

AML 2070: Survey of American Literature

Mihye Bang

Fall 2017 Section 0211

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Classroom: MAT 0009

Office Hours: M/W 8 (3:00-3:50)

T 2-3(8:30-10:25)^3 (9:20-10:25)

Course Description

This course is an intensive reading survey of American literature from the 1700s to the late 20th century. The goal of the course is to introduce students the history and achievements of American literature. While moving along the chronological timeline of American literature, we will explore a discourse of masculinity in the United States by reading a broad range of texts including poetry, short fiction, essays, dramas, and novels. Students will be encouraged to think critically how pioneering, persevering, and self-reliant manhood has been promoted as a national ideal in early American culture and how this white masculinity has affected and also been contested by different gender, racial, and ethnic ideals such as black masculinity or femininity.

Students are required to write well-formatted, well-supported, and persuasive essays that clarify their own arguments about the texts we have read and the theme we have discussed. After this course, you should emerge with a deepened understanding of major trends of American literature as well as improved skills of critical reading and literary analysis.

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Course Objectives

By the end of the course, you should be able to

- Close-read and analyze texts thoroughly
- Read critically texts and ask critical questions
- Make historical, critical or theoretical statements about texts
- Summarize, analyze, and incorporate sources to support your statement
- Write critical analysis of literary texts in MLA format paper

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).
- 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

These are the preferred editions for this course. You may purchase a different edition if you prefer, so long as the edition is complete. Please note that if you choose to do so your page and chapter numberings will most likely vary from the paperback copies the instructor uses in this class.

The Norton Anthology of American Literature, (Shorter Eighth Edition), 8th ed. [ISBN : 978-039391888]

* Some texts unavailable in the Norton Anthology will be uploaded as PDF files in Canvas.

List of Assignments

(i) 2 Response Papers (500 words each - 70 points each)

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During the term, you will write two short response papers that respond to a reading of your choice). These papers should analyze the readings and construct original arguments about how the texts relate (contribute/object/resist) to the contemporary ideals of masculinity in American history. [Response papers must be submitted prior to the class period in which we will discuss the primary text discussed in the papers. You must post your response papers in

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Canvas and also bring a hardcopy to class so that we can develop our discussion around them.

2) 1 Class Presentation with Discussion Session (50 points)

[Once in the semester, you will have a class presentation. The goal of this presentation is to practice how to build up your original argument with supporting materials and to have a group discussion to improve your argument.

You will choose one literary text from our syllabus and one critical text about American masculinity from the recommended list.

You only need to have four parts for this presentation. (1) show your main argument as one sentence (2) show your close analysis of a specific paragraph or chapter in the chosen literary text (3) present how your analysis of the text can be supported (or objected) by the critical text (4) make your conclusion (try to answer to the “so what?” question about your argument)

Before your presentation, please consult your instructor about your plan. Your presentation must not go over 10 minutes, (just 4-5 ppt slides) After your presentation, your audience will pose questions and critique the validity of your argument.

Recommended critical texts (more can be added*)

R. W. Connell, “Hegemonic Masculinity - Rethinking the Concept”

David Leverenz, *Manhood and the American Renaissance*

Michele Wallace, *Black Macho and the Myth of Superwoman*

Phillip Brian Harper, *Are We Not Men?*

Susan Rosowski, *Birth of a Nation: Gender, Creativity, and the West in American Literature*

Judith Halberstam, *Female Masculinity*

“Dude, Where’s My Phallus? Forgetting, Losing, Looping” |

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3) Mid-term Paper: Close-Reading Analysis ([1000 words] / 150 points)

This essay will be a sustained close-reading of any text on our syllabus. Your close reading and analysis should take the form of an academic argument. All evidence included to support your thesis should come from the primary text. No outside sources are permitted in this paper.

4) Prospectus with Bibliography (300 words/ 50 points)

Before submitting the final paper, you should submit a prospectus to outline your future project. In prospectus, you will brief the primary text(s) you chose, your thesis, and a general

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outline of your paper. Your prospectus should include one paragraph description of your project (over 350 words) with a short bibliography listing (without annotations) at least five scholarly sources.

