

AML2070 – Survey of American Literature Section #5613 (Class #10487), Fall 2019

Instructor Name: Rachal Burton

Course meeting times & locations: T | Period 8-9 (3:00 – 4:55 PM), R | Period 9 (4:05 – 4:55 PM) TUR 2354

Office Location and Hours: Rm # TBD T | Period 7 (1:55 – 2:45 PM), R | Period 8 (3:00 – 3:50 PM)

Course website: CANVAS

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Course Description:

“There is really nothing more to say except why. But since why is difficult to handle, one must take refuge in how.” – Toni Morrison from *The Bluest Eye* (1970)

What makes American literature “American”? This question is especially fraught with complexities after the election a little more than a decade ago of Barak Obama, the first Black president of the United States, which signaled claims of a “post-racial” society, and given the current political climate in regard to the highly controversial Donald Trump. Similarly, from the colonial era to the present, many authors have grappled with the question, “What is American literature?” and its implications particularly as it relates to art and society. In an attempt to answer, students in this course will critically survey the American literary canon and its array of authors, genres, and styles, as well as how different social and historical contexts have shaped and influenced American literature over time. Students will also analyze who is included and/or excluded from the term “American” and how this relates to literature in the U.S. context vis-à-vis race, class, gender, sexuality, and disability to name a few. Through various critical and literary theoretical approaches and writing assignments, students will develop and elaborate on their ideas and research findings gathered from their critical engagement with both class and outside materials to determine how, and perhaps why “American literature” is understood as such.

Course Objectives

By the end of this course students will be able to:

- Understand how authors in the American context have employed both content and form to create meaning through texts
- Evaluate the effectiveness of literary works and strategies in the American canon on particular audiences
- Present their ideas and research findings to a group of their peers
- Analyze primary texts with evidence from critical, secondary sources

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:

Jack Kerouac, *On the Road*, (Reissue Edition) (1957; 2016)

Robert S. Levine et. al., *The Norton Anthology of American Literature* (Ninth Shorter Edition, Volumes 1 & 2) (2017)

Recommended Texts:

Chris Baldick, *The Oxford Dictionary of Literary Terms* (Fourth Edition) (2015)

Online Resources:

<http://ai.stanford.edu/~csewell/culture/litterms.htm>

https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_terms/index.html

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Assignments (see below for Grading Rubric):

1. Attendance/Participation (100 points)

Students are expected to read the assigned readings before class. Consistent participation in class discussions and demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade. You should come to class each day with one written question or observation to raise during class discussion.

2. Critical Reading Responses (700 words total) (100 points)

Students are required to write two (2) brief 350-word responses to the day's reading. These responses must be uploaded to Canvas BEFORE class the day on which they are due. Students are also expected to comment on at least two (2) of their peers' responses each time a response is due. Students' comments on responses will refrain from stating whether they think the response itself was written 'well' or 'poorly'. Instead, they will focus on the ways it may have expanded, challenged, or changed their way of thinking about the initial text/work.

The responses will demonstrate students' understanding of textual meaning and critically assess how the respective authors convey meaning. Each response will discuss the various themes and literary devices/narrative strategies found within the text(s), and how that information relates to the historical period, sociopolitical context, and ethical questions that are relevant to the narrative. Well-written responses will provide textual evidence and reasoning to support students' claims.

3. Close Reading (1000 words) (150 points)

Students are expected to carefully analyze and develop an argument based on the close reading of a chosen text. No outside sources allowed.

4. Class Presentation (600 words) (150 points)

Students will prepare and give a five-minute PowerPoint presentation (5-7 slides) on their topic of choice as it relates to early American Literature. The presentation should include a thematic focus, research question(s), what scholars their work is in conversation with, a brief analysis of a particular text, and topics/areas of further research. Students will turn in a two-page summary of their presentation to CANVAS, which will include one to two critical, secondary sources.

5. Annotated Bibliography and Literature Review (1600 words) (200 points)

This assignment comprises the initial part of the research you will conduct for the Critical Analysis paper. For the Annotated Bibliography, students must alphabetically list three to four critical, secondary sources (e.g. scholarly articles, book chapters, etc.) in MLA format and a paragraph summarizing the author's claims and analyses. For the Literature Review, students will synthesize the sources to find continuities and gaps in the research.

6. Critical Analysis Paper (2100 words) (300 points)

This assignment asks students to combine close reading skills with critical concepts and historical information from the research conducted for the Annotated Bibliography and Literature Review. The goal is for students to produce a strong conceptual argument supported by textual and contextual evidence based on the literary work of their choice.

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance* is required.
 - Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
 - You are allowed **three** absences. Missing a double-period class counts as **two** absences. **Each absence after three will lower your final grade by a third letter grade.**
 - If a student misses **six** periods during a semester, they will fail the entire course. **Only** those absences involving university-sponsored events, such as athletics and band, and religious holidays are exempt from this policy. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. If absent due to a scheduled event, students are still responsible for turning assignments in on time.
 - When you are absent, it is your responsibility to find out what you've missed *and* come to the next class prepared; contact a classmate or the instructor to find out what work you've missed. It is also your responsibility to make yourself aware of all due dates. You should check Canvas daily for new announcements or assignment details/rubrics.
3. *Tardiness*: If students enter class after roll has been taken they are late, which disrupts the entire class. **Three** instances of tardiness count as **one** absence.

