

# AML 2410: Issues in American Literature and Culture

**Course Section:** 5700  
**Course Time:** M-W-F, Period 6 (12:50-1:40 PM)  
**Location:** MAT 0112 (Matherly Hall)

**Instructor:** KaTosha O'Daniel  
**Email:** kodaniel1@ufl.edu  
**Office:** TUR 4106 (Turlington Hall)  
**Office Hours:** Wednesdays, Periods 4-5 (10:40-12:35), and by appointment.

## Reading the South

### Course Description

Using canonical and noncanonical novels and short stories traditionally classified as “southern literature,” this course will develop a working definition of the *South* and what it means to be *southern* through categories of author, character, genre, setting, and writing style. The majority of class discussion will center on readings from the late nineteenth through twentieth century, and will consider issues such as race and gender in the American south; additionally, the course will explore the ways texts function as specific modes of writing in the genre, including the Southern Gothic. Tentative units and readings for the course will include a range of novels, short stories, young adult and children’s texts. The first unit, The Southern Novel, will focus on a text by William Faulkner. The second unit, The Short Story will focus on a selection of southern short stories, including works by Eudora Welty, Flannery O’Connor, Katherine Ann Porter, Reynolds Price, and Fred Chappell. The final unit, Southern Childhood, will consider the implications of “growing up in the south.” Readings will include texts such as Mark Twain’s *The Adventures of Tom Sawyer*; Mildred D. Taylor’s *Roll of Thunder, Hear My Cry*; and Harper Lee’s *To Kill a Mockingbird*.

This course can satisfy the UF 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: <http://catalog.ufl.edu/ugrad/current/advising/info/writing-and-math-requirement.aspx>

## Course Objectives

By the end of this course, students will:

- Be able to identify and define the Southern Gothic genre.
- Be able to critically analyze, discuss, and write about southern literature in connection to issues of authorship, childhood, class, and race.
- Be able to formulate a unique, scholarly argument based on a primary text in consideration of its historical background and cultural influences.
- Be able to conduct independent research, and utilize research materials in a scholarly, college level research paper.
- Correctly use MLA formatting and style for all written assignments.

## Required Texts

**Please purchase the appropriate editions, as listed below:**

Faulkner, William. *The Sound and the Fury*. Ed. Michael Gorra. 3<sup>rd</sup> Norton Critical ed. New York: Norton, 2014. Print. ISBN#: 0393912698.

Lee, Harper. *To Kill a Mockingbird*. New York: Grand Central Publishing, 1988. Print. ISBN#: 0446310786.

Taylor, Mildred D. *Roll of Thunder, Hear My Cry*. New York: Puffin, 2004. Print. ISBN#: 0142401129.

Twain, Mark. *The Adventures of Tom Sawyer*. New York: Puffin, 2008. Print. ISBN#: 0141321105.

**All other readings will be made available as PDFs on the course e-learning site, under the "Resources" tab. Please print and bring a hardcopy to class on the day each reading is due.**

## Recommended Texts

This course will use MLA style and formatting for all written assignments. It is highly recommended that you purchase **one** of the following MLA handbooks. **Please purchase one of the most recent editions, as listed below:**

*MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: The Modern Language Association of America, 2011. Print. ISBN#: 9781603290241

*MLA Style Manual and Guide to Scholarly Publishing*. 3<sup>rd</sup> ed. New York: The Modern Language Association of America, 2008. Print. ISBN#: 9780873522977

## **Assignments and Grading**

**Four Reading Responses (500 words minimum and 50 points each response × 4) = 2000 words and 200 points total**

You will submit four responses to readings in the course of a minimum 500 words each. Think of these responses as informal writings, which allow you to engage with the text and expand on topics and themes addressed during in-class discussions. You should be prepared to share these responses with classmates for online peer review sessions via class discussion boards. Prompts for the responses will be provided.

**Mid-Term Take Home Exam (750 words minimum each response) = 1500 words and 350 points total**

For the mid-term, you will respond to two prompts via short, critical essays of a minimum 750 words each. Your grade will be determined based on your ability to critically analyze and engage with the prompt at hand. These will be graded on the precision and uniqueness of your argument, as well as grammar, style, and correct use of MLA formatting and citations.

