

AML 2070: SURVEY OF AMERICAN LITERATURE
Fall 2016. Section 6102
Class Meets in RNK 0225: Tuesday and Thursday Periods 8-9/9

Instructor: Chesya Burke

Email: chesyaburke@ufl.edu

Office Hours: Thursday: 2:00-4:00 and by appointment

Office: Tur 4307

**LITERATURE OF U.S. NATIONALITY
THROUGH
MARGINALIZED VOICES**

COURSE DESCRIPTION

This AML 2070 course will survey American literature, paying particular attention to the idea of nationality through marginalized identities, particularly Native American, African American, Latino American and women. While we will focus on “what it means to be American,” students will read canonical and lesser known works, including essays, short stories, novels, and comics. The course will provide an overview of works from the formation of the nation, throughout the decades, exploring the way that nationality is constructed, and achieved by differing groups of people. Discussion topics will focus on race, class, gender, language, religion, identity, nationality, community and ethnicity.

COURSE OBJECTIVES AND GOALS

As a General Education course, this course satisfies student learning outcomes listed in the Undergraduate Catalog. For more information, see:

<http://catalog.ufl.edu/ugrad/current/advising/info/general-educationrequirement.aspx#learning>

By the end of the course, you will be able to:

1. Explain the literary foundation of the U.S.
2. Identify the works of major contributors to the founding of the U.S and other marginalized identities
3. Analyze social, political, and cultural issues through literary texts
4. Demonstrate the ability to do a critical close reading, situate literary texts historically and socially, and conduct a literary analysis that advances a coherent and strong argument

REQUIRED TEXTS

- **Alvarez, Julia, *How the Garcia Girls Lost Their Accents*.** (978-1565129757)
- **Baldwin, James, *The Fire Next Time*.** (978-0679744726)
- **Belasco, Susan, and Linck Johnson, eds. *The Bedford Anthology of American Literature. Volume One: Beginnings to 1865. 2nd Ed.*** New York: Bedford/ St. Martin’s, 2013. ISBN: 978-0-312-678685.

- Octavia Butler, *Kindred*. (0807083690)
- Moustafa Bayoumi, *How Does It Feel To Be a Problem* (978-0143115410)

All other readings will be made available through Sakai, or can be located easily online.

ASSIGNMENTS

Assignments	Length	Points
<p>Close Reading Conduct a close reading analysis of a passage or stanza from one of the texts we have read. In a close reading, you focus on a small section of the text to identify literary facets such as language, vocabulary, point of view, characterization, symbolism, tropes, etc. While you are focusing on a small section of the text, you may begin to see larger patterns in the text. A close reading is a building block of a literary analysis. Due: 8 September</p>	500 words	50 points
<p>Historical Annotations For this assignment, you will historically contextualize one of the texts we have read in class. Literary texts yield richer understanding when read in light of their historical and social conditions of production. After you have read your chosen text, identify <u>two historical documents</u> related to an event, law, person, text, or other aspect mentioned in that text. Your write-up should briefly explain the historical documents and then show how they enrich our understanding of the text. Due: 22 September</p>	700 words	100 points
<p>Analysis & Class Presentation Once in the course of the term, every student will present a short paper on one of the texts (10-15 minutes). Your presentation should address one or two key themes in the text, and may include relevant historical or biographical details. After your presentation, you will lead a short class discussion on that text (10-15 minutes). Due: Variable, students will sign up in the second week of classes</p>	1000 words	150 points
<p>Mid Term Paper Conduct an analysis of an idea, concept, or theme by putting <u>two</u> of the texts we have read in conversation with each other. For instance, you might write about how African Americans and women struggles are similar or any similar themes you discover within the text or differing groups of “Americans.” Your paper should focus on developing one main thesis statement with textual evidence. Due: 25 October (Proposals due 4 October)</p>	1500 words	200 points
<p>Final Paper For this essay, you will develop an original, strong, and clear argument about a topic or text we have encountered in class. Draw on at least 4 scholarly and peer reviewed sources in your argument. The final paper should demonstrate the ability of the writer to do a critical</p>	2500 words	300 points

close reading, historicize the text or topic, and synthesize scholarly sources. Students should discuss potential paper topics with the instructor a few weeks in advance of the due date.		
--	--	--

