

AML 2070 – Survey of American Literature (Citizenship and American Literature) (Class #10507), Spring 2019

Instructor Name: Srimayee Basu

Course meeting times & locations: MWF 6 & MAT 0117

Office Location and Hours: Turlington 4325/WF 7

Course website: Canvas

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Course Description:

The ever-shifting and multivalent nature of citizenship and national belonging make them complex yet deeply engaging concepts. The principal questions that will govern this survey course are as follows: what is the role of the arts in the emergence of the legal category of the American citizen, and how can the arts help us better understand the current crises surrounding American citizenship? Citizenship and civic belonging have historically been dominant themes in American political and cultural discourses. The binary between the “insider” and the “outsider” are often legally and ethically fraught notions in a nation which was premised on settler colonialism and slavery, with a populace comprising immigrants, refugees, and asylum seekers from multifarious nations and ethnicities. In the texts that we shall read in this course, law and literature have a reciprocal relationship. The writers of these works both invoke and critique existing laws pertaining to citizenship as well as use creative and theoretical writing to imagine justice which was not/has not yet been scripted in law.

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:

- Selected entries from *Keywords for American Cultural Studies* (uploaded on Canvas)
- “The Declaration of Independence” and “The Seneca Falls Declaration of Sentiments and Resolutions” (hyperlinked)
- Charles Brockden Brown, *Edgar Huntly*
- Nathaniel Hawthorne, “Young Goodman Brown,” “The Minister’s Black Veil” (uploaded on Canvas)
- Frederick Douglass, *Narrative of Life of Frederick Douglass*
- Harriet Beecher Stowe, *Dred: A Tale of the Great Dismal Swamp*
- Emma Lazarus, “In Exile” and “The New Colossus” (uploaded on Canvas)
- Gertrude Stein, *The Autobiography of Alice B. Toklas*
- James Baldwin, *Notes of a Native Son* (excerpts uploaded on Canvas)
- N. Scott Momaday, *The Way to Rainy Mountain*
- Maxine Hong Kingston, *China Men*
- Gloria Anzaldua, *Borderlands/La Frontera* (excerpts uploaded on Canvas)
- Edwidge Danticat, *Behind the Mountains*
- Michelle Alexander, *The New Jim Crow* (excerpts uploaded on Canvas)
- Claudia Rankine, *Citizen: An American Lyric*

Assignments:

- **Reading Quizzes (10 multiple choice quizzes; 100 points):** Reading quizzes will be administered in class and will test your familiarity with the text’s plot, narrative, and characters, as well as its key themes. These will be announced quizzes and their dates have been mentioned on the weekly schedule.
- **In-class presentation (100 points):** After the first week, students will select a text from the syllabus for an 8-10-minute class presentation. During the presentation you will share your research on the history and cultural significance of any one dimension of citizenship/civic belonging represented in the text. You will prepare 3 Power Point slides to supplement your presentation. Once everyone selects a text for presentation, I will create a schedule and post it on Canvas.
- **3 Reading Responses (500 words; 50 points each):** Write-Ups where you will reflect on any concept, idea, or claim that has been invoked in a text from the syllabus which aroused your intellectual curiosity. These are geared towards bringing about a fuller understanding of the reading and facilitating a better grasp over analytical thinking and writing.
- **Midterm Paper (1000 words; 200 points):** This paper will consist of a thematic analysis of one of the texts we are reading for class. The essay will incorporate two critical sources that speak to similar issues and themes you are exploring in your texts. Consider the ways in which criticism can help you to build your own original arguments on the text. I encourage you to consult with me before you begin the writing process.
- **Research Prospectus & Annotated Bibliography (500 words; 100 points):** In this assignment, you will write a brief proposal for the topic that you wish to work with for your final research

paper. Your proposal should include a primary text, a central argument, your proposed methodology and plan of research. Additionally, you will create an annotated list of provisional secondary sources that you propose to use in your research paper.