5) Annotated Bibliography with Outline (1200 words/ 50 points)

As a preliminary step to your final paper, you should submit an annotated bibliography explaining how you will use 3 of your sources. You will read three sources from the listed items you have already chosen in your bibliography. To prove you have done some valid research to back up your argument, you should evaluate the relevance and the quality of the sources. Your annotation also should include short summaries of each source and clear explications of your argumentative position you will take regarding the source.

Based on the reading of the three sources, you should submit an outline which illustrates your clear “thesis statement” and organization of your argument. You should clarify how you will integrate the sources to support your argument.

6) Researched Critical Essay (2500 words - 300 points)

This essay will be a sustained, formally researched critical analysis in which you will make an original argument about one or more literary texts through a particular theoretical, historical, or critical lens. In this paper, you must support your thesis with textual evidence and scholarly research.

7) Attendance / Daily Participation/ Quizzes (200 points)

The majority of class time will be spent reading, analyzing, and discussing the assigned texts and learning in workshops on writing and researching. For these reasons, daily and engaged participation is a priority in this course. All students should participate every day in some fashion, whether through offering points of view, raising questions, asking for clarification, and of course, writing when it is required.

***Every four weeks we will have short-answer quizzes.**

Assignment Schedule & (Points[^])

Assignment	Word count	Points	Due Date
2 Response Papers	1000 (500x2)	140 (70 x 2)	*You choose the dates
1 Presentation		50	*You choose the dates
1 st Quiz		25	Sep 14 th (R)
Close-Reading Analysis	1000	200	Oct 2 nd (M) (First Draft on Sep 21 st)

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2 nd Quiz		25	Oct 12 th (R)
Prospectus with Bibliography	300 (without Bibliography)	50	Oct 27 th (F) (Conference on Oct 24&126 th)
3 rd Quiz		25	Nov 9 th (R)
Annotated Bibliography	1200 (with outline)	50	Nov 14 th (T) (Conference on Nov 7&9 th)
First Draft of Critical Essay	1500 (*not counted in Total wc)	N/A	Nov 21 st (T) (E-Conference)
4 th Quiz		25	Dec 5 th (T)
Researched Critical Essay	2500	300	Dec 7* (R)
Attendance		100	
Total	6000	1000	

Course Policies

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* You must attend class to succeed in this course. Please note that missing a Tuesday double-block class counts as two periods. Your overall grade will be penalized by 50 points per absence. If you miss (six periods), you will automatically fail the course.
3. *Tardiness:* If you enter class after the official start of the period, you are late—which disrupts the entire class. Two instances of tardiness count as one absence. If you are 20 minutes late or more for a class period, I consider you absent.
4. The only reasons to be absent are illness, attendance at 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. You should consult with the instructor, if you have any extenuating circumstances for your absence.
5. *Paper Format & Submission:* All papers will be submitted as MS Word (.doc) documents to E-learning/Canvas. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered.
6. *Late Papers/Assignments:* Late papers will not be accepted. Failure of technology is not an excuse.
7. *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.* 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/secr/process/student-conduct-honor-code/>.
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.
10. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
11. *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.
12. *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>
13. 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/gwc/Default.aspx>
14. *Classroom Behavior:* 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.
15. *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/>
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.)

Schedule of Classes and Assignments

This schedule is subject to change. Unless otherwise indicated, assignments and readings are due the day they are listed on the syllabus.

