

AML 2070: Survey of American Literature (Class #10458), Spring 2020

Instructor Name: Kelly (Kel) Martin

Course meeting times & locations: MWF, Period 2 (8:30 AM – 9:20 AM)

Office Location and Hours: TBA

Course website: Canvas

Instructor Email: kellygmartin@ufl.edu

Course Description:

American literature is vast, diverse, and ever-growing. As such, this course offers a sketch of some of the major voices in American literature since its beginnings. Although we will read a wide range of authors, certain threads will continually manifest: What does it mean for a work of literature to be “American”? How is the industrial and economic history of the U.S. inextricably bound to its literature? Whose voices have we privileged at the expense of others? How has the definition of “American literature” changed over time? How do we account for the horrors of the past in a responsible way? While these are just some of the major questions that will arise, the ethos undergirding the course is the following: the shifting forms of American literature can be linked to specific historical conditions, and our job is to examine those conditions and how they construct, define, and interrogate the literary conventions of a given moment. Assignments will include weekly responses, reading quizzes, close readings, and a final essay.

General Education Objectives:

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university’s 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Texts:

- The Norton Anthology of American Literature (Vol. Package 1: Volumes A and B), 9th Edition
- The Norton Anthology of American Literature (Vol. Package 2: Volumes C, D, E), 9th Edition
- *The Crying of Lot 49* by Thomas Pynchon (Harper Perennial Edition)
- *Fun Home: A Family Tragicomic* by Alison Bechdel (Mariner Books)

Assignments:

- Attendance and Participation: 100 points
- Quizzes: 150 points
- Weekly responses: 150 points
- Close readings: 150 points each
- Author presentations: 100 points
- Final essay: 200 points

Total: 1,000 points

Assignment Descriptions:

- Quizzes: Expect at least 2 reading quizzes a week!
- Weekly responses: each week, you will choose 1 of the readings and post a short analysis on our discussion board for that unit (200 words each * 15 weeks = 3,000 words)
- Close readings: in these short essays, (2 at 750 words each = 1500 words) you will develop an original argument about some formal aspect of a reading of your choosing. Your argument must be tied not only to the content but also the form of your chosen text. A full assignment sheet will be available on Canvas
- Author reports: for each unit, I will ask you to select an author not covered in the course schedule and construct a 3-slide PowerPoint on your chosen author's life, major works, and influence on American literature. You will post these on our discussion board.

- Final Essay: in this longer essay (1,500 words), you will choose from a list of prompts I will provide you towards the end of the semester. A full assignment sheet will be available on Canvas.

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance*: Attendance is mandatory and will be taken daily. You are allowed up to three unexcused absences; after the third absence, I will begin deducting points from your final grade. If you miss more than six class periods, you will automatically fail the course.
3. *Tardiness*: Latecomers will receive partial absences and must see me after class so I know you attended.
4. *Paper Format & Submission*: All papers in MLA format; all assignments submitted on Canvas
5. *Late Papers/Assignments*: Please contact me individually if you have submitted or will submit a late assignment; depending on the reason, I may deduct points or refuse to accept the assignment.
6. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
7. *Academic Honesty and Definition of Plagiarism*. Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
8. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor early in the semester.
9. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
10. *Grade Appeals*. In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.
11. *Course Evaluations*. Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>

Additional Policies:

12. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>
13. *Classroom behavior and netiquette*: All discussion must be cordial. Threats, disruptions, or animosity of any kind will not be tolerated.
14. *UF's policy on Harassment*: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>
15. *Policy on environmental sustainability*. Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when

they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)

Course Schedule (Tentative)

Unit 1: Beginnings to 1820

Week 1 (1/6-10):

M: Course introduction

W: Read—"Beginnings to 1820 Introduction"

F: Read—"The Iroquois Creation Story"; "The Navajo Creation Story"; Christopher Columbus, "Letters"

Week 2 (1/13-17):

M: Read—Bartoleme de las Casas, from "An Account, Much Abbreviated, of the Destruction of the Indies"; John Smith, from *The General History of Virginia, New England, and the Summer Isles*

W: Read—William Bradford, from "Of Plymouth Planation" (Book I excerpts); John Winthrop, "A Model of Christian Charity"

F: Read—Mary Rowlandson, *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*

Week 3 (1/20-24):