Due: 6 December (Proposals due 22 November)

GRADING

Grade Breakdown

Close Reading (500 words, 50 points)
Historical Annotations (700 words, 100 points)
Analysis & Presentation (1000 words, 150 points)
Mid Term Paper (1500 words, 200 points)
Final Paper (2500 words, 300 points)
Pop Quizzes (50 points)
In Class Activities (50 points)
Participation (100 points)
TOTAL: 1000 points

Grading Scale

A	4.0	93-100	930-1000	C	2.00	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	1.00	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

Grading Rubric

Assignment specific grading rubrics will be distributed before that assignment is due. A general overview of how I arrive at the grades for all major assignments is below.

In each written assignment, I will be looking at:

- 1) Content: How strong is your argument, development, and support? Does your multimedia content (when used) seem well-constructed and relevant to your assignment?
- 2) Organization: How well-structured are your paragraphs? Do your overall ideas flow well?
- 3) Mechanics: How frequently do you make errors in grammar, style, and spelling?

You should strive to excel in all three areas.

An A level assignment is complete in content, is organized well, and has few to no mechanical errors. An assignment of this level also demonstrates originality and creativity, showing that the student took extra steps beyond what was required.

A B level assignment is solid overall in terms of content, organization, and mechanics, but may need some minor revision to one of these three areas. An assignment that receives this grade fulfills assignment expectations, but is also complete in content and relatively free of grammatical or mechanical errors.

A C level assignment has promise in some areas, but lacks the command, organization, persuasiveness or clarity of the A or B assignments. An assignment that receives this grade may be overlooking an important component of the assignment, or need significant revision.

A D level assignment does not yet demonstrate the basic lower division writing expectations. The paper has major issues in content, organization and / or mechanics. Assignments that receive this grade will often be incomplete, or have major issues with organization.

An “E” is usually reserved for students who do not do the assignment or fail to attend class. However, an “E” may also be given if an essay blatantly ignores instructions or has major problems in all three areas of evaluation.

COURSE POLICIES

Communication With Your Instructor

The best way to contact me is via email. Please allow at least 48 hours for me to respond to all requests/questions/inquiries. I also encourage you to meet with me during my office hours, or to schedule an appointment with me for a different time.

Classroom Behavior

Please be mindful that students come from diverse cultural, ethnic, and economic backgrounds. Some of the texts we will discuss and write about engage in controversial issues and opinions. Many ideas might differ from your own, therefore please have an open mind to diversity.

Absence and Tardiness

Because of the participatory nature of this course, attendance is crucial. You have **up to 2 absences** that you can take without penalty (aside from missing potential quizzes). Students who miss **more than six** class periods **will fail** the course (although the twelve-day rule, laid out below, is the one case for exceptions). It is your responsibility to keep track of your absences.

Prolonged absences will affect your quiz average, since in most cases (aside from the exceptions below) missed in-class assignments cannot be made up. In addition, prolonged absences will affect your grade as follows:

- 3 absences: 10% off final course grade
- 4 absences: 15% off final course grade
- 5 absences: 20% off final course grade
- 6 absences: 25% off final course grade
- 7 absences: Automatic failure of the overall course

If you are absent, please make yourself aware of all due dates and turn in assignments on time. Please check with your classmates to obtain notes for the day you missed.

All members of the class are expected to adhere to official UF time. For this reason, if you are late to class, this will count as $\frac{1}{2}$ **an absence**. If you are more than **10 minutes late**, I will mark

you as absent. If you are frequently late to class or absent, this will also negatively affect your participation grade in the course.

Students are expected to bring the required reading for the day to class with them. If a student recurrently fails to bring the reading (in print or electronic format), you may be marked as absent.

Twelve-Day Rule and Absence Exceptions

According to University policy, students who participate in athletic or scholastic teams are permitted to be absent for 12 days without penalty. However, students involved in such activities should let me know of their scheduled absences at least 1 week ahead of time. In these cases, I will allow you to make up missed in-class work within a reasonable time frame, but you should still aim to submit major assignments and blog posts on time. Likewise, if you must miss class because of a religious holiday, please let me know at least a week ahead of time, and I will allow you to make up missed in-class work.

For the official University policy on absences, please refer to <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> for more detail.