- **Final Research Paper (2000 words; 350 points):** In this essay, you will use the skills we have built throughout the course and in our previous essays. Your paper should have a strong, clear, and creative argument about a text of your choosing, and should consult at least 3 critical sources. This should not be a regurgitation of the issues, ideas, and themes we have discussed in class, but should instead be a result of your own critical thinking and understanding of the text.

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* Attendance is required. Each student is allowed four absences with no penalty. 50 points will be deducted from a student's final grade for each subsequent absence. If a student misses six periods during a semester, he or she will fail the entire course. Only those absences involving university-sponsored events, such as athletics and band, and religious holidays will be exempt from this policy. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.
Students are responsible for keeping track of their own attendance record. Students who enter class after the start of class are late and are marked as tardy. Three instances of tardiness count as one absence. Additionally, if you arrive more than 15 minutes late to class, you will be counted as absent for that period. Tardiness disrupts the class so make it a habit to be in your seat when class begins.
3. *Paper Format & Submission:* Students will submit their essays through Canvas. Because I use the reviewing feature in Microsoft Word, papers must be saved in a Word-compatible format, generally .doc or .docx, or .rtf. You should save your papers using your last name and the assignment name as the filename. Submit through the assignment tab by attaching the document to the assignment page. If you are experiencing technical difficulty with the website, print a hard copy of the paper and bring to class and/or email me your assignment. However, you will still need to attach the assignment once the website is running again.
4. *Late Papers/Assignments:* Students should turn in essays on the day they are due—even if they cannot make it to class. Computer or email problems are not valid excuses for late work; save documents frequently and on multiple disks. Late work will not be accepted. Any other work that is not turned in by class time on the due date will not be accepted and will automatically count as a zero. Exceptional circumstances will be considered on a case-by-case basis and require documentation.
5. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
6. *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/>.
7. 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.
8. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
9. *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.

10. *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>.
11. 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>.
12. Your policy on *classroom behavior and netiquette*: Common courtesy is mandatory in our classroom. Silence all cell phones, pagers, alarms, and so on when you enter the classroom; unexpected noises interrupt everyone’s concentration. *If a student is found text messaging in class, he or she will be asked to leave and will receive an absence for the day.* Sleeping, holding private conversations, and reading other material are also inappropriate behaviors during class time.
13. *Laptop Policy:* Students will not need to use a laptop for this class for anything but assigned texts, so please put it away before class begins and take it out only for accessing Canvas or Course Reserves. E-readers will be allowed; this does not include cell phones, which must be put away and on silent during class. Other devices, such as laptops and tablets, will be allowed on a provisional basis.
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.)

Syllabus			
Wk	Day	Reading/Viewing Material	Due
1	1/7	Introduction and Syllabus Review	
	1/9	Discussion on the entries “Citizenship” and “Community” from <i>Keywords for American Cultural Studies</i>	
	1/11	“ Declaration of Independence (Links to an external site.)Links to an external site.” “ Seneca Falls Declaration of Sentiments and Resolutions (Links to an external site.)Links to an external site.”	
2	1/14	Charles Brockden Brown, <i>Edgar Huntly</i>	
	1/16	Brown continued “Exceptionalism” from <i>Keywords for American Cultural Studies</i>	
	1/18	Nathaniel Hawthorne, “Young Goodman Brown” Hawthorne, “The Minister’s Black Veil”	Quiz 1

3	1/21	MLK Day- Holiday	
	1/23	Frederick Douglass, <i>Narrative of the Life of Frederick Douglass</i>	
	1/25	Douglass continued “Abolition” and “Race” from <i>Keywords for American Cultural Studies</i>	Quiz 2
4	1/28	Workshop on Reading Responses	
	1/30	Harriet Beecher Stowe, <i>Dred: A Tale of the Great Dismal Swamp</i>	
	2/1	Stowe continued	
5	2/4	Emma Lazarus, “The New Colossus”	Quiz 3
	2/6	Lazarus, “In Exile”	
	2/8	“Nation” from <i>Keywords for American Cultural Studies</i>	Reading Response 1 due
6	2/11	Gertrude Stein, <i>The Autobiography of Alice B. Toklas</i>	
	2/13	Stein continued	
	2/15	“Diaspora” from <i>Keywords for American Cultural Studies</i>	Quiz 4
7	2/18	Workshop on the incorporation of secondary sources Jill Pruett, “Gertrude Stein’s “Emotional Autobiography’: A Body in Occupied France”	
	2/20	James Baldwin, <i>Notes of a Native Son</i>	
	2/22	Baldwin continued	Quiz 5
8	2/25	N. Scott Momaday, <i>The Way to Rainy Mountain</i>	
	2/27	Momaday continued	