**Final Paper (2500 words minimum) = 350 points total**

As the culmination of the course, the final paper will be a literary research paper based on one or more of the readings from class. You will be required to submit a research prospectus in addition to the final copy of this paper. You will formulate a unique argument based on the text(s) at hand, and will support your argument using scholarly, secondary sources. Your research must include a minimum of five (5) sources cited using correct MLA formatting and should be a minimum of 2500 words.

**Class Participation, Homework, and Quizzes (PHQs) = 100 points total**

Class participation and discussion of the readings is crucial in this course. You should be prepared to discuss the text at hand; therefore, you must complete the required reading for the day prior to coming to class. In addition, you are required to bring the reading (book, printed hardcopy of an article, etc.) to the assigned class period.

Homework and quizzes will be given in-class and may cover the assigned readings or content from previous class discussion. The quizzes may be announced or unannounced.

**Total points for this course = 1000 points**

**Total word count for this course = 6000 words**

## 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 Rubric

A → Given to papers demonstrating original thought, careful reading, intelligent argumentation, and near-perfect mechanics.

B → Given to papers demonstrating strong analysis and solid argumentation, but which lack the level of polish and fine-tuning required for an A.

C → Given to papers demonstrating a thorough engagement with the text, but which may lack focus, development, or fully-elaborated argumentation.

D → Given to papers demonstrating superficial engagement, poor organization, and weak argumentation.

E → Given to papers demonstrating a total lack of thought or planning.

You must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. **NOTE ALSO:** a grade of “C-” **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

**GRADE APPEALS:** Students may appeal a final grade by filling out a form available in the English Department Offices. You will need to contact Carla Blount, Program Assistant to the Director of Writing Programs, for details if you wish to file an appeal.

## Course Schedule (Tentative)

**READ:** Indicates readings to be discussed during the course period(s). This required reading must be completed prior to the class period for which it will be discussed. **You should bring the required book or a printed, hardcopy of the short story on the day(s) for which the text(s) will be discussed.**

**HW:** Indicates homework assigned during the course period.

**DUE:** Indicates a due date for an assignment. Assignments should be submitted at the beginning of the course period, unless otherwise indicated. Any assignments submitted electronically will be due via the Turn-It-In portal on the class e-learning/Sakai site at the beginning of the period for which it is due.

**\*\*ALL major assignments will be submitted as 1) a hardcopy, due at the beginning of the class period for which it is assigned and 2) as an electronic word document to the course e-learning/Sakai site under the assignments tab. Failure to submit both a hardcopy and electronic copy of each assignment is considered LATE and will result in an automatic "E" (zero points) for the assignment. The e-learning/Sakai submission portal for each assignment will close at the beginning of class on the date for which the assignment is due.**

### Week 1: Course Introduction; Introduction to Southern Literature

Jan. 7            W        Course Introduction, Review Syllabus

Jan. 9            F        Introduction to Southern Literature

### Week 2: The Southern Novel; William Faulkner

Jan. 12          M        **READ: (in Norton Ed., Cultural and Historical Contexts)** Woodward's "The Irony of Southern History;" Gray's "Fictions of History;" Percy's "From *Lanterns on the Levee*;" Smith's "The Lessons;" James's "The Stream of Consciousness;" Bergson's "Duration"

Jan. 14          W        **READ:** *The Sound and the Fury: April Seventh, 1928* and both "Introductions"

Jan. 16          F        **DUE:** Signed Syllabus Contracts

*Lecture on Summary v. Analysis; Thinking Critically in College Literature*

### Week 3: William Faulkner, cont.

Jan. 19          M        **MLK Holiday. No Classes.**

Jan. 21          W        **READ:** *The Sound and the Fury: June Second, 1910*

**Jan. 23**      **F**      **DUE:** Reading Response #1 (Hardcopy + E-learning Copy)

**READ:** *The Sound and the Fury: April Sixth, 1928*

**Week 4: William Faulkner, Wrap Up**

**Jan. 26**      **M**      **READ:** *The Sound and the Fury: April Eighth, 1928*

**Jan. 28**      **W**      *Lecture on Formulating a "Debatable" Thesis Statement*

**Jan. 30**      **F**      **READ: (in Norton Ed., Criticism)** Davis's "Faulkner's 'Negro' in *The Sound and the Fury*;" Minter's "Faulkner, Childhood, and the Making of *The Sound and the Fury*;" Polk's "Trying Not to Say: A Primer on the Language of *The Sound and the Fury*" and Irwin's "Doubling and Incest in *The Sound and the Fury*"

