

# AML 2070: Survey of American Literature

## Interrogating the American Canon

Fall 2024

### Course Information

| Section | Course Number | Location | Meeting Times               |
|---------|---------------|----------|-----------------------------|
| 03A5    | 10242         | MAT 0010 | MWF   Per. 7 (1:55-2:45 PM) |

### Instructor Information

|                                  |   |  |
|----------------------------------|---|--|
| <b>Instructor</b><br>Karen Libby | <b>Email</b><br><a href="mailto:kmlibby97@ufl.edu">kmlibby97@ufl.edu</a><br><b>Please contact me via UF Outlook email, not Canvas</b> | <b>Office Location &amp; Hours</b><br>TUR 4413<br>W & F 12:30-1:30 PM<br>or by appointment |
|----------------------------------|---|--|

### General Information

#### Description

This class will survey American literature and narrative from the precolonial period through to the present, largely structured chronologically. Throughout our class, we will read famous, well-known texts that are considered part of the Western canon and lesser-known texts or texts that are not often featured in general-education literature syllabi. The canon refers to the body of literature that is considered high-quality, artistic, and valued representations of American identity.

We will consider which forms, voices, and styles are considered part of this canon and which forms, voices, and styles are largely left out. In doing so, we will read a wide variety of voices from an assortment of backgrounds, including enslaved individuals, women, queer and transgender individuals, people of color, Indigenous Americans, and more. We will also read a variety of forms, including poetry, fiction, comics, and essays. We will consider where these narratives and forms exist in the larger history of American literature. We will read literature connected to several U.S. social movements, such as the civil rights, black arts, and feminist movements. Through this survey, we will investigate how literature serves to create, critique, and criticize American identity, economy, and society. Students will learn how to closely read texts, develop analysis, and construct argumentative essays.

Readings will consist of longform texts that students will need to acquire on their own and shorter poems, stories, and essays that will be uploaded to the Canvas site. Assignments will include weekly reading check-ins, analytical responses and essays, and self-reflections.

#### Course Objectives

At the end of this course, students will be able to:

- ❖ Identify and interpret rhetorical methods of persuasion and argumentation.
- ❖ Incorporate (and cite) secondary texts to support claims.
- ❖ Plan, develop, and polish insightful analytical writing of various forms.

- ❖ Present and support original arguments about the role of literature in the construction of American existence.

## General Education Objectives

### Composition or Humanities and Writing Requirement

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). To see more on General Education objects, [follow this link](#).

A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.

*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. Students will learn proper usage of grammar, punctuation, clarity, coherence, and organization.

The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

Course grades have two components. 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 be completed, totaling to 6000 words written.

## General Educated 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.

## Materials

### Required Texts

Students must acquire the texts on this list for themselves. Texts have at least one freely available print copy or e-book through the UF library or the Alachua County Public Library, though getting your own copy is recommended.

Butler, Octavia. *Kindred*. Doubleday, 1979.

Kobabe, Maia. *Gender Queer: A Memoir*. Oni Press, 2019.

*Any editions of the above texts are acceptable.*

## Secondary Readings

Smaller readings, such as stories, excerpts, articles, or poems not included in the above list will be available electronically through Canvas, Course Reserves, and/or the UF library database.

## Assignments and Grade Distribution

### In-Class Activities

During each class, students will be given tasks to complete individually or in groups. These activities may consist of written responses, reading quizzes, worksheets, discussion questions to answer, and other tasks. While most of these activities will not be directly graded, completion of activities will contribute heavily to students' Engagement grades.

### Introduction (300 words) (50 points)

Students will introduce themselves to their instructor, making notes of their goals and interests for the class.

### Discussion Board Posts (7 @ 14-16 points each, 100 words each) (100 points total)

Prior to class meetings, students will generate discussion questions about class readings and topics. These ideas will be used to guide class discussions.

### Interpretive Responses (2 @ 500 words and 100 points each)

Students will pick a primary text from the semester and develop a short interpretive analysis of the text, without use of secondary sources.