	3/1	Entries “Empire” and “Indian” from <i>Keywords for American Cultural Studies</i>	Quiz 6 Reading Response 2 due
9	3/4	Spring Break	
	3/6	Spring Break	
	3/8	Spring Break	
10	3/11	Maxine Hong Kingston. <i>China Men</i>	
	3/13	Kingston continued; “Coolie” from <i>Keywords for American Cultural Studies</i>	
	3/15	Gloria Anzaldua, <i>Borderlands/La Frontera</i> (excerpts uploaded on Canvas)	Midterm Paper Due Quiz 7
11	3/18	Anzaldua continued	
	3/20	“Mestizo/a” and “Border” from <i>Keywords for American Cultural Studies</i>	
	3/22	Class at the Harn Museum of Art: Viewing <i>I, Too, Am America: Civil Rights Photographs</i> by Steve Schapiro	
12	3/25	Edwidge Danticat, <i>Behind the Mountains</i>	
	3/27	Danticat continued	
	3/29	Workshop on writing a research prospectus and annotated bibliography	Quiz 8 Reading Response 3 due

13	4/1	“Immigration” from <i>Keywords for American Cultural Studies</i>	
	4/3	Edwidge Danticat on the Struggle of Haitian Immigrants (PBS video)	Quiz 9
	4/5	Peer Reviewing activity for prospectus and bibliography	Research Prospectus & Annotated Bibliography due
14	4/8	Michelle Alexander, <i>The New Jim Crow</i>	
	4/10	Alexander continued	
	4/12	Screening Ava Duvernay’s documentary film <i>13th</i>	Quiz 10
15	4/15	Claudia Rankine, <i>Citizen</i>	
	4/17	Rankine continued	
	4/19	“America” from <i>Keywords for American Cultural Studies</i>	Last day for making class presentations
16	4/22	Peer reviewing research papers	
	4/24	Wrap-up and course review	Final Research Paper due

Grading/Assessment Rubric:

Grading Scale

Letter Grade	GPA	Percentage (Point %)
A	4.0	93–100
A-	3.67	90–92
B+	3.33	87–89
B	3.0	83–86
B-	2.67	80–82
C+	2.33	77–79
C	2.0	73–76
C-	1.67	70–72
D+	1.33	67–69
D	1.0	63–66
D-	0.67	60–62
E	0.00	0–59

Grade Meanings

A Student did what the assignment asked at a superior level, meeting all the composition objectives required of the assignment. Additionally, his or her work shows originality, creativity, and demonstrates that the student took extra steps to be original or creative in developing content, solving a problem, or developing a style. Since careful editing and proofreading are essential in writing, papers in the A range must be free of typos and grammatical or mechanical errors.

B Student did what the assignment asked at a quality level, meeting most of the composition objectives required of the assignment. Work in this range needs revision; however, it is complete in content, is organized well, and shows special attention to style.

C Student did what the assignment asked but overlooked some of the composition objectives. Work in this range needs significant revision, but it is complete in content and the organization is logical. The style is straightforward but unremarkable.

D Student neglected some basic requirements of the assignment and completed it at a poor-quality level. Work in this range needs significant revision. The content is often incomplete, and the organization is hard to discern. Attention to style is often nonexistent or chaotic.

E An E is usually reserved for students who do not do the work or do not come to class.

However, if a student's work is shoddy, shows little understanding of the needs of the assignment, and/or an inability to meet the composition objectives, he or she will receive a failing grade.