**Week 5: The Southern Short Story; Doris Betts, William Hoffman, and Dorothy Allison**

**Feb. 2**      **M**      **DUE:** Draft of Reading Response #2, Posted to E-learning Discussion Board

**READ:** "The Ugliest Pilgrim"

**Feb. 4**      **W**      **DUE:** Peer Review Comments Posted by 12:50 PM

**READ:** "Dancer"

**Feb. 6**      **F**      **DUE:** Final Version of Reading Response #2 (Hardcopy + E-Learning Copy)

**READ:** "River of Names"

**Week 6: Eudora Welty and Katherine Ann Porter**

**Feb. 9**      **M**      **READ:** "Why I Live at the P.O."

**Feb. 11**      **W**      **READ:** "Death of a Traveling Salesman"

**Feb. 13**      **F**      **READ:** "The Jilting of Granny Weatherall"

**Week 7: Flannery O'Connor and Reynolds Price**

**Feb. 16**      **M**      **READ:** "Good Country People"

**Feb. 18**      **W**      **READ:** "A Good Man is Hard to Find"

**Feb. 20**      **F**      **READ:** "The Company of the Dead"

Take-Home Mid-Terms Distributed

### **Week 8: Ernest Gaines and Fred Chappell**

**Feb. 23**      **M**      **READ:** "The Sky is Gray"

**Feb. 25**      **W**      **READ:** "Children of Strikers"

**Feb. 27**      **F**      **DUE:** Take-Home Mid-Terms (Hardcopy + E-learning Copy)

*Lecture on Writing a Research Prospectus; Researchable Arguments*

### **Week 9: Spring Break**

**Mar. 2**      **M**      **No Classes.**

**Mar. 4**      **W**      **No Classes.**

**Mar. 6**      **F**      **No Classes**

### **Week 10: Southern Childhood; Walt Disney and Mark Twain**

**Mar. 9**      **M**      Scenes from Walt Disney's *Song of the South*

**Mar. 11**      **W**      *Lecture on Primary v. Secondary Sources; Using InterLibrary Loans*

**Mar. 13**      **F**      **READ:** *Tom Sawyer*, Chap. 1-6

### **Week 11: Mark Twain, cont.**

**Mar. 16**      **M**      **DUE:** Draft of Reading Response #3, Posted to E-learning Discussion Board

**READ:** *Tom Sawyer*, Chap. 7-13

**Mar. 18**      **W**      **DUE:** Peer Review Comments Posted by 12:50 PM

**READ:** *Tom Sawyer*, Chap. 14-19

**Mar. 20**      **F**      **DUE:** Final Version of Reading Response #3 (Hardcopy + E-learning Copy)

**READ:** *Tom Sawyer*, Chap. 20-26

### **Week 12: Mark Twain, Wrap Up; Mildred D. Taylor**

**Mar. 23**      **M**      **READ:** *Tom Sawyer*, Chap. 27-END

**Mar. 25**      **W**      *Lecture on Using MLA Citations; Avoiding Plagiarism*

**Mar. 27**      **F**      **DUE:** Research Paper Prospectus (Hardcopy ONLY)  
**READ:** *Roll of Thunder, Hear My Cry*, Chap. 1-3

