

AML 2070: Survey of American Literature: (Section #0541, Class #10461) Spring 2020
Memory and American Literature

Instructor Name: Elizabeth Lambert

Course Meeting Times and Location: MWF 10:30-11:40, NRN Room 1-220

Office Location and Hours: Turlington 4343; MW 9:20-10:20, and by appointment

Course Website: Canvas

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Course Description:

What and how do Americans remember? In this introductory course, we will consider how Americans remember through the literature that they create. We'll investigate American memory locally and nationally as we read personal reflections from American authors and works that foreground America's collective, cultural memory. We'll examine how Americans have come to terms with their nation's complicated past through memoirs and manifestos and also how they negotiate nostalgia and forgetfulness in their private lives. Additionally, we'll contemplate the extent to which second-generation Americans are haunted by memories of places they've never experienced. More broadly, we will think about the ways that the canon of American literature might function as a means of remembering, and we will pay special attention to who is remembered and why. Through memoirs, poems, novels, manifestos, and short stories, we will grapple with how Americans are both defined by their past and how they defy it.

As we study American memory through literature, you will have the opportunity to practice writing persuasive analytical essays, supplementing your knowledge of memory with research from the UF databases. A special assignment will take us to the University of Florida archives, where we will explore how UF alumni attempted to shape their legacies.

Course Objectives:

By the end of the course, students will

- Be familiar with some of the major American writers
- Have a thorough understanding of how memory functions in American literature
- Be able to make convincing arguments about literary works
- Be able to conduct research and incorporate outside sources into analytical writing
- Be familiar with MLA format

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:

Baym, Nina and Robert S. Levine. *The Norton Anthology of American Literature*. Shorter edition, vol. 2, W.W. Norton and Company, 2013. ISBN13: 9780393918878.

Fitzgerald, F. Scott. *The Great Gatsby*. Scribner, 1992. ISBN: 9780684801520

Faulkner, William. *As I Lay Dying*. Norton, 2009. ISBN: 978-0393931389

*All other readings will be available on Canvas.

Assignments:

1. Reading Notes (5%)

Reading actively (by taking notes, writing down questions, and marking important passages) will help you better remember what you've read and will improve our class discussions. For each class meeting, you should bring in a sheet of paper with one quote from the text that you feel is important and one question you have about the text. We will use these notes as the basis for our class discussion. I will randomly collect and grade reading notes throughout the semester.

2. Pop Quizzes (5%)

Be prepared for occasional quizzes based on the day's material. Quizzes will be brief (three questions) and unannounced. You must be in class to take the day's quiz. A quiz missed due to an absence or tardy cannot be made up.

3. In-Class Writings/Group Activities (10%)

Throughout our course, we will have several in-class writing activities. Some of these activities will be completed independently and some will be completed with a group. These writing activities are intended to help you practice your critical analysis skills in preparation for your final paper. For group assignments, students will share a grade. In grading in-class writing assignments, I will consider how well student responses engage with the day's topics and I will also take into account whether a student was able to complete the task. In-class assignments will be taken up at the end of the class.

4. Argumentative Close-Reading Papers (one 1000-word paper and one 1500-word paper; 20% total)

ACR papers are thesis-driven responses to a text. These papers should put a chosen text (or, at most, two texts) in dialogue with some of the ideas about memory that we discuss in class. So that you can

practice your close-reading and research skills before the final research paper is due, you'll write two argumentative close-reading papers (ACR papers). For the first ACR paper (1000 words), you are not required to use outside sources. Your second ACR paper (1500 words) will require you to incorporate one outside source into your analysis. ACR papers should be submitted to Canvas by 11:59 p.m. on the due date.

5. *Archives Assignment* (500 words; 10%)

For this assignment, we will visit the library's special collections to explore archived editions of UF's literary magazine, yearbook, and newspaper. Your first task will be to find a common theme or narrative thread that runs through these archived materials. As you explore these documents, you can focus on any number of themes (gender, careers, social groups, wartime, identity, etc.). After you identify a theme common to three or more of these materials, you'll write a 500-word essay analyzing how UF alumni used these materials to shape their legacies, arguing that they either were or were not successful in framing how you, as a current student, remember them.

6. *Prospectus + Annotated Bibliography* (1000 words; 15%)

In order to prepare for your final paper, you will submit a prospectus and annotated bibliography. Your prospectus should outline your general plan for your paper. You should describe what argument you'll make and what evidence you will use to support your argument. Your prospectus should be 350 words. In addition, you will submit an annotated bibliography with your prospectus. In the annotated bibliography, you will provide source citations followed by a summary of the source and a description of how you plan to use it in your work. You should include four sources in your annotated bibliography; however, keep in mind that you may not use all four sources in your final paper. For your final paper, you'll only want to use the sources that are most pertinent to your argument. Your annotated bibliography should be at least 650 words. You'll submit your annotated bibliography and prospectus to Canvas by 11:59 p.m. on the due date.