Week 1

T Aug. 22 Syllabus Overview, Short Close-Reading Practice

Anne Bradstreet, "Here Follows Some Verses upon the Burning of the Our House"

RAug. 24 William Bradford, Of Plymouth Plantation (excerpts)

John Winthrop, A Model of Christian Charity (excerpts)

Week 2

T Aug. 29 (Benjamin Franklin, *Autobiography* (excerpts)

Ralph Waldo Emerson, "Self-Reliance" |

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RAug. 31 Nathaniel Hawthorne, "The Minister's Black Veil"

Week 3

T Sep. 5 Ralph Waldo Emerson, "Nature"

Walt Whitman, "Song of Myself" (excerpts)

RSep. 7 Walt Whitman, "Song of Myself" (continued) "Crossing Brooklyn Ferry"

Week 4

T Sep. 12 Emily Dickinson, "I'm Nobody! Who are you?" "Because I could not stop for Death" "I heard a Fly buzz - when I died" "My Life had stood - a Loaded Gun" "A narrow Fellow in the Grass" "I'm Nobody! Who are you?" "The Soul selects her own Society -" "Much Madness is divinest Sense -"

R Sep. 14 Frederick Douglass, "Narrative of the Life of Frederick Douglass"

* Quiz (il)

Week 5

T Sep. 19 Herman Melville, *Bartleby, The Scrivener*

R Sep. 21 Mark Twain, Adventures of Huckleberry Finn (1)

*Peer-Review (First Draft of Close-Reading Analysis)

Week 6

T Sep. 26 Mark Twain, Adventures of Huckleberry Finn (2)

R Sep. 28 1:1 Conference for Close-Reading Analysis

*Oct 2nd Due: Close-Reading Analysis

Week 7

T Oct. 3 Mark Twain, Adventures of Huckleberry Finn (4)

R Oct. 5 Mark Twain, Adventures of Huckleberry Finn (3) [

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Week 8

T Oct. 10 Henry James, "The Aspern Papers" (1)

R Oct. 12 Henry James, "The Aspern Papers" (2)

* Quiz 1

Week 9

T Oct. 17 Edgar Allen Poe, "The Raven" "Annabel Lee"
"The Purloined Letter"

R Oct. 19 (Robert Frost, "Mending Wall" "After Apple-Picking" [

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Week 10

T Oct. 24 Langston Hughes, "Mother to Son" "I, Too" "Theme for English B"

Claude McKay, "America" "If We Must Die" "Joy in the Woods"

R Oct. 2(6 Wallace Stevens, "The Snow Man" "The Emperor of Ice-Cream" "Disillusionment
of Ten O'clock"]

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Oct 27th * Due: Prospectus with Bibliography

Week 11

T Oct. 31 Willa Cather, "My Antonia" (1)

R Nov. 2 Willa Cather, "My Antonia" (2)

Week 12

T Nov. 7 Willa Cather, "My Antonia" (3)

R Nov. 9 Willa Cather, "My Antonia" (4)

* Quiz (a)

Week 13

T Nov. 14 Arthur Miller, "Death of a Salesman" (1)

*Nov 14 Due: Annotated Bibliography with Outline

R Nov. 16 Arthur Miller, "Death of a Salesman" (2)

Week 14

T Nov. 21 Richard Wright, "The Man Who Was Almost a Man"

R Nov. 23: No Class- Thanksgiving

Week 15

T Nov. 28 (Sylvia Plath, "Daddy" "Lady Lazarus" "The Colossus"

Anne Sexton, "Sylvia's Death" "Her Kind" "Housewife"

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R Nov. 30 Allen Ginsberg, "Howl"

Week 16

T Dec. 5 Gwendolyn Brooks, "we real cool" "The White Troops Had Their Orders But the Negroes Looked Like Men" "Gay Chaps at the Bar" "STILL I DO KEEP MY LOOK, MY IDENTITY..."

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Wrap-up, Course evaluation

* Quiz (4)

R Dec. 7 No Class

* Due: Researched Critical Essay

Grading & Course Credit Policies

Grading for this course will be rigorous. Assignments will first be graded for the strength of your arguments, measured by your wording, organization, substantiation of claims, clarity, and so on. If an assignment illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment will be failed. Do not rely on your instructor for copy-editing, even on drafts.

Every assignment's word count must be fulfilled. **Submitted assignments short of the minimum word count will receive zero credit.**

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