**Week 13: Mildred D. Taylor, cont.**

**Mar. 30**      **M**      **READ:** *Roll of Thunder, Hear My Cry*, Chap. 4-6

**Apr. 1**      **W**      **READ:** *Roll of Thunder, Hear My Cry*, Chap. 7-9

**Apr. 3**      **F**      **READ:** *Roll of Thunder, Hear My Cry*, Chap. 10-END

**Week 14: Harper Lee**

**Apr. 6**      **M**      **DUE:** Reading Response #4 (Hardcopy + E-learning Copy)

**READ:** *To Kill a Mockingbird*, Chap. 1-6

**Apr. 8**      **W**      **READ:** *To Kill a Mockingbird*, Chap. 7-12

**Apr. 10**      **F**      **READ:** *To Kill a Mockingbird*, Chap. 13-19

**Week 15: Harper Lee, cont.; Drafting the Literary Research Paper**

**Apr. 13**      **M**      **READ:** *To Kill a Mockingbird*, Chap. 20-25

**Apr. 15**      **W**      **DUE:** Final Day to Submit Proof of ILL Source for PHQ Grade

**READ:** *To Kill a Mockingbird*, Chap. 26-END

**Apr. 17**      **F**      **DUE:** Draft of Final Research Paper, Posted to E-learning Discussion Board

Peer Review Comments Due by Sunday Apr. 19<sup>th</sup> by 11:59 PM

Mandatory Research Paper Conferences

**Week 16: Course Wrap-Up**

**Apr. 20**      **M**      Course Wrap-Up, Final Q&As

**HW:** Complete Online Course Evaluations

**Apr. 22**      **W**      **DUE:** Final Literary Research Papers (Hardcopy + E-learning Copy)

## **Course Policies**

### **Attendance**

Attendance is required and will be taken every day. You are allowed three (3) absences. For every absence exceeding this, your final grade will drop by one letter grade. If you miss more than six (6) classes, you will automatically fail the course. The University of Florida exempts from this policy only those absences involving university-sponsored events, such as athletics and band, religious holidays, military duty, and court-mandated responsibilities (e.g., jury duty or subpoena).

Students who participate in athletic or extracurricular activities are permitted to be absent twelve (12) scholastic days per semester without penalty. A scholastic day is defined as any day on which regular class work is scheduled. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed.

If you are absent, it is your responsibility to be aware of all due dates. If you are absent due to a scheduled event, you are still responsible for turning assignments in on time.

A note on tardiness: Students who enter class after roll has been taken are late, which disrupts the entire class. Two instances of tardiness count as one absence.

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>

### **Technology Policy**

All electronic devices (with the exception of laptop computers or tablets for note taking purposes ONLY) must be silenced or set to vibrate during class. **Any unsilenced electronic device will result in a recorded absence for that day.**

### **Printing Policy**

Students are required to print out and bring hard copies of all supplemental course readings to class during the designated class meeting. Currently enrolled students have access to the Printing Lab, located on the ground floor of the Reitz Union next to the Reitz Union Hotel Desk. Lab services are provided by Student Government, and each student may print 250 pages of free printing per semester. The Lab hours for the Fall and Spring Semesters are as follows:

Monday - Thursday: 8:30AM - 10:00PM  
Friday: 8:30AM - 5:00PM  
Saturday: 12:00PM - 5:00PM\*  
Sunday: 1:00PM - 8:00PM

*\* Closed Saturdays during home football games.*

The Lab is closed on all UF holidays and breaks. You can reach the lab at 352-273-4431.

## Drafts Policy

I will look at drafts of all papers at any point in the writing process. However, a review of any and all drafts must be completed in person, either during regular office hours or a scheduled office visit outside of normal office hours. **To maintain fairness for the entire class, I am unable to review drafts of any written assignment via email.**

## UF's Statement on Academic Honesty

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 the 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 in part is identical or substantially identical to a document or assignment not authored by the student.  
(University of Florida, Student Honor Code, 15 Aug. 2007)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came.

## UF's 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 information about UF policies regarding harassment, see: <http://www.hr.ufl.edu/eo/sexualharassment.htm>

## 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.

## **Paper Maintenance Responsibilities**

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

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 and correct MLA formatting. Be sure to staple papers before submitting hard copies. Unstapled papers will not be accepted.

## **Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://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>.

## **Writing Center**

The University Writing Center is located in Tigert 302 and is available to all UF students.

## **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/>

Please sign and date this form, and return it to your course instructor by **Friday January 16<sup>th</sup>**.

I understand and accept the terms and policies of this AML 2410 syllabus as listed above for the Spring 2015 semester.

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Name

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Date