Preparation

Always bring the assigned reading to class with you, along with materials for taking notes and any assignments that may be due during that class meeting. Be prepared for active discussions. To help with this, I highly recommend that you take careful reading notes and write down potential comments for class ahead of time.

Participation

Being present in the classroom is not enough to succeed in this class. While I may lecture on occasion, many classes will rely on your questions and comments relating to our texts and assignments. If you are frequently quiet during class, I may call on you.

Your participation grade will be based on your participation in class discussion, in your behavior during group work, your online presence on the class website, and other behavior factors. If you sleep during class or are not present mentally in the classroom, I may mark you as absent.

Electronic Devices – Cell Phones, Laptops, iPads, Etc.

Out of courtesy to myself and your fellow classmates, silence your cell phones during class time (the vibrate setting is not silent). Keep your phone in your bag or pocket – if I see you texting or surfing the web, I may ask you to leave the classroom, resulting in an absence.

While we are working in a computer classroom, you should use computers for course-related activities only. Checking Facebook, web surfing unrelated to class, and doing work for other classes are examples of behavior that may result in deductions from your participation grade or your being asked to leave class for the day. You can, however, use the class computer to access the class website (to facilitate discussion) or view course readings (if you prefer not to print electronic readings).

Assignment Submission

Papers and written assignments are due, via electronic copy, in .doc or .docx format, before class on the date indicated on the syllabus. Your assignment is still due if you plan to miss class.

Technology failure is not an excuse for a late assignment. If ELearning is not functioning properly when you attempt to submit a paper, you can always send me an email attachment. This email should include a Help Desk receipt with your paper or other verification of a system-wide Sakai failure.

Always back up your papers on a flash drive or on a cloud service, such as Dropbox.

Late Submission

If you expect to not make a deadline, please contact me in advance of the deadline. I may allow a short extension on a due date once in the term if you contact me before the deadline, and in exceptional circumstances.

Academic Paper Format

All essays must be formatted in MLA style. This means that your paper must meet the following guidelines:

- Double-spaced
- 12 point, Times New Roman font
- 1 inch margins, on all sides
- MLA style headers with page numbers
- MLA style citations

For help with MLA format, find a copy of the *MLA Handbook* in the library or refer to the OWL Purdue website (<http://owl.english.purdue.edu/owl/resource/747/01/>).

Any file submitted as a Word document must have a file name that follows the “Last Name” “Assignment Name” format, e.g., Thorat Rhetorical Analysis.

Assignment Originality and Plagiarism

You must produce original material for all assignments in this course – you should not re-use materials that you have written for other courses. This also applies to material within the class – for example, you cannot repeat material from a short assignment wholesale in your research paper. However, you may expand on *ideas* from your shorter assignments.

Plagiarism is a serious violation of the student honor code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>). The Honor Code prohibits and defines plagiarism as follows:

“Plagiarism. 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 including but not limited to those found on the internet, 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)

I have a zero tolerance policy for plagiarism. If you plagiarize, you will fail the assignment. You may also fail the class and be reported to the Office of the Dean of Students. Always cite your sources.

UNIVERSITY POLICIES

Statement of Composition (C) and Humanities (H) Credit.

This course can satisfy the UF General Education requirement for Composition or Humanities. For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/generatl-educationrequirements.aspx>

Statement of Writing Requirement (WR): This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/gordon.aspx>

Statement of Student Disability Services: 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/>

Statement on 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.dso.ufl.edu/sccr/sexual/>

Statement on Academic Honesty: 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>

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online 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>.

Important Phone Numbers for Emergencies: University counseling services and mental health services: (352) 392-1575 <http://www.counseling.ufl.edu/cwc/Default.aspx> ;University Police Department: (352) 392-1111 or 911 for emergencies

SCHEDULE

The schedule may change at the discretion of the instructor.

Short pieces and poems can be located within the link on this syllabus, and will be added on Canvas. Pertinent handouts on the writer, movement, or literary style will be on Canvas, and students will be expected to read them to prepare for class.

