

**AML 2070 – SURVEY OF AMERICAN LITERATURE (sec. 0535), Spring 2018**  
**“The American Outsider”**

**Instructor:** Jonathan Hernandez (jhernandez4@ufl.edu)

**Class meeting times & location:** T, Periods 8-9 (3:00-4:55 pm), and R, Period 9 (4:05-4:55 pm); Matherly Hall (MAT) 151

**Office Location and Hours:** Turlington Hall (TUR) 4325; T and R, Per. 7 (1:55-2:45 pm), and by appointment

**Course website:** <https://ufl.instructure.com/courses/347279>

**COURSE DESCRIPTION, OBJECTIVES, AND GOALS:**

Throughout American history, individuals have been considered (or self-identified as) “outsiders” due to their gender, race, place of origin, social class, etc. A main goal of this course, then, is to expand students’ definition of “American literature” by showing them how writers from various backgrounds have contributed to the American literary canon, from the nation’s foundation to the present. Students will also consider the ways in which certain individuals or social groups have managed to overcome the label of “outsider,” as well as which individuals or groups are still perceived as “Others”.

By the end of this course, students are expected to have a broad, but comprehensive, overview of the diversity of American literature. In addition, students will have gained experience analyzing various forms of literature and developing original arguments that contribute towards existing scholarship. These assignments, which serve to satisfy the University Writing Requirement, include analytical reading responses, a critical article analysis, a literary analysis, and a final critical analysis paper. Students will also become familiar with the MLA citation style, which will allow them to properly analyze, synthesize, and incorporate primary and secondary texts in their own writing.

**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 6,000 words.

**GENERAL EDUCATION LEARNING OUTCOMES:**

By the end of this course, students will 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 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:**

All course texts should be available through the UF Bookstore. If you are purchasing your texts online, search for the ISBN included below to ensure you can easily follow along during discussions. E-books are acceptable, though they may not have clear/consistent pagination.

Alexie, Sherman. *Flight*. Black Cat, Grove Press, 2007. (ISBN: 0802170374)  
 Baym, Nina, editor. *The Norton Anthology of American Literature*. Shorter 8th ed. Two Vol. W.W. Norton & Co., 2012. (ISBN: 0393918882)  
 Fitzgerald, F. Scott. *The Diamond as Big as the Ritz*. Juniper Grove, 2008. (ISBN: 1603551050)

Additional readings will be posted on our course's [Canvas site](#). Please print out a copy of these readings, or bring your laptop/tablet to access them in class.

**Note:** You are responsible for having a copy of the day's reading(s) in front of you each class. Failure to do so reflects a lack of preparedness for class and will result in you being marked **absent** for the day.

**ASSIGNMENTS** (see p. 10 for **Grading/Assessment Rubric**):

Due dates for major assignments are noted on our **Course Schedule** and [on Canvas](#). Throughout the semester, I will provide assignment sheets with detailed guidelines for each assignment.

1. Reading Responses (3 responses, 500 words each)	15%
2. Discussion Leader	10%
3. Critical Article Analysis (1,000 words)	15%
4. Literary Analysis (1,500 words)	20%
5. Critical Analysis Paper (2,000-2,250 words)	20%
6. Reading Quizzes	5%
7. In-Class Work and Homework	15%
<b>Total</b>	<b>100%</b>

**1. Reading Responses—3 scheduled responses, 500 words each; 15% of final grade**

For this assignment, you will turn in an analytical response to the respective day's reading(s). You should consider these papers a precursor to class discussion, which means responses need to go beyond a summary of the text and demonstrate how you are beginning to think about the texts' larger themes and ideas.

**2. Discussion Leader—10% of final grade**

At some point in the semester, you will contextualize the day's reading(s) through a short (8-10 minute) presentation that covers some cultural or historic aspect of the text(s) we are discussing that day. All presentations must be researched and properly cited and should include a visual element. In addition, presentations should explain how the presentation topic relates to the day's reading and pose a question to the class that will help generate critical discussion.

**3. Critical Article Analysis—1,000 words; 15% of final grade**

This assignment requires you to find one relevant and reputable academic article related to one of the texts we have read from weeks 1-5 and write an essay in response to the author's/authors' argument. In this essay you must provide a brief summary of the article's argument, as well as a detailed analysis of the effectiveness and validity of this argument. In addition, you should discuss the way in which this argument shapes or challenges your understanding of the text it discusses/analyzes.

