
Writing assignment: None

Thurs Nov 16 – Conceptual Leaps: Approaches to Stakes in Research Papers

Reading assignment: None
Writing assignment: None

**Week 12**

**Sun Nov 19 – Draft of Essay Three Due at 11:59 PM**

Tue Nov 21 - Writing with Sources: Multi-Source Essays

Reading assignment: None
Writing assignment: Please email your draft and zip files to the other members of your group BEFORE class

Thurs Nov 23 Thanksgiving No Class

**Week 13**

**Tues Nov 28 – Thurs Dec 1: Group Draft Conferences**

Nov 28 - Writing in the Social Sciences: For Academic and Wider Audiences

Reading assignment: Two writing samples by Paul Krugman
Writing assignment: None

Nov 30 - Writing, Speaking, and Audience

Writing Assignment: Prepare for In-Class Presentations

**Week 14**

Reading Period: December 2-8

*Tentatively Scheduled:* Fri Dec 9 Revisions of Essay Three Due at 11:59 PM

*Tentatively Scheduled:* Mon Dec 11 Panel Presentations at the Ed Portal from 5:00-7:00 PM