

AML 2070: Survey of American Literature

Section 4081

MTWRF, period 3 (11:00- 12:15)

RNK 106

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Office Hours: Wednesday, period 2 (9:30- 10:45) and by appt.

Course Description and Goals:

This course is an introduction to some of the major writers, issues and forms found in the history of American literature. Because of the scope of American literature and the limitations of a single semester survey, we will focus on literature written after the Civil War and extending into the present day. We will approach our readings by situating them within their formal, historical, and ideological contexts. Our readings are thus separated into three major groupings, each corresponding to roughly two weeks of the course: 1) the period between the end of the Civil War and World War I and its dominant literary form of realism, 2) the period between the two World Wars and the literary style of modernism, and 3) the post-war era and the literary style that eventually becomes postmodernism. We will also explore how literature can contribute to political movements, with a particular focus on the contributions of women and African-American writers whose work challenges dominant conceptions of race, gender, and sexuality. The course thus gives students an opportunity to grasp how each individual literary text can be situated both within its unique historical and political moment as well as the rich tradition of American literature and its aesthetic forms.

By the end of the course, students will have a working knowledge of American literature post-1865. They will be able to articulate the difference between the periods of realism, modernism, and post-modernism and know some of the major literary movements within these periods, such as regionalism and the Harlem Renaissance. Finally, students will be able to read literary works as historical texts that both reflect and often attempt to influence their historical and political moments.

This course is also designed to provide 6000 words toward the Writing Requirement. A major focus of the course will be writing instruction: students will learn how to organize their thoughts, make clear arguments, and use evidence drawn from literary texts to demonstrate these arguments.

This is a General Education course providing student learning outcomes listed in the Undergraduate Catalog. For more information, see <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx>

Required Texts:

The Oxford Book of American Short Stories (ed. Joyce Carol Oates). Oxford, 2012
Sarah Orne Jewett- *Deephaven and Selected Stories* (Createspace Independent, 2014)
Charles Chesnutt- *Tales of Conjure and the Color Line* (Dover Thrift, 1998)
Willa Cather- *O Pioneers!* (Dover Thrift Editions, 1993)
William Faulkner- *As I Lay Dying* (Vintage, 1991)
Zora Neale Hurston- *Their Eyes Were Watching God* (Harper Modern Classics, 2013)
Rita Mae Brown- *Rubyfruit Jungle* (Bantam, 1983)
Don DeLillo- *White Noise* (Penguin, 1986)

Additional Readings will be made available to you on UF Library Course Reserves:
<https://ares.uflib.ufl.edu/ares/>

Assignments (due dates listed below under schedule):

Points

150 Literary Analysis 1 (see below for details)
150 Literary Analysis 2 (see below for details)
250 Literary Analysis 3 (see below for details)
250 5 Reading Responses (50 points each)
100 Unannounced Reading Quizzes
100 Participation

1000 Total Points Possible

3 Literary Analyses (assignment sheets for these essays will be distributed during the course):

1. Close reading of short passage (1000 words)
2. Short Story Analysis (1000 words)

3. Research Essay (1500 words)

5 Reading Responses (500 words each; 2500 words total)

Five times during the semester I require that you turn in a short response essay to that day's reading (dates are listed below under course schedule). I want these essays to be critical responses to the readings rather than summaries. You may use these papers to raise questions about the readings, evaluate your reactions to the text, or think through potential interpretive arguments. While these are not formal essays, I do expect you to adhere to the guidelines of academic writing we will discuss in class.

Unannounced Reading Quizzes

I will periodically begin class with a short reading quiz to make sure you did the reading. These quizzes will be randomly distributed throughout the semester, so always be prepared!

Participation

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions. Be prepared to answer questions about the course material, make comments and ask your own questions to the class. Participation points will be given to those students who actively engage with the discussion, and create useful contributions to the class through their comments and questions. **To receive full credit for participation, students are expected to contribute meaningfully to class discussion at least once a class period.**

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

Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or

	sources, and provide an adequate discussion with basic understanding of sources.	inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Absence and Tardy policies

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Attendance is required. If a student misses more than **four** classes during the semester, his or her final grade will drop one half letter grade (50 points) for each additional absence. I exempt from

this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

Please Note: if students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enters class after roll has been called, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.

Final Grade Appeals

Students may appeal a final grade by filling out a form available from Carla Blount, Department of English Program Assistant. Grade appeals may result in higher, lower, or unchanged final grade.

Classroom Behavior

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Many 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. I will not tolerate any rude, coarse, or offensive remarks based upon race, gender, ability, or sexual identity. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

In-Class Work

Assignments are due at the beginning of class at the assigned deadline. Late papers will not be accepted. Failure of technology is not an excuse. If you are going to be absent on a date an assignment is due, you need to make arrangements to turn it in early.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. In general, students are expected to contribute constructively to each class session.

Students with Disabilities

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.hr.ufl.edu/eo/sexharassment.htm>

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: <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>

Statement of Composition (C) and Humanities and Writing Credit

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

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/writing-and-math-requirement.aspx>

Statement of Online Course Evaluation Process

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>

Course Schedule (Tentative)

Note: you will be expected to have read all the texts listed on each day prior to that day's discussion.

Week 1

7/1 Introduction

7/2 Freeman, "Old Woman Magoun" (Oates 154-172); Wharton, "A Journey" (Oates 208-218)

7/3 Chopin, "The Storm" (Oates 147-153); Gilman, "The Yellow Wallpaper" (Oates 191-207)

7/4 No Class- University Holiday

Week 2

7/7 *Tales of Conjure and the Color Line* (1-57) Reading Response 1 Due

7/8 *Tales of Conjure and the Color Line* (57-68; 83-97)

7/9 *Deephaven* (3-34) Reading Response 2 Due

7/10 *Deephaven* (35-70)

7/11 Jewett, "Tom's Husband" (*Deephaven* 91-98); Jewett, "A White Heron" (Oates 136-148)

Week 3

7/14 *O Pioneers!* (1-48) Literary Analysis 1: Close Reading Due

7/15 *O Pioneers!* (49-79)

7/16 *O Pioneers!* (80-End)

7/17 *As I Lay Dying* (1-67) Reading Response 3 Due

7/18 *As I Lay Dying* (68-152)

Week 4

7/21 *As I Lay Dying* (153-End)

7/22 *Their Eyes Were Watching God* (1-75) Reading Response 4 Due

7/23 *Their Eyes Were Watching God* (76-128)

7/24 *Their Eyes Were Watching God* (129-End)

7/25 Hughes, "Red-Headed Baby" (Oates 359-364); Hughes, "Let America be America Again" (Course Reserves)

Week 5

7/28 Toomer, "Blood-Burning Moon" (Oates 317-325); Wright, "The Man who was Almost a Man" (Oates 365-377) Literary Analysis 2 Due

7/29 Ellison, "Battle Royal" (Oates 441-456); Baldwin, "Sonny's Blues" (Oates 482-513)

7/30 *Rubyfruit Jungle* (1-86) Reading Response 5 Due

7/31 *Rubyfruit Jungle* (87-168)

8/1 *Rubyfruit Jungle* (169-End)

Week 6

8/4 *White Noise* (3-105)

8/5 *White Noise* (106-163)

8/6 *White Noise* (164-256)

8/7 *White Noise* (257-End)

8/8 Moore, "How to become a Writer" (Oates 806-813); Course Wrap-up. Literary Analysis 3
Due