

AML 2070: Survey of American Literature

Section 0590
Tuesday Period 2-3; Thursday Period 3
MAT 0118

Derrick King

dk987@ufl.edu

Office: Turlington 4409

Office Hours: Tuesday Period 4 and by Appointment

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. By the end of the course, students will have a working knowledge of American literature's history and some of its most important issues. Most importantly, they will be able to engage critically with literary texts and write about them elegantly.

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
Kate Chopin, *The Awakening* (Dover Thrift Editions, 1993)
Edith Wharton, *The House of Mirth* (Dover Thrift Editions, 2002)
Nella Larsen, *Passing* (Penguin Classics, 2003)
Carlos Bulosan, *America is in the Heart* (U of Washington Press, 1973)
Allen Ginsberg, *Howl and Other Poems* (City Lights Publishers, 2001)
Arthur Miller, *Death of a Salesman* (Penguin Plays, 1976)
Ana Castillo, *So Far From God* (Norton, 2005)
Don DeLillo, *Cosmopolis* (Scribner, 2003)

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

Assignments

Points

200 Essay 1: Close Reading of a Short Passage (1000 words)
200 Essay 2: Short Fiction Analysis (1200 words)
50 Proposal for Final Research Paper (150-200 words)
100 Annotated Bibliography for Final Research Paper (1200 words)
350 Essay 3: Research Paper (2700 words)
100 Reading Quizzes (unannounced)

1000 Total

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 sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or 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.
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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 **six** classes during the semester, his or her final grade will drop one letter grade for each additional absence. Note that if you miss a double block, it will count as two absences. 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. Disrespectful behavior will result in dismissal, and accordingly absence, from the class. Keeping with broader standards in the academic community, students are expected to avoid derogatory, racist, sexist, or heterosexist language.

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.

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>

Schedule (Tentative)

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

1/7 Introduction

1/9 Clemons "Cannibalism in the Cars" (Oates 107-115)

1/14 Jewett, "A White Heron" (Oates 136-146); Chopin, "The Storm" (Oates 147-153)

1/16 Perkins, "The Yellow Wallpaper" (Oates 191-207)

1/21 Chesnutt, "The Sheriff's Children" (Oates 173-190);

Chesnutt, "The Goophered Grapevine" (Course Reserves)

1/23 Henry James, "The Middle Years" (Oates 116-135)

1/28 The Awakening, Chapters 1-24

1/30 The Awakening, Chapters 25-end

Due: Essay 1

2/4 House of Mirth, 1-103

2/6 House of Mirth, 104-146

2/11 House of Mirth, 147-end

2/13 Hemingway, "Hills Like White Elephants" (Oates 353-358);

Fitzgerald, "An Alcoholic Case" (Oates 326-334)

2/18 Faulkner "That Evening Sun" (Oates 335-354); Faulkner "A Rose For Emily" (Course Reserves)

2/20 Passing, Part One

2/25 Passing, Part Two and Finale

2/27 Langston Hughes, Selected Poems (Course Reserves)

Due: Essay 2

Spring Break

3/11 America is in the Heart, Part One

3/13 America is in the Heart, Part Two

Due: Proposal for Final Essay

3/18 America is in the Heart, Part Three

3/20 Death of a Salesman, Act One

3/25 Death of a Salesman, Act Two and Requiem

3/27 Howl

4/1 Ellison, "Battle Royal" (Oates 441-456);

Wright "The Man Who Was Almost a Man" (Oates 365-377)

4/3 So Far From God 19-71

Due: Annotated Bibliography

4/8 So Far From God 72-189

4/10 So Far From God 190-252

4/15 Cosmopolis 1-107

4/17 Cosmopolis 108-155

4/22 Cosmopolis 156-209

Due: Final Essay