

# AML4242: The Campus Novel (section 4035)

Instructor: Berit Brink

Email: [bbrink@ufl.edu](mailto:bbrink@ufl.edu)

Office Location: Turlington 4361

Office Hours: M6 (3.30–4.30) and by appointment

## Course Information

### Course Description

In this course, we will read American culture and society through the lens of the “campus novel.” As a place of power and privilege as well as a place of real and hypothetical revolution “from below,” universities are uniquely located at the intersection of diverging ideas and ideologies. Many of these ideas do not just affect the campus environment, but are emblematic of issues at stake in American society as a whole. Examples of such issues are, for example, multiculturalism and systemic racism, political polarization, and the changing status of the individual in American society. Since these issues affect both the collegiate environment as well as American society at large, we will ask to what extent universities can and should play a role in addressing some of these problems, and also, more generally, what the 21st-century university is for. To help us answer these questions we will be reading several “campus novels” spanning the 20th century, including *This Side of Paradise* (F. Scott Fitzgerald), *The Human Stain* (Philip Roth), and *The White Boy Shuffle* (Paul Beatty).

### Course Objectives:

By the end of AML 4242, you will (be able to):

AML 4242 will teach students to

- Critically read and analyze a variety of texts
- Critically examine their own campus/college experiences
- Write clearly, coherently, and concisely
- Take their own, original ideas as starting points for arguments
- Synthesize different texts and their own ideas in order to create an original final paper

### Course Texts

#### Required:

- Fitzgerald, Scott F. *This Side of Paradise*. 1920. Mineola, NY: Dover Publications, 1996. Print. 9780486289991.
- Roth, Philip. *The Human Stain*. 2000. New York, NY: Vintage International, 2001. Print. 9780375726347.
- Beatty, Paul. *The White Boy Shuffle*. New York, NY: Picador, 2001. Print. 9780312280192.

You may purchase any version – hardcover, paperback, or electronic – as long as it is complete. Additional readings will be provided via course reserves (ARES).

## Course Assignments – Overview

Writing Journal (15%)

2 Response papers (15% x 2 = 30%)

Final paper (30%)

Participation (25% → 15% class discussion + 10% attendance)

## Explanation of Assignments

### Assignments

#### Journal

You will keep a writing journal throughout the semester, which you'll use to record your responses to and notes/questions about the text, and anything else you might wish you include (and, occasionally, for in-class writing). The purpose is to keep track of your own ideas about the readings, keep a record of potential essay topics, and provide a springboard for class discussion. The journal will be collected twice during the semester (week 3 and week 6). See Canvas for more detailed instructions.

#### 2 Response papers

Response papers may grow out of the journal writing, but they are more formal. You are providing an answer to something you found puzzling about the text, and provide two non-consecutive passages (they can be from the same text, or different text) that help shed light on the question you are exploring. They might serve as a more thorough (though still preliminary) exploration of some topic that could later form the basis of a research paper. It is your response to the text, which means you have the opportunity to raise specific text-related issues that you find particularly compelling or unusual, and/or evaluate writers' ideas. See Canvas for more detailed instructions.

#### Final paper (8 –10 double-spaced pages)

As the culmination of the course, your final paper will engage with at least two texts we have read in class as well as some of the major issues and themes we have discussed. The paper should synthesize two or more texts, i.e. show how they are in conversation with one another. In addition, it should make a clear and thoughtful argument about the text(s) (articulated in a clear thesis statement). The final paper will allow you to put into practice the skills you have refined over the course of the semester (close reading, analysis and synthesis). See Canvas for more detailed instructions.

#### Participation

Class discussion will be an integral part of this course. Students are expected to come to class with readings and assignments completed and **at least one question prepared** so that they may make meaningful contributions in class. Whether you posted a discussion question or not, always make sure to always bring the text(s) and your journal! Keep in mind that aside from regular and consistent participation in class discussion, tardiness/attendance, and participation in other class activities also counts towards participation.

### **UF Grading Scale**

|    |      |        |          |    |      |       |         |
|----|------|--------|----------|----|------|-------|---------|
| A  | 4.0  | 93-100 | 930-1000 | C  | 2.0  | 73-76 | 730-769 |
| A- | 3.67 | 90-92  | 900-929  | C- | 1.67 | 70-72 | 700-729 |
| B+ | 3.33 | 87-89  | 870-899  | D+ | 1.33 | 67-69 | 670-699 |
| B  | 3.0  | 83-86  | 830-869  | D  | 1.0  | 63-66 | 630-669 |
| B- | 2.67 | 80-82  | 800-829  | D- | 0.67 | 60-62 | 600-629 |
| C+ | 2.33 | 77-79  | 770-799  | E  | 0.00 | 0-59  | 0-599   |

For more information on Grading Policies at UF, see

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Course schedule**

All assignments and readings are due the day they are listed. Make sure to check your UF e-mail and Canvas regularly for announcements, updates, and minor changes in schedule.