### Major Paper 1 Proposal (50 points)

Students will submit a proposed topic (subject for analysis and argument) for their final papers, paired with an annotated bibliography of their proposed secondary sources.

### Text Analysis/Formal Essay 1(1400 words) (150 points)

Students will pick a primary text from the first half of the semester and develop a longer interpretive analysis of the text, incorporating one secondary source.

### Major Paper 2 Proposal and Annotated Bibliography (50 points)

Students will submit a proposed topic (subject for analysis and argument) for their final papers, paired with an annotated bibliography of their proposed secondary sources.

### Final Paper Drafts and Peer Review (50 points)

Students will submit drafts of their final papers, exchange drafts with a peer, and provide constructive feedback on improving the peer's paper. Students who submit a draft but do not review a peer's paper will earn zero points.

### Final Paper—Major Essay 2 (2000 words) (200 points)

Students will pick a primary text from the first half of the semester and develop an extended interpretive analysis of the text, incorporating several secondary sources.

### Engagement (2 @ 300 words each) (100 pts)

This will not be a lecture-heavy class. Literature education requires active discussion and idea-sharing. I will do my best to foster a welcoming, positive environment. The engagement grade will be determined holistically, considering contributions to in-class and asynchronous discussions, engagement with readings, small-group activities, completion rate of assignments and in-class activities, attendance, and other factors. Students will self-assess their participation and engagement throughout the semester, after which I will assign the final grade.

| ASSIGNMENT               | COUNTED WORDS | POINTS      |
|--------------------------|---------------|-------------|
| INTRODUCTION             | 300           | 50          |
| DISCUSSION BOARDS        | 700           | 100         |
| IINTERPRETIVE RESPONSES  | 1000          | 200         |
| TEXT ANALYSIS            | 1400          | 150         |
| PROPOSALS & BIBLIOGRAPHY | 0             | 100         |
| DRAFTS/PEER REVIEW       | 0             | 100         |
| FINAL PAPER              | 2000          | 200         |
| ENGAGEMENT               | 600           | 100         |
| <b>TOTAL</b>             | <b>6000</b>   | <b>1000</b> |

## GRADING

| A               | A-              | B+              | B              | B-              | C+              | C              | C-              | D+              | D              | D-              | E          |
|-----------------|-----------------|-----------------|----------------|-----------------|-----------------|----------------|-----------------|-----------------|----------------|-----------------|------------|
| 100-93<br>(4.0) | 92-90<br>(3.67) | 89-87<br>(3.33) | 86-83<br>(3.0) | 82-80<br>(2.67) | 79-77<br>(2.33) | 76-73<br>(2.0) | 72-70<br>(1.67) | 69-67<br>(1.33) | 63-66<br>(1.0) | 62-60<br>(0.67) | 59-<br>(0) |

For university grading policies, [see this link](#). See below for my general grading rubric:

|          |   |
|----------|---|
| <b>A</b> | An “A” grade indicates that the project showcases insightful thought through complex analysis backed up by textual evidence, clear thesis, smooth integration of evidence through quoting/paraphrasing of primary and secondary texts, consistent use of clear language (transitions, diction, spelling, grammar). The project generates interest and shows commitment on the part of the writer. The organization of the project supports its argument. If materials are referenced, proper MLA citation style is used. There is a strong, argumentative conclusion. “A” papers are outstanding.   |
| <b>B</b> | A “B” grade paper has many of the qualities of an “A” grade but needs polishing to get it to an “A.” The thesis and argument are clear but may be less complex. Textual evidence is used to support the argument but is not always well-integrated or fitting with the thesis. Language may have lapses in clarity but is still understandable. The project attempts to generate interest and commitment. Organization is clear but may have lapses. If materials are referenced, MLA citation is attempted. Conclusion may rely on summary. “B” papers are papers that express a solid argument but do so less consistently than those awarded an “A.” |
| <b>C</b> | A “C” paper is satisfactory. The project has a thesis and argument, but they are unclear and/or less developed. Thesis may also be stating a fact rather than positioning an argument. Evidence is insufficient or does not support the thesis. There are major lapses in clarity that begin to impact the understandability of the paper. Papers may rely on summary rather than analysis. Conclusion is unclear and relies on summary. Organization may be confusing. Paper may have insufficient citation practices. “C” papers are satisfactory but need further polishing to make their arguments persuasive.                                      |
| <b>D</b> | A “D” paper is unsatisfactory. Thesis and argument, if present, are weak, unargumentative, and unsupported. There is little evidence to support the thesis, and citation practices are unsatisfactory. Paper is significantly unclear and/or difficult to follow. “D” papers fail to fulfill a major component of the assignment.   |
| <b>E</b> | An “E” paper is significantly unsatisfactory. Project is incomplete, plagiarized or obtained from an outside source, and/or does not meet the requirements of the assignment.   |