**4. Literary Analysis Assignment—1,500 words; 20% of final grade**

For this assignment, you will write an analysis of any text we have read in weeks 1-5. Your essay should focus on your chosen text's form, characters, setting, the author's writing style, etc. and discuss how they inform the text's main themes and ideas. In addition, your paper should incorporate *at least* one scholarly secondary source about, or related to, your selected text and those themes or aspects of the text you are exploring in your paper.

As part of this assignment, all students are required to attend a conference with me to discuss their approach towards this paper.

**5. Critical Analysis Paper—2,000-2,250 words; 20% of final grade**

This assignment involves your presentation of an original argument that works with some of the major issues and themes discussed in this course. The paper requires 2-3 scholarly secondary sources, which means you will need to carefully research your chosen topic to effectively present your argument.

All students are also required to attend a conference me to discuss their approach towards this paper.

**6. Reading Quizzes—5% of final grade**

Sporadic reading quizzes will be given throughout the semester during the first fifteen minutes of class. These short answer, true/false, and multiple choice format quizzes will test how carefully you are reading, but should not be difficult for students who complete the assigned readings.

If you arrive to class once a quiz has begun, you have the remainder of the given time to complete the quiz. Because the purpose of these quizzes is to ensure you are keeping up with our readings, missed quizzes cannot be made up. The only excuse for a missed quiz is written verification of participation in an official university-sponsored event for the day missed

(submitted in advance), a hospital note, or absence due to a religious holiday. In these cases, the missed quiz grade would not count against your final grade.

**Note: If at any point in the semester it becomes evident that the majority of students are not completing the assigned readings, I reserve the right to assign quizzes with increased regularity.**

**7. In-Class Work and Homework—15% of final grade**

This grade accounts for *active* and *meaningful* participation during in-class discussions, peer reviews, and other group work and activities, as well as completion of homework assignments.

**COURSE POLICIES:**

1. You must complete *all* assignments to receive credit for this course.
2. *Attendance.* Attendance counts in this course, as class discussions cannot be replicated. If you miss class, you are also missing that day's lesson and the insights of your peers. Please note that since this class meets on a block schedule, absences are counted in terms of periods missed, not days. This means that missing class on Tuesdays **counts as two absences**.

With that said, all students may be absent up to THREE (3) periods during the semester without penalty. **However, if you miss more than SIX (6) periods during the term, you will automatically fail the entire course.** As a result, you should always come to class, barring the following:

Absences involving official university-sponsored events, such as athletics (see *Twelve-Day Rule* below), band, and debate; religious holidays, military duty, and court-mandated responsibilities. For these absences, please provide appropriate documentation for the absence ahead of time, to arrange potential make-up work.

In case of serious illness or injury, a valid, signed note from a doctor or the hospital (with the reason you were not able to attend class) should be submitted, and will be accepted at my discretion.

*Twelve-Day Rule.* According to University policy, "Students who participate in athletic or extracurricular activities are permitted to be absent 12 scholastic days per semester without penalty. (A scholastic day is any day on which regular class work is scheduled)". Please consult the following link for more information:

<https://catalog.ufl.edu/ugrad/1516/regulations/info/attendance.aspx#twelvedayrule>

*Make-up of Assignments.* It is your responsibility to keep track of your attendance and assignments. In case of absence, you are still responsible for turning in any assignments due during your absence **on time**, unless we have arranged an extension. Please note that with the exemption of **documented** absences, you will not be able to make up any in-class activities you miss.

*Tardiness.* Tardiness is a serious disruption to class. If you arrive to class after I have taken attendance, you will be counted as tardy. If you arrive more than 15 minutes after class starts, you will be considered absent for the day. Being late twice in a row will constitute an absence.

3. *Paper Format & Submission.* All work for this class should reflect your best effort. In addition, your papers **must** conform to MLA 8<sup>th</sup> Edition format guidelines\*. This means your papers must include the following elements:

- Your name and other relevant information (course title, name of instructor, date) on the *top left-hand* side of the page
- Original or creative title for assignment (something other than “Reading Response 1,” “Literary Analysis Paper,” “Critical Analysis Paper,” etc.)
- 12 point Times New Roman font, double-spaced
- 1 inch margins all around
- MLA style headers with your last name and page number on the top right side of each page
- MLA-style citations (in-text, and at the end of your paper on a separate Works Cited page). **Note:** Works Cited pages are not required for **Reading Responses**.