#### **PART 1: Ideals and Idealism: The Early-Twentieth-Century College**

##### **Week 1 (June 27-July 1)**

Mon: Introductions & course overview

Tue: Start Fitzgerald (ch. 1-3)

Read "Did the Great War Create a 'Lost Generation'?" (Canvas pages)

Wed: Continue Fitzgerald (ch. 4-Interlude)

Read "The Teaching of Values" (55-59) and "The Promise of Equality" (61-67) (ARES)

Thu: Continue Fitzgerald (Book Two ch. 1-2)

Fri: Read "How 9/11 Shaped the Millennial Generation," Eleni Towns (Canvas Pages)

Read "The Second Lost Generation," Aaron Kaufman (Canvas Pages)

#### **PART 2: Mid-20th Century: Politics & Pluralism**

##### **Week 2 (July 4-8)**

Mon: **NO CLASS** (4th of July)

Tue: Finish Fitzgerald (Book Two ch. 3-End)

Wed: Start Roth (read half of ch. 1, paragraph "The trouble with Les Farley...")

Thu: Continue Roth (finish ch. 1)  
Read "I'm a College Professor, and My Liberal Students Terrify Me" (Canvas pages)

**Fri: Due: Response #1**

Continue Roth (half ch. 2, until about "In '46, when Coleman came out of service...")

**Week 3 (July 11-15)**

Mon: Finish Roth ch. 2  
Read "Passing for White, Passing for Black" (ARES)

Tue: Finish Roth ch. 3  
Read "Hating Sexism, Not Men" (Canvas pages)

Wed: Read Roth ch. 4

Thu: Read Roth ch. 4-5

Fri: Finish Roth  
Read: "Why Ethnic Studies Programs Are Good for California, and America" (Canvas pages)  
**Hand in journal**

PART 3: 1990-now: The Postmodern University

**Week 4 (July 18-22)**

Mon: Start Beatty (prologue - ch. 2)

Tue: Read Beatty ch. 3-4

Wed: Read Beatty ch. 5-6

Thu: Read Beatty ch. 7

Fri: Read Beatty ch. 8-9  
Read "South LA Student Finds a Different World at Cal," Kurt Streeter (Pages)  
**Due: response #2**

**Week 5 (July 25-29)**

Mon: Read Beatty ch. 10  
Read "MFA vs. POC" (Canvas pages)

Tue: Finish Beatty

Wed: Closing thoughts Beatty

Thu: Start "Diary of a Sorority Girl" (ARES)

Fri: Finish “Diary of a Sorority Girl” (ARES)

**Week 6** (Aug 1–5)

Mon: Read “The Tragedy of Madison Holleran and Suicides at Penn,” Steve Volk (Canvas pages)

Tue: Read “21st Century Campus Culture” James Lang (Canvas pages)

Wed: Closing thoughts/Reflections (in-class)

**Hand in journal**

Thu: Peer reviews final paper (bring draft)

Fri: **Due: Final paper (NOON)**

**Course Policies Participation and Attendance**

Regular attendance and active participation are crucial. Class participation includes contributing to class discussions; coming to class on time, prepared with books and homework; preparing for in-class activities; collaborating and participating in group activities; and overall working and paying close attention to the lectures and activities of the classroom. In general, students are expected to contribute constructively to each class session.

In this course we will follow a strict attendance policy. **If you miss more than five periods during the term, you will automatically fail the entire course.** The university exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with me prior to the date that will be missed. Absences, even for extraordinary reasons will result in missing work that cannot be made up; therefore, you can expect absences to have a negative impact on grades (lose 2% for every absence).

**Please Note:** If you are absent, it is your responsibility to make yourself aware of all due dates and required work. If absent due to a scheduled event, you are still responsible for turning assignments in on time.

**Tardiness:** Being late is disruptive, so try to always be on time. Three incidents of tardiness will count as one absence.

**Classroom Conduct**

Keep in mind that UF students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class. Any use of electronic devices not related to classroom learning:

phones, personal data assistants, iPods, etc. are disruptive and will not be tolerated. Please turn them off and keep them out of sight.

### **Assignment Maintenance Responsibilities**

You are responsible for maintaining copies of all work submitted in this course and retaining all returned, marked work until the semester is over. Should the need arise for a resubmission of papers or a review of marked papers, it is the your responsibility to have and to make available this material.

### **Late Work Policy and Mode of Submission**

I do not accept late work. All papers will be submitted as MS Word (.doc or .docx) or Rich Text Format (.rtf) documents to E-learning/Canvas before class on the designated due date. I may consider extenuating circumstances, but you must contact me at least twenty-four hours before the assignment is due. All assignments and postings should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, single-spaced with 1-inch margins and numbered pages.

### **Final Grade Appeals**

Students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant in Department of English. Grade appeals may result in a higher, unchanged, or lower final grade.

### **Students with Disabilities**

The University of Florida complies with the Americans with Disabilities Act. The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: <http://www.dso.ufl.edu/drc/>. The office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

### **Statement Concerning Sexual Harassment**

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: <http://www.hr.ufl.edu/eo/sexharassment.htm>

### **Statement Concerning Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### **Statement Concerning Academic Honesty**

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows:

A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007

<<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>>)

All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see:

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>