

**AML 2410 Section 0641 : Imperial Pasts, Imperial Futures?"**  
**TR 8-9, 9**

**Instructor: Randi Gill-Sadler**

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**Office Hours: MW 4 and R 8 by appointment Turlington 4359**

**Course Description:** This course is designed to introduce students to issues of imperialism and colonialism in American literature.

Throughout the semester, we will read and analyze poems, essays, letters, novels and political cartoons about America's imperial exploits in Hawaii, Puerto Rico and the Philippines during the late 19th century and into the 20th century. We will discuss themes of race, national identity, and sexuality. As a class, we will meet the following objectives:

-Recognize the ways that American Imperialism is both a continuation and departure from Spanish colonialism

-Discuss and analyze the way American imperialism altered what it meant to be American and who could be American in the late 19th and early 20th century

-Comprehend general tenets of postcolonial theory

-Reread canonical American authors' work to discover imperial influence in their works

-Analyze the ways that ethnic writers treat imperialism in their work

Additionally, you will learn to do "close readings" and read texts critically. I will guide you through the process of researching, organizing and revising the writing assignments that you complete for this class. Writing is an integral component to thinking, analyzing and understanding literature. You will be expected to complete writing

assignments and participate in class discussion at a high level. This is a General Education course providing student learning outcomes listed in the Undergraduate Catalog. For more information, see

<http://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement>.

### **Required Texts**

State of War: A Novel of Life in the Philippines by Ninotchka Rosea

**ISBN-10:** 0671686690

A Ricepaper Airplane: A Novel by Gary Pak

**ISBN-10:** 0824813014

- The Narrative of Arthur Gordon Pym of Nantucket by Edgar Allan Poe

**ISBN-10:** 0375760075

- Macho Camacho's Beat by Luis Rafael Sanchez

**ISBN-10:** 1564782581

Any other reading assignments will be available via E-Learning or in the Course Packet.

**Course Policies:** The best way to get in contact with me is via email. Please allow at least 24 hours for me to respond to any inquiries. You can also meet with me during office hours, by appointment.

### **Classroom Behavior**

In-class participation and discussion are REQUIRED in this class. Thoughtful participation in class discussion and completion of ALL writing assignments are the best ways to ensure success in this class. Any disrespectful or disruptive behaviors will not be tolerated and will result in dismissal from class.

### **Attendance**

Consistent attendance is required. You are allowed three unexcused absences in this class. **After that, each unexcused absence will result in a ten point deduction from your grade. If you have more than six unexcused absences, you will fail this course.** Excused absences will not be counted against you, but only university sponsored events such as athletics, band, theater and religious holidays qualify as excused absences. All excused absences

**REQUIRE** documentation. In the event of any absence, it is **YOUR** responsibility to find out any notes, assignments or syllabus changes you missed. Please contact one of your fellow students to find out what you missed in class. Additionally, being more than ten minutes late without proper notification will result in an unexcused absence.

## **Assignments**

### **Reading Responses (300 word minimum) 300Points**

You are required to do 6 responses for the semester. Reading responses have two specific purposes in this class. Primarily, they give you a chance to explore elements of the texts that you find interesting and engage critically with the text you read. Secondly, the writing responses are opportunities for you to practice the writing skills we will be going over in class. You may write about any of a week's readings preceding a response's due date. I will provide the prompt to ensure that you are thinking about the course theme, but feel free to include connections to other readings, discuss contextual factors influencing the work and/ or explore a theme that you see surfacing.

Whatever the subject of your response, be sure to make an argument about the text(s) you have read. Avoid responses that simply state "I like/didn't like this text because..." responses. Your writing should be formal and organized. You will receive feedback from me on how well you have developed your ideas, how much you have engaged with the specifics of the text and mastery of the writing skills we will be going over in class. Response papers are a great way to create a foundation for your final essay.

### **Close Reading Assignment (400 words) 100 points**

You will be required to do a close reading of a text of your choosing.

### **Synthesis Essay (1200 words) 100 points**

You will be required to construct an argument about two texts by using synthesis skills. You will choose from one of three prompts to write the

essay.

**Annotateci Bibliography (800 words)**

**150 points**

The final paper will require you to use critical works to support your argument. For this assignment, you will be required to annotate 5 scholarly sources. Your annotations, short paragraphs following the bibliographic entries, must summarize the source, assess its usefulness and demonstrate that you have thought critically and in-depth about the sources you are using.

**Final Paper (1800 words)**

**250 points**

An argument of your own design based on the texts we have read in this class or a text of your own choosing. I will expect your argument to be original and integrate at least 3 well-chosen and applicable scholarly sources.