## Course Policies

### COVID-19

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.ufl.edu](https://one.ufl.edu) for screening/testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up the work.

### Attendance

In a course with discussion-style instruction, your presence is necessary! Students who miss more than six classes without justified excuses cannot pass the class. Excused reasons for absence include illness, religious holiday, university-sponsored sport or related travel, Title IX-related incident, legal obligations, personal or familial emergency, [and other situations noted here](#). Notify me of absences ASAP when seeking an excuse. Documentation may be requested, and excuses may require completion of a make-up task. Note that missing a *double* session (Tuesdays) counts as 2 absences.

### Tardiness

Arriving late to class disrupts the discussion. If you arrive after attendance is taken, see me after class to confirm your attendance. 3 tardies equals 1 absence.

### Late Assignments

If you want to request an assignment submission extension, communicate the request **by five p.m. the day before the assignment is due**. Early notice for extensions allows me to adjust my grading schedule appropriately. Late papers without an agreed extension will receive deducted points for each day late. All late work must be submitted within two weeks of the original deadline, or by the first day of Finals Week, whichever comes first. **No work will be accepted after December 9<sup>th</sup>.**

### 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.)

## University Policies

### Academic Honesty

Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students and may result in failure of the assignment in question and/or the course. For University of Florida's honor code, [click here](#).

#### *Plagiarism*

Part of the academic honor code includes the prohibition of plagiarism and generation of assignments via outside entities. The honor code defines plagiarism and use of outside entities as:

(e) Plagiarism. A Student must not represent as the Student's own work all or any portion of the work of another person or Entity. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

(f) Submission of Academic Work Purchased or Obtained from an Outside Source. A Student must not submit as their own work any academic work in any form that the Student purchased or otherwise obtained from an outside source, including but not limited to: academic work in any form generated by an Entity; academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work.

Plagiarism and use of outside entities will not be tolerated in this class, and incidents of either will be reported to the Student Conduct and Conflict Resolution office as academic misconduct.

### Sexual Harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. [Full policy can be found here.](#)

### Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted [online here](#). 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 [online](#).

## Student Academic and Crisis Resources

### University Writing Studio

The [UF Writing Studio](#) offers tutoring appointments for UF undergraduate and graduate students. Students bring writing drafts to their appointments and receive constructive feedback and tutoring from trained studio tutors, usually other undergraduate students. Students may make up to two appointments per week.

### Disability Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Contact the [Disability Resources Center](#) for information about available resources for students with disabilities.

I strive to create an equitable, welcoming class environment. While I must receive documented DRC accommodations to make major changes to the class, I encourage students to come talk to me about *any* access needs, even ones without associated diagnoses. I will do what I can to best ensure all students have the resources necessary to thrive in my class.

### Hitchcock Field & Fork Food Pantry

[The Hitchcock Field & Fork Pantry](#) offers free grocery staples and fresh produce to all UF students, faculty, and staff experiencing food insecurity. Field & Fork defines food insecurity as "A person

experiences food insecurity when they can't access food in either the *amount* or *nutritional quality* that meets their needs.” No proof of insecurity is required to receive resources, no questions are asked, but **GatorONE ID cards are needed.**

### Counseling and Wellness Center

[The Counseling and Wellness Center](#) offers mental health support and resources to students, including support with college-related struggles and general mental health services. More info at (352)392-1575.