\*I will introduce the class to MLA style at the beginning of the semester. In addition, you should consult the material posted in the [Writing Resources folder on Canvas](#), as well as the information available at the [Purdue OWL website](#).

All files for final drafts of papers should be named according to the specifications on the respective assignment sheet and submitted as Word (.doc or .docx) documents (no Pages for Mac files, please) to the indicated location on Canvas. Hard copies of assignments should be submitted in a professional manner (i.e. with multiple pages stapled, and no dirty, wrinkled, or torn pages).

**Note:** All assignments should be submitted on Canvas. Emailed assignments are not accepted, and failure of technology (computer/printer/internet issues) is not an excuse for failing to turn in work on time!

4. *Late Papers/Assignments.* Students are responsible for turning in assignments by the assigned deadline, unless other arrangements have been made with me ahead of time. **Work turned in after the given deadline will be considered late and will be penalized by ONE (1) letter grade for every day (Mon.-Sun.) it is late.**
5. *Paper Maintenance Responsibilities.* Save all work submitted in this course and please save all returned, graded, work until the semester is over.
6. *Academic Honesty and Definition of Plagiarism.* As a University of Florida student, your performance is governed by the [UF Student Conduct and Honor Codes](#). The Honor Codes require students to neither give nor receive unauthorized aid in completing all assignments. Violations of the Honor Code include cheating, plagiarism, bribery, and misrepresentation. This class has a zero-tolerance policy for plagiarism and other forms of academic dishonesty.

**Note:** Academic dishonesty includes re-submitting for credit the exact same assignment that has been submitted in a different course, **EVEN** if it is your own work.

Upon its submission to Canvas, each student's work will be tested for its originality by Turnitin.com. A negative report from Turnitin may constitute proof of plagiarism, and if you are found to have plagiarized, you will fail the respective assignment, be reported to the Dean of Students, and may fail the class.

**Important:** You should never copy information from a book, article, or the internet without providing attribution to the original author(s).

7. *Students with Disabilities.* The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should register with the Disability Resource Center (DRC), located in Reid Hall 001, to receive appropriate documentation. For more information on the DRC, visit: [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/).
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 English 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 emails asking you to evaluate this course at: <https://evaluations.ufl.edu/evals/Default.aspx>
11. *Counseling and Wellness Center.* Students in need of mental health services are advised to contact the on-campus Counseling and Wellness Center. For more information, or to make an appointment, visit <https://counseling.ufl.edu/> or call (352) 392-1575.
12. *Classroom behavior.* You are expected to not only complete all assigned reading before each class, but also, to come prepared to share your analysis and questions about this material during our discussions. The insights you will gain and provide during these will help you and your classmates during individual writing assignments.

Additionally, it is vital that we treat everyone's thoughts and views with open-mindedness and respect, particularly since some of the texts we will be discussing may deal with sensitive or controversial topics. You are always allowed to introduce and support your perspective on a topic or a specific reading of a text, but any disrespect towards others is unacceptable and will result in you being asked to leave the classroom, making you absent for the day.

13. *Electronics Policy.* Students are welcome to bring their laptops and tablets to class but are asked to use these devices for class-related purposes only. Students are required to place cell phones on silent mode during class. If I see you spending all class on an electronic device instead of participating, I will take points off the ***In-Class Work and Homework*** grading category and may also ask you to leave the classroom, marking you **absent** for the day.
14. *Personal Emergencies.* If you have a personal emergency that requires you to step outside for a moment or leave class early, please discuss it with me ahead of time, if possible. Otherwise, you may be marked absent.
15. *E-mails.* All messages to me should **only** be sent from your UF email address or Canvas and should be written in a professional manner. I typically respond to messages within 24 hours, but if you have a time sensitive question or are contacting me about a delicate matter, it may be better for you to speak to me before or after class, or come to my office hours.
16. *Conferences.* While all students are **required** to attend conferences with me as part of their preparation for the ***Literary Analysis*** and ***Critical Analysis Paper*** assignments, in general,

students are encouraged to attend my office hours if they have questions about their progress in the class, or have any other course-related concerns or suggestions. If you cannot attend my posted office hours, please contact me in advance to arrange another meeting time.

17. *University Writing Studio*. The University Writing Studio, located in Tigert Hall 302, is available to all UF students looking for additional assistance on writing assignments. For details and to schedule an appointment, visit: <http://writing.ufl.edu/writing-studio/>
18. *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/>

**COURSE SCHEDULE.** The following schedule is subject to change (with advance notice) throughout the semester. Please attend class regularly to be aware of any announcements or updates to this schedule and note that the most up-to-date version of the course schedule will always be **posted on Canvas**. All assignments and readings are due the day they are listed.