7. *"Elevator Pitch" Presentation* (5%)

Toward the end of our course, you'll give an informal, low-stakes presentation describing your final paper. During your presentation, you should provide an overview of the scholarship you've found on your topic, describe your main argument (thesis), and offer evidence to support your claim. You'll want to be succinct, as you'll only have five minutes to pitch your ideas to the class.

8. *Research Paper* (2000 words; 30%)

Our class will culminate with a final research paper. While you have the freedom to choose what approach you'll take for your final paper, you must take up our class theme of memory in some way, and you must focus on at least one of the texts we've read in class. You should develop an original argument and use textual evidence to support your reading. Three outside sources are required. Your final research paper will be turned in on Canvas by 11:59 p.m. on the due date.

Writing Requirement Word Totals	
Assignment	Word Count
Argumentative Close-Reading Papers	2500 words
Archives Assignment	500 words
Prospectus and Annotated Bibliography	1000 words
Research Paper	2000 words
	Total: 6000 words

Course Policies:

1. *Assignments*

You must complete all *assignments* to receive credit for this course.

2. *Attendance*

You are allowed three unpenalized absences from class. After your third absence your grade will be lowered by half a letter grade (and it will continue to be lowered by half a letter grade for each subsequent absence). Use your allotted absences wisely (for emergencies, major illness) as you would for any job. You will fail the course if you accrue six 50-minute absences.

3. *Late Attendance*

Make every effort to be on time for class. Being tardy three times constitutes one absence. If you come in late, you must see me after class so that I know that you attended. If you do not see me after class, you may be marked as absent for the day.

4. *Paper Format and Submission*

All papers should be written in MLA format. Papers will be submitted to Canvas by 11:59 p.m. (EST) on the due date.

5. *Late Papers*

Late papers will not be accepted without prior approval from the instructor. Instructor approval must be granted 24 hours before the paper deadline. Late papers submitted without a prior permission from the instructor will receive a grade of "0."

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*

UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

The UF Student Honor Code states that a "student must not represent as the Student's own work all or any portion of the work of another."

Plagiarism, according to the Honor Code includes but is not limited to:

- a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- c. Submitting materials from any source without proper attribution.
- d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

8. *Disability Accommodations*

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. To request an accommodation, you must meet with me in-person during my office hours.

9. *Grading Policies*

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>

12. *Counseling and Wellness*

Students who are in distress or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online:

<https://counseling.ufl.edu/>

13. *Classroom Behavior and Etiquette*

You must bring our readings to each class. Cellphone use is not permitted in class; therefore, you should not use a cellphone to view the readings in class. Laptops may only be used for viewing class readings. Please be polite and respectful to all members of our class.

14. *Harassment*

The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/policy-statement/>

SYLLABUS

Below is a list of our class readings and assignments. Please keep in mind that the syllabus is subject to scheduling changes. All readings come from *The Norton Anthology* unless otherwise noted.