Week 1

- Aug 23: Introduction
“What does it mean to be “American?”
“Who is American?”
“What is America?”
- Aug 25: Native American Creation Stories: “Iroquois Creation Myth”
(http://dept.cs.williams.edu/~lindsey/myths/myths_12.html), and
Leslie Marmon Silko, “Language and Literature from a Pueblo Indian
Perspective” (<http://www.classfolios.org/learningresource/SilkoEssay.pdf>)

Week 2 What is an American? White American Slavers:

- Aug 30: Benjamin Franklin:
BA 465- 480 pg.
- Sept 1: Thomas Jefferson:
Draft of Declaration of Independence, Notes on the State of Virginia,
(<https://jeffersonpapers.princeton.edu/selected-documents/jefferson%E2%80%99s-%E2%80%9Coriginal-rough-draught%E2%80%9D-declaration-independence-0>)

Week 3 What is an American? Enslaved African Americans:

- Sept 6: Frederick Douglass:
Narrative of the Life of Frederick Douglass Part One, BA 1180-1227 pg.
Presentation
- Sept 8: Phillis Wheatley:
Poems BA 762-774
Sojourner Truth
Ain’t I a Woman (<http://legacy.fordham.edu/halsall/mod/sojtruth-woman.asp>)
Close Reading Due

Week 4 What is an American? First Nation Peoples:

- Sept 13: Zitkala-Sa, *American Indian Stories* (Chapters 1, 2, 3, 4 and 5)
<http://digital.library.upenn.edu/women/zitkala-sa/stories/stories.html>).
Presentation
Introduce Historical Annotation assignment

Sept 15: To Native Americans:
BA 442-455

Week 5 What is an American? Black Women.

Sept 20: Octavia Butler
Kindred, pgs 1 - 107
Presentation

Sept 22 Octavia Butler
Kindred, pgs 108 - 188
Historical Annotations Due

Week 6 Reconstruction/resistance.

Sept 27: Octavia Butler
Kindred, pgs 189-264
Presentation

Sept 29: Nat Turner,
Confessions of Nat Turner
(<http://www.melanet.com/nat/nat.html>)

Week 7 Resistance continued.

Oct 4: Carter G. Woodson, Miseducation of Negro, pgs 1-51 (on canvas)
MLK, Letter From a Birmingham Jail
(https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)
Presentation

Oct 6: (all on canvas)
Fredrick Douglas, What to a Slave is the 4th of July
Susan B. Anthony
Mary McLeod Bethune
Ida B. Wells
Florence Kelley
Submit midterm paper topics

Week 8 World War II and Japanese Internment, cont.

Oct 11: Miné Okubo, *Citizen 13660* (Pgs 1-150)
Presentation

Oct 13: Miné Okubo, *Citizen 13660* (Pgs 150-240)

- Week 9**
Oct 18: **An American Problem**
Malcolm X, “Not Just an American Problem” (speech), “The Ballot or the Bullet” (speech)
- Oct 20: Student Conferences
- Week 10**
Oct 25: Mid Term Paper Due
Oct 25: Noel Ignatiev, How the Irish Became White (chapter 1 and 2)
(<http://jroan.com/HtIBWhite.pdf>)
Presentation
- Oct 27: Noel Ignatiev, How the Irish Became White, continued. (chapter 3 and 6)
- Week 11**
The Construction of an American
Nov 1: James Baldwin, The Fire Next Time (chapter 1 and 2)
Presentation
- Nov 3: Continue: James Baldwin, The Fire Next Time, continue, (chapter 1 and 2)
- Week 12**
Language and Identity
Nov 8: Jhumpa Lahiri, “Mrs Sen’s,” “Sexy,” “The Third and Final Continent.” (short stories) **MAY CHANGE**
Presentation
- Nov 10: **No Class**
- Week 13**
Immigrant Identities
Nov 15: Julia Alvarez, How the Garcia Girls Lost Their Accents 1-100 pg
Presentation
Introduce Final Paper Assignment
- Nov 17: Julia Alvarez, How the Garcia Girls Lost Their Accents 100-200 pg
- Week 14**
Nov 22: Julia Alvarez, How the Garcia Girls Lost Their Accents 200-300 pg
Presentation
Submit topics for Final Paper
- Nov 24 **Holiday Break**
- Week 15**
Post-9/11 Literature
Nov 29: Moustafa Bayoumi, Chapters 1 and 2 from *How Does It Feel To Be a Problem* (Chapter 1, 2 and 3)
Presentation

Dec 1: Student Conferences

Week 16

Dec 6: Final Papers Due