**Note:** Readings with an asterisk in front of the author's name are **posted on Canvas**. Please print them out or bring in your laptop/tablet to access them during class discussions.

**Week 1:**

**T, 1/9** – Introductions, review syllabus;

**Discuss:** Washington Irving, "Rip Van Winkle" (1819) [*Norton*, Vol. 1 p. 469];  
*Strategies for reading literature and writing about literature*

**R, 1/11** – **Discuss:** Nathaniel Hawthorne, "Young Goodman Brown" (1835) [*Norton*, Vol. 1 p. 619];  
*Introduce MLA Basics*

**Week 2:**

**T, 1/16** – **Discuss:** Ralph Waldo Emerson, "Self-Reliance" (1841) [*Norton*, Vol. 1 p. 549]; AND  
Henry David Thoreau, "Resistance to Civil Government" (1849) [*Norton*, Vol. 1 p. 843];  
*Introduce Reading Response Assignment*

**R, 1/18** – **Reading Response #1 Due;**  
Herman Melville, *Benito Cereno* (1855) [*Norton*, Vol. 1 p. 1128]

**Week 3:**

**T, 1/23** – **Discuss:** Walt Whitman, "Shut Not Your Doors" [*Norton*, Vol. 1 p. 1024], "Spontaneous Me" [*Norton*, Vol. 1 p. 1067-1069], "When I Heard the Learn'd Astronomer" [*Norton*, Vol. 1 p. 1078], "The Wound-Dresser" [*Norton*, Vol. 1 p. 1080]; AND

Emily Dickinson, 39 [49] [I never lost as much but twice-] (*Norton*, Vol. 1 p. 1193), 236 [324] [Some keep the Sabbath going to Church -] (*Norton*, Vol. 1 p. 1196), 260 [288] [I'm Nobody! Who are you?] (*Norton*, Vol. 1 p. 1197)

**R, 1/25** – **Discuss:** Harriet Jacobs, Excerpts from *Incidents in the Life of a Slave Girl* (1861) [*Norton*, Vol. 1 p. 818]

**Week 4:**

**T, 1/30** – **Discuss:** \*Lydia Maria Child, "Concerning Women" (1869); AND

Charlotte Perkins Gilman, "The Yellow Wall-paper" (1892) [*Norton*, Vol. 2 p. 485]

**R, 2/1 – Reading Response #2 Due;**

**Discuss:** Charles W. Chesnutt, "The Wife of His Youth" (1898) [*Norton*, Vol. 2 p. 465];  
*Introduce Critical Article and Literary Analysis Assignments*

**Week 5:**

**T, 2/6 – Discuss:** Kate Chopin, "The Story of an Hour" (1894) [*Norton*, Vol. 2 p. 425]; AND  
Susan Glaspell, *Trifles* (1916) [*Norton*, Vol. 2 p. 743];  
*Conducting and Integrating Research*

**R, 2/8 – Discuss:** F. Scott Fitzgerald, *The Diamond as Big as the Ritz* (1922)

**Week 6:**

**T, 2/13 – Literary Analysis Assignment Conferences;  
Critical Text Interpretation and Evaluation Worksheet Due**

**R, 2/15 – Discuss:** William Faulkner, "A Rose for Emily" (1930) [*Norton*, Vol. 2 p. 998], and  
"Barn Burning" (1939) [*Norton*, Vol. 2 p. 1004];

**Critical Article Analysis Assignment Due**

**Week 7:**

**T, 2/20 – Discuss:** Langston Hughes, "Mother to Son" [*Norton*, Vol. 2 p. 1039], "I, Too" [*Norton*,  
Vol. 2 p. 1039], "Note on Commercial Theatre" [*Norton*, Vol. 2 p. 1043], and "Democracy"  
[*Norton*, Vol. 2 p. 1043]; AND

Ralph Ellison "Chapter 1 [Battle Royal]," from *Invisible Man* (1952) [*Norton*, Vol. 2 p. 1211];  
*Establishing a Thesis*

**R, 2/22 – Literary Analysis Assignment Peer Review (complete before class);**

**Discuss:** \*Flannery O' Connor, "The Displaced Person," from *A Good Man is Hard to Find* (1955)

**Week 8:**

**T, 2/27 – Begin discussion of:** Tennessee Williams, *A Streetcar Named Desire* (1947)  
[Scenes One-Six; *Norton*, Vol. 2 p. 1116-1155];