Wk	Date	Read/View for Class	DUE
Unit 1: American Memoirs			
1	M 1/6	Course Syllabus + Course Introduction	
	W 1/8	Oloudah Equiano, Chapter 2 (“Kidnapping and Enslavement”) from <i>The Interesting Narrative of the Life of Oloudah Equiano</i> (Canvas)	
	F 1/10	Oloudah Equiano, Chapter 2 (“Kidnapping and Enslavement”) from <i>The Interesting Narrative of the Life of Oloudah Equiano</i> (Canvas)	
2	M 1/13	Fredrick Douglas, Chapter 10 of <i>Narrative of the Life of Fredrick Douglas</i> (Canvas)	
	W 1/15	Henry David Thoreau, “Where I Lived and What I Lived For,” from <i>Walden</i> (Canvas)	
	F 1/17	Walt Whitman, “Song of Myself” (stanzas 1-15)	
3	M 1/20	Martin Luther King Day – No Class	
	W 1/22	Walt Whitman, “Song of Myself” (stanzas 16-29)	
	F 1/24	Walt Whitman, “Song of Myself” (stanzas 30-52)	ACR 1 Due
Unit 2: Personal and Familial Memories			
4	M 1/27	Thesis Writing Workshop	
	W 1/29	Robert Hayden “Those Winter Sundays” Sylvia Plath “Daddy”	
	F 1/31	William Faulkner <i>As I Lay Dying</i>	
5	M 2/3	William Faulkner <i>As I Lay Dying</i>	
	W 2/5	William Faulkner <i>As I Lay Dying</i>	
	F 2/7	William Faulkner <i>As I Lay Dying</i>	
6	M 2/10	Langston Hughes, “The Negro Speaks of Rivers” “I, Too”	
	W 2/12	Billy Collins, “Forgetfulness” Elizabeth Bishop, “One Art”	
Unit 3: Cultural Memory			
	F 2/14	Conducting Research Workshop	
7	M 2/17	Native American Folk Tales: Excerpt from “The Time When There Were No People on the Earth Plain” (Canvas) “The Story-Telling Stone” (Canvas)	
	W 2/19	F. Scott Fitzgerald, <i>The Great Gatsby</i>	
	F 2/21	F. Scott Fitzgerald, <i>The Great Gatsby</i>	ACR 2 Due
8	M 2/24	F. Scott Fitzgerald, <i>The Great Gatsby</i>	
	W 2/26	F. Scot Fitzgerald, <i>The Great Gatsby</i>	
	F 2/28	Washington Irvin, “Rip Van Winkle” (Canvas)	
Unit 4: Memory and the Canon			
9	M 3/2	Spring Break – No Class	
	W 3/4	Spring Break – No Class	
	F 3/6	Spring Break – No Class	
10	M 3/9	Langston Hughes, excerpt from “The Negro Artist and the Racial Mountain”	
	W 3/11	*Trip to Special Collections*	
	F 3/13	Ezra Pound excerpt from “A Retrospective”	
11	M 3/16	Jean Toomer, “Georgia Dusk,” and “Fern,” from <i>Cane</i>	

	W 3/18	Art Spiegelman, excerpt from <i>Maus</i>	Archives Assignment Due
	F 3/20	Gertrude Stein, excerpts from <i>Tender Buttons</i>	
12	M 3/23	Gertrude Stein, excerpts from <i>Tender Buttons</i>	
		Unit 5: Memory and Trauma	
	W 3/25	Ralph Ellison, Chapter 1 (“Battle Royale”) from <i>Invisible Man</i>	
	F 3/27	Ralph Ellison, Chapter 1 (“Battle Royale”) from <i>Invisible Man</i>	
13	M 3/30	Gwendolyn Brooks, “The Last Quatrain of the Ballad of Emmett Till” Audre Lorde “Afterimages”	
	W 4/1	Robert Hayden “Middle Passage” Phillis Wheatley “On Being Brought from Africa from America” (Canvas)	
	F 4/3	Paper Conferences	Prospectus and Annotated Bibliography Due
		Unit 6: Cross-Cultural Memories	
14	M 4/6	Vladimir Nabokov, excerpts from <i>Speak, Memory</i> (Canvas)	
	W 4/8	Vladimir Nabokov, excerpts from <i>Speak, Memory</i> (Canvas)	
	F 4/10	Jhumpa Lahiri, “Sexy”	
15	M 4/13	Maxine Hong Kingston, excerpts from <i>The Warrior Woman</i>	
	W 4/15	Paper Presentations	
	F 4/17	Amy Tan, “Two Kinds” (Canvas)	
16	M 4/20	Junot Diaz, “Drown”	
	W 4/22	Course Reflections + Evaluations	Final Paper Due

Grading/Assessment Rubric

Below please find assessment criteria.

An A-paper:

- is creative, critical interpretation that provides unique insight into a text
- substantially develops ideas discussed in class
- is clearly written and easily understood
- has very few or no grammatical or spelling errors
- uses appropriate and effective organization

A B-paper:

- provides insight into a text, but not quite on the level of an A paper
- relies heavily on ideas introduced in class without significant expansion
- may have some mechanical problems, such as vague or unclear language, grammatical and/or punctuation mistakes, misspelled words, etc.
- may have some organizational problems

A C-paper:

- does not offer new insight into a text, just repeats ideas from class discussion or other sources
- may have moderate problems with language use, such as grammatically incorrect sentences, chronic spelling or punctuation problems, etc.
- may have moderate organizational problems
- is not cohesive or logical

A D-paper:

- expresses no critical thought about a text, providing only summary, contextual information
- is unrelated to the text in a meaningful way, and/or exposition of unrelated topics
- may have serious language problems, as with C papers, but on a greater scale
- may have serious organizational problems

An E-paper:

- does not address the text or does not follow assignment guidelines
- is mostly or totally incoherent
- has serious language problems

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