4. *Classroom behavior and netiquette*: Please keep in mind that 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. You are expected to be courteous in email messages and threaded discussions.
5. *UF's policy on Sexual 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/>
6. *Paper Format & Submission*: Papers will be submitted in an accepted electronic file format (.doc, .docx, .rtf) on Canvas; no other formats are permitted. Your papers must be formatted according to MLA style and should be in 12-point Times New Roman font and double-spaced with 1-inch margins and the appropriate heading and pages numbered.
7. *Late Papers/Assignments*: Papers received late will be docked by a third letter grade. No late papers will be accepted after **two** days, unless there are extenuating circumstances. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
8. *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.
 - A Student must 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. 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.
9. 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.
10. *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/>
11. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
12. *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.
13. *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>

14. 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>
15. *Writing Studio*: The University Writing Studio (formerly the Writing Center) is located in 2215 Turlington Hall and is available to all UF students. Students have the opportunity to work one-on-one with a consultant on issues specific to their own particular development. Because the Writing Studio's aim is to help students become more effective writers, they do not simply proofread or edit documents. They can, however, assist students to become better proofreaders and editors of their own work.
16. *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.)

Tentative Schedule

*The calendar contains the reading and writing assignments for the semester. Readings will be discussed on the day they appear, and assignments will be due on the date they appear. Students should note that the schedule is a guideline & may change.

Wk	Date	Assigned Readings	DUE
1	T 8/20	Class Introductions	
	R 8/22	Levine, et. al. "Introduction" (pp. 3-25)	
2	T 8/27	"Native American Oral Literature" (p. 29-44) and 'John Smith' (p. 53-69)	Critical Reading Response #1
	R 8/29	'William Bradford' (p. 69-91)	
3	T 9/3	'Anne Bradstreet' (p. 112-30); 'Benjamin Franklin' (p. 204-20)	
	R 9/5	The Federalist Papers (p. 360-70)	
4	T 9/10	'Olaudah Equiano' (p. 370-405) 'Phillis Wheatley' (p. 420-3; 428-9); Introduce Close Reading assignment	Critical Reading Response #2
	R 9/12	'Native American Eloquence' (p. 475-88)	
5	T 9/17	'Introduction' (p. 489-507); 'Henry Wadsworth Longfellow' (p. 706-12); 'Edgar Allan Poe' (p. 731-8); 'Abraham Lincoln' (p. 799-802)	
	R 9/19	'Slavery, Race, and the Making of American Literature' (p. 815-19; 826-29; 832-3); 'Harriet Beecher Stowe' (p. 838-49)	
6	T 9/24	Stowe, (p. 850-878)	Close Reading Draft Due Wed (9/25) @ 3pm
	R 9/26	Close Reading Draft Workshop & Peer Review	
7	T 10/1	'Frederick Douglass' (p. 996-1034)	Close Reading
	R 10/3	Douglass, (p. 1034-59)	
8	T 10/8	'Introduction' (p. 1-17) Introduce Annotated Bibliography and Lit Review assignment	
	R 10/10	Library Research Day	
9	T 10/15	'W.E.B. Du Bois' (Vol. II: p. 559-77); 'Realism and Naturalism' (p. 578-94)	

	R 10/17	'Introduction' (p. 667-85)	
10	T 10/22	Class Presentations	
	R 10/24	Finish class presentations; 'Modernist Manifestos' (p. 803-18)	
11	T 10/29	'T.S. Eliot' (p. 827-54)	
	R 10/31	'Claude McKay' (p. 934-8); 'Langston Hughes' (p. 1036-44)	
12	T 11/5	'Introduction' (p. 1069-86); 'Ralph Ellison' (p. 1209-20)	Annotated Bibliography and Literature Review Draft Due on Wed (11/6) @ 3pm
	R 11/7	Annotated Bibliography and Literature Review Draft Workshop & Peer Review	
13	T 11/12	Kerouac (Pts. 1 & 2; Pt. 3: Chs. 1-4); Introduce Critical Analysis Paper assignment	Annotated Bibliography and Literature Review
	R 11/14	Kerouac (Pt. 3: Ch. 5-11; Pts. 4-5)	
14	T 11/19	'Toni Morrison' (p. 1427-42); 'Audre Lorde' (p 1490-3); 'Gloria Anzaldúa' (p. 1557-67)	
	R 11/21	'Leslie Marmon Silko' (p. 1579-86); 'Li-Young Lee' (p. 1635-40)	
15	T 11/26	'Barry Lopez' (p. 1647-9); 'Jamaica Kincaid' (p. 1649-51)	
	R 11/28	NO CLASS – Thanksgiving Break	Critical Analysis Paper Draft Due Mon (12/2) @ 3 pm
16	T 12/3	Critical Analysis Draft Workshop and Peer Review; Course wrap-up: evaluations/debrief class; Critical Analysis Paper Due Friday (12/6)	

Grading/Assessment Rubric

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