M: Holiday

W: Read—Thomas Paine, from "Common Sense" and "The Age of Reason"; Jefferson, from *The Declaration of Independence*

F: Read— Phillis Wheatley (all poems), pgs. 788-798

Unit 2: 1820-1865

Week 4 (1/27-31)

M: Read—Ralph Waldo Emerson, “Nature”

W: Read—Nathaniel Hawthorn, “Young Goodman Brown”

F: Read—Edgar Allan Poe, “The Fall of the House of Usher”

CLOSE READING 1 DUE

Week 5 (2/3-7)

M: Read—Harriet Jacobs, from *Incidents in the Life of a Slave Girl*

W: Read—Henry David Thoreau, from *Walden* (“Where I Lived and, and What I Lived For”)

F: Read—Fredric Douglas, “What to the Slave Is the Fourth of July?”

Week 6 (2/10-14)

M: Read—Walt Whitman, from *Leaves of Grass* (“Song of Myself”)

W: Read—Herman Melville, from *Moby Dick* (“The Whiteness of the Whale”)

F: Read—Emily Dickinson (all poems), pgs. 1654-1692

Unit 3: 1865-1914

Week 7 (2/17-21)

M: Read—Kate Chopin, *The Awakening*

W: Read—Kate Chopin, *The Awakening*

F: Read—Kate Chopin, *The Awakening*

Week 8 (2/24-28)

M: Read—Finish *The Awakening*

W: Read—Charlotte Perkins Gillman, “The Yellow Wallpaper”

F: Read—Zitkala-Sa, from *The School Days of an Indian Girl*

CLOSE READING 2 DUE

Week 9 (3/2-7): Spring Break

Unit 4: 1914-1945

Week 10 (3/9-13)

M: Read—Modernist Manifestos, pgs. 315-328

W: Read—Gertrude Stein, from *Tender Buttons*; Ezra Pound (all poems, pgs. 294-299)

F: Read—T.S. Eliot, from *The Waste Land*

Week 11 (3/16-20)

M: Read—William Faulkner, *As I Lay Dying*

W: Read—William Faulkner, *As I Lay Dying*

F: Read—William Faulkner, *As I Lay Dying*

Week 12 (3/23-27)

M: Read—Finish *As I Lay Dying*

W: Read—Countee Cullen, all poems (pgs. 854-858)

F: Read—Zora Neal Hurston, all works (pgs. 516-537)

Unit 5: 1945-Present

Week 13 (3/30- 4/3)

M: Read—Postmodern Manifestos (pgs. 369-386)

W: Read—Allen Ginsberg (all works), pgs. 488-500

F: Read—*The Crying of Lot 49*

Week 14 (4/6-10):

M: Read—*The Crying of Lot 49*

W: Read—Finish *The Crying of Lot 49*

F: Read—Don DeLillo, from *White Noise* (“Part II: Airborne Toxic Event,” pgs. 703-721)

Week 15 (4/13-17) :

M: Read—Toni Morrison, “Recitatif”; Alice Walker, “Everyday Use”

W: Read—Gloria Anzaldua, (all works) pgs. 831-852

F: Read—Tracy K. Smith, (all poems) pgs. 1217-1220

Week 16 (4/20-22)

M: Read—Alison Bechdel, *Fun Home*

W: Finish *Fun Home*

FINAL ESSAY DUE 4/25

Grading Rubric for Writing Assignments

How to receive full points for each rubric category:

Thesis statement: clear, precise, and appropriate for assignment; does not rely on summary; offers a nuanced interpretation, not a statement of fact, and is beyond the obvious

Argument/Analysis: each body paragraph follows the claim, evidence, analysis model; every paragraph has a clear function; transitions between paragraphs are smooth and build the argument effectively; the papers reads as a cohesive argument (a well-oiled machine, if you will), not a collection of thoughts or bullet-points.

Grammar/Style: tone is academic, not moralistic or evaluative; major grammatical errors are few

Format: MLA formatting is (mostly) correct

Grading Scale

A 4.0 930-1000	A- 3.67 900-929	B+ 3.33 870-899
B 3.0 830-869	B- 2.67 800-829	C+ 2.33 770-799
C 2.0 730-769	C- 1.67 700-729	D+ 1.33 670-699
D 1.0 630-669	D- 0.67 600-629	E 0.00 0-599