**Participation**

**100 Points**

Participation in this course is essential. Over the course of the semester, you will have quizzes, peer-reviews and in-class assignments that factor into this portion of your grade. **Quizzes will be given randomly and cannot be made up. In-class assignments can only be made up in the event of an excused absence.** In the event that you have more than 3 unexcused absences, those points will be deducted from your participation grade.

**Grading Scale**

A	930-1000	C	730-769
A-	900-929	C-	700-729
B+	870-899	D+	670-699
B	830-869	D	630-669
B-	800-829	D-	600-629
C+	770-799	E	0-599

**Grading Expectations (Responses and Homework)**

A-range: Homeworks marked excellent are thoughtful, careful, developed, and clearly presented. They show clear engagement with the unit's themes, strong comprehension of the text, and they offer sustained and original close reading that successfully illuminates the

question.

B-range: Homeworks marked very good are competent and capable, but would benefit from either more complex development, fuller explanation or examples, increased risk-taking (including subtler or more original examples), or clearer presentation (structure, prose style, grammar).

C-range: Promising, but has multiple areas that require improvement: more rigorous engagement with the question, stronger development of ideas, improved focus (in identifying the issue or guiding the reader through your analysis), fuller explanation of examples, increased risk-taking (including subtler or more original examples), and/or clearer presentation (structure, prose style, grammar).

D or below: Off track or inadequate, either because it is too brief, lacks comprehension, is carelessly composed, or presents a superficial response to the topic.

### **Grading Expectations (Essays)**

A-range essays establish and sustain a complex and original argument that demonstrates engagement with the course concerns and the unit's themes. A-level essays provide attentive, rich, and original close reading to illuminate the complexities of language and theme in their chosen texts. They are well-organized, well-supported, well-developed, and writing in an engaging and clear prose style.

B- range essays are competent and capable; they could be made stronger with either better organization, more complex development, more sustained examples, a stronger prose style, or less recurrent grammatical problems.

C-range essays are passable and often promising, but have multiple key areas that need major improvement: argument focus, level of analysis, development, organization, style, recurrent grammatical problems that interfere with clarity and ability to persuade.

D-level essays often hold promise, but are not yet "there" as far as

narrowing down, organizing, and sustaining a viable idea in readable prose.

E essays fail to meet the basic criteria of argument, organization, and mechanics, or may be too off topic, failing to respond in any meaningful way to the assignment.

### **Final Grade Appeals and Grade Point Equivalencies**

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. Grade appeals may result in a higher, unchanged, or lower final grade. Also, UF has recently instituted minus grades. As a result, letter grades now have different grade point equivalencies. For more information, please see:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

## **Schedule**

### **Week 1 : Introductions**

R 8/22: Course Objectives and Expectations

### **Week 2: What Is Imperialism?**

T 8/27: Excerpts from *A Short Account of the Destruction of the Indies*

“The White Man’s Burden” Rudyard Kipling

Introduction of Postcolonial Theory

R 8/29- President McKinley’s Address to the Methodist Delegation

President’s McKinley’s Declaration of War

**Reading Response 1** : How does McKinley attempt to differentiate what America want to do in Cuba versus what Spain has done? What are the underlying implications, if any, in his message?

### **Week 3: The Oppressed Fighting for the Oppressor**

T 9/3: Excerpts from *Smoked Yankees And the Struggle for Empire: Letters from Negro Soldiers, 1898-1902*

R 9/5: Excerpts from *A Woman's Impression of the Philippines*

**Reading Response 2:** At this point in history, both Blacks and women disenfranchised groups. However, each group participates in the colonizing project to varying degrees. How does the imperial project become appealing to other oppressed groups domestically?

#### **Week 4: Imagine a Time Before Colonialism**

T 9/10: *State of War*

\*Introduction of Close Reading Assignment and Demo\*

R 9/12: *State of War*

#### **Week 5: Imagine a Time Before Colonialism**

T 9/17 : *State of War*

R 9/19: *State of War*

\***Close Reading Assignment Due** and Introduction of Synthesis Essay Prompts\*

#### **Week 6: Introduction to Hawaii and Plantations Abroad**

T 9/24 : *A Ricepaper Airplane*

P

\*Workshop for Writing a Strong Synthesis Essay\*

R 9/26 : *A Ricepaper Airplane*

**Reading Response 3:** What ideas about race and gender in the plantation culture of Hawaii are consistent with plantation culture in the US South? What are the implications of these similarities?