**Literary Analysis Assignment Due**

**R, 3/1 – Wrap up discussion of:** *A Streetcar Named Desire* (1947) [Scenes Seven-Eleven;  
*Norton*, Vol. 2 p. 1155-1177]

**Week 9:**

**T, 3/6 – SPRING BREAK—NO CLASS**

**R, 3/8 – SPRING BREAK—NO CLASS**

**Week 10:**

**T, 3/13 – Discuss:** Philip Roth, "Defender of the Faith" (1959) [*Norton*, Vol. 2 p. 1435]; AND  
Sylvia Plath, "Lady Lazarus" (1962) [*Norton*, Vol. 2 p. 1418]

**R, 3/15 – Discuss:** \*James Baldwin, "Sonny's Blues" (1957)

**Week 11:**

**T, 3/20 – Discuss:** Maxine Hong Kingston, “No Name Woman,” from *The Woman Warrior* (1976) [Norton, Vol. 2 p. 1507]; AND

Toni Morrison, “Recitatif” (1982) [Norton, Vol. 2 p. 1403];

*Introduce Critical Analysis Paper and Critical Analysis Paper Prospectus Assignments*

**R, 3/22 – Reading Response #3 Due;**

**Discuss:** \*Sandra Cisneros, “Barbie-Q,” from *Woman Hollering Creek and Other Stories* (1991) & “Woman Hollering Creek” (1991) [Norton, Vol. 2 p. 1588]

**Week 12:**

**T, 3/27 – Begin discussion of:** Sherman Alexie, *Flight* (2007) (p .1-78; stop at Ch. Ten)

**R, 3/29 – Discuss:** *Flight* (p .79-138; stop at Ch. Seventeen);

**Critical Analysis Paper Prospectus Due**

**Week 13:**

**T, 4/3 – Wrap up discussion of:** *Flight* (p .139-end)

**R, 4/5 – Discuss:** \*Aimee Phan, “Gates of Saigon,” from *We Should Never Meet: Stories* (2004)

**Week 14:**

**T, 4/10 – Discuss:** \*Junot Díaz, “Otravida, Otravez,” from *This Is How You Lose Her* (2012);  
*Critical Analysis Paper Writing Workshop*

**R, 4/12 – Critical Analysis Paper Peer Review (in-class)**

**Week 15:**

**T, 4/17 – Critical Analysis Paper Conferences (bring CAP draft to conferences)**

**R, 4/19 – View & Discuss:** *Black Mirror*, S2E2, “White Bear” (2013)

**Week 16:**

**T, 4/24 – Course wrap-up;**

**Critical Analysis Paper Due**

**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

**Grading/Assessment Rubric:**

The following rubric will be used to grade your major writing assignments:

- A     **A-range papers** establish and sustain a complex and original argument that demonstrates sophisticated engagement with the course concerns and the unit's themes, contexts, and assigned readings. A-level essays provide attentive, rich, and original close reading to illuminate the complexities of language and theme in the texts they focus on. These essays are also well-organized, well-supported, well-developed, and written in an engaging and clear prose style.
- B     **B-range papers** are competent and capable but could be made stronger with better organization, more complex development, more sustained examples, a stronger prose style, **and/or** less recurrent grammatical problems.
- C     **C-range papers** are passable and often promising, but have **multiple** key areas that need considerable improvement: thesis strength, argument focus, level of analysis, development, organization, style, and/or recurrent grammatical problems that interfere with clarity and ability to persuade. Nonetheless, a C paper still shows effort and potential.
- D     **D-level papers** often hold promise, but are not yet "there" as far as narrowing down, organizing, and sustaining a viable idea in readable prose. These papers are generally disorganized, too simple in terms of their argument and/or poorly-argued, and may also lack textual support for points being made. Work in this range is also in need of significant revision and contains numerous spelling and/or mechanical errors that affect the clarity of the student's writing.
- E     **E papers** fail to meet the basic criteria of argument, organization, and mechanics, or may be too off topic by failing to respond in any meaningful way to the assignment. These essays may have also lost excessive points for being incomplete, late, or, missing. Finally, **any assignment that is discovered to be plagiarized will automatically receive a grade of E.**

Please note that the above rubric is not exact. Other factors, such as failure to follow basic assignment prompts or requirements, inaccurate textual references, etc. also affect your grade.