#### **Week 7: Plantations Abroad Cont'd.**

T 10/1 : *A Ricepaper Airplane*

\*Writing Workshop: Effective Transitions\*

R 10/3: *A Rice Paperplane*

**Week 8: Plantations Abroad Wrap-Up and Tourist Musings**

T 10/8: *A Rice Paperplane*

R10/10: Excerpts *Mark Twain's Letters from Hawaii*

\*Peer Review for Synthesis Essay\*

**Week 9: Imperial Fantasies**

T 10/15: *The Narrative of Arthur Gordon Pym of Nantucket*

R 10/17: *The Narrative of Arthur Gordon Pym of Nantucket*

**Week 10: How They Made Hawaiians Black**

T 10/22: Political Cartoons of Queen Liliuokalani

Segregationist on Hawaii article

R10/24: Poems from *Saturday Night from the Pahala Theatre*

**Reading Response 4:** Choose a political cartoon from the resources section on Sakai and do a close reading of its racial and/or gender implications.

**Week 11 : Puerto Rico Past and Present**

T 10/29: "Nostalgia"

"Hallelujah to the Gentlemen from the North"

R 10/31 : *Macho Camacho's Beat*

**Week 12: "Americanization"**

T 11/5: *Macho Camacho's Beat*

\*Introduce Annotated Bib Assignment\*

R 11/7; *Macho Camacho's Beat*

**Reading Response 5:** Sanchez's novel proves that legacies of imperialism can still be very present in a country even once it is "independent." Choose a passage from the novel and do a close



reading to illustrate how legacies of imperialism manifest themselves in Puerto Rico.

### **Week 13: “Americanization”**

T 11/12: *Macho Camacho’s Beat*

\* Writing Workshop: Summarizing, Paraphrasing and Quoting\*

R 11/14; *Macho Camacho’s Beat*

### **Week 14: Imperialism in Pop Culture**

T 11/19: “Avatar” Screening and Discussion

R 11/21 : Peer Review for Annotated Bib

### **Week 15: Final Paper Prep**

T 11/26: Outline Peer Review

### **Week 16: Imperial Futures?**

12/3: Discussion of Articles about American neocolonialism  
(articles available on Sakai)

Class wrap-up

\*Final Paper Due\*

In addition to these readings, I will be posting supplemental readings online to help you contextualize these works and some of the concepts they illustrate. These will not always be required, but they can help you ground your readings of these texts. So, please familiarize yourself with them.

### **Academic Honesty**

All students are required to abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, please see:

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

### **Plagiarism**

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

*Plagiarism:* A student shall not represent as the student’s own

work all or any portion of a work of another. Plagiarism includes (but is not limited to):

a. Quoting oral or written materials, whether published or unpublished, without proper attribution.

b. Submitting a document or assignment which in whole or part is identical or substantially identical to a document or assignment not authored by the student. Please see: University of Florida Student Honor Code, <http://www.dso.ufl.edu/sccr/honorcode.php>

*All acts of plagiarism will result in failure of the assignment.* Every case is different, but plagiarism on an assignment could result in failure of the entire course. **All work must be your own!** Work from another class is not acceptable. Have integrity; be responsible, organized, and honest about your work. Do not claim ignorance. Plagiarism can occur even if unintentional. We will go over quotations and documentation styles in class; therefore a lack of understanding is unacceptable.

### **General Education Learning Outcomes**

You must pass this course with a grade of C or better to receive 6,000-word Gordon Rule credit (E6). You must turn in all papers to receive credit for writing 6,000 words. A grade of D or better satisfies the University's General Education Composition (C) requirement. You must pass with a grade of C or better if this course is to satisfy the CLAS requirement of a second course in Composition (C). If you are not in CLAS, check the catalog or with your advisor to see if your college has other writing requirements.

### **Statement of Composition (C) and Humanities (H) Credit**

This course can satisfy the UF General Education for Composition or Humanities. For more information, please see:

<http://www.registrar.ufl.edu/catalog/policies/advisinggordon.html>

### **Statement of Writing Requirement**

This course can satisfy the UF requirement for Writing. For more information, please see

<http://www.registrar.ufl.edu/catalog/policies/advisinggordon.html>

### **Statement of Student Disability Services**

The Disability Resource Center in the Dean of Students Office provides

students and faculty with information and support regarding accommodations for students with disabilities in the classroom. For more information, please see <http://www.dso.ufl.edu/drc/>

### **Statement of Harassment**

UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, please see:

<http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4Q41>

### **Mode of Submission/Late Assignment Policy**

All papers must be in 12-point Times New Roman font, double-spaced, one-inch margins on each side, stapled, and in MLA format. If your work is not formatted correctly, it will not be accepted.

LATE WORK WILL BE DOCKED 1 LETTER GRADE FOR EVERYDAY THAT IT IS LATE! I am very flexible as far as due dates, and you will know well in advance when assignments are due.