### Office of Victim Services

Students who have experienced a crime, assault, or harassment are invited to contact the [UFPD Office of Victim Services](#), a free and confidential service that provides victim-survivors with emotional support, counselling referrals, victim advocacy, accompaniment to criminal justice processes, and more. Victim-survivors are not required to make a police report or press charges to access OVS resources.

### Alachua County Crisis Center

[The Alachua County Crisis Center](#) is a non-UF-associated, non-GDP-associated help center for Alachua County residents experiencing traumatic events or crisis. ACCC services include: 24/7 crisis phone line at (352) 264-6789; appointment, walk-in, and group crisis counselling; on-demand crisis intervention; national suicide hotlines; local disaster information; community education; and more.

### Peaceful Paths Domestic Abuse Network

[Peaceful Paths](#) is a domestic violence center that serves survivors in Alachua and nearby counties. Services include “emergency shelter, 24-hour helpline, victim advocacy, children’s programming, economic empowerment education and support, crisis counseling and support groups, community awareness and intervention, and violence prevention programs.”

### Course Schedule

NOTE: course schedule is subject to change. Readings on this schedule must be completed *before* class meets for the day.

| Week   | Date                          | Topic                             | Readings/Daily Activities  | Due           |
|--------|-------------------------------|-----------------------------------|--|---------------|
| Week 1 | 8/23/24                       | Welcome & Foundations             | F: [Welcome & Introductions]   |               |
| Week 2 | 8/26/24<br>8/28/24<br>8/30/24 | Foundations                       | M: [What is American Literature?]<br>W: [Classroom Expectations and Literary Analysis Overview]<br>F: Ramzi Fawaz: “How to Read and View” and Roger Maioli: “Interpretive Problems”  | Introductions |
| Week 3 | 9/2/24<br>9/4/24<br>9/6/24    | Pre-Colonial Indigenous Narrative | M: School holiday<br>W: Iroquois Creation Story: David Cusick<br>F: Iroquois Creation Myth: John Norton  | Disc. post    |
| Week 4 | 9/9/24<br>9/11/24<br>9/13/24  | Transition Week                   | M: [Developing Analysis & Lecture on Plagiarism]<br>W: <a href="#">Frederick Douglass, “What to the Slave is the Fourth of July?” (1952)</a><br>F: Rob Goodman, <a href="#">“Slavery and Oratory: Frederick Douglass in the History of Rhetoric”</a> | Disc. post    |



|         |                                  |   |  |   |
|---------|----------------------------------|---|--|---|
| Week 5  | 9/16/24<br>9/18/24<br>9/20/24    | <b>Speaking from &amp; about Slavery</b>    | M: Sojourner Truth, "Ain't I a Woman?" three transcriptions<br>W: <a href="#">UNC Writing Center: "Literature"</a><br>F: bell hooks, "Sexism and the Black Female Slave Experience"  | Interpretive Response                     |
| Week 6  | 9/23/24<br>9/25/24<br>9/27/24    | <b>Poetry &amp; Identity</b>                | M: Emily Dickinson, "I Dwell in Possibility" and "There's a certain Slant of light—"<br>W: Clare Mullaney: <a href="#">"Not to Discover Weakness Is the Artifice of Strength": Emily Dickinson, Constraint, and a Disability Poetics"</a><br>F: Walt Whitman, "Facing West from California's Shores" | Disc. post                                |
| Week 7  | 9/30/24<br>10/2/24<br>10/4/24    |   | M: Langston Hughes, "Harlem" and "Let America Be America Again"<br>W: Fay Chiang, "Chinatown," from <i>In the City of Contradictions</i><br>F: Joseph Jonghyun Jeon, "Asian American Poetry"   | Essay Proposal<br>Mid-Semester Reflection |
| Week 8  | 10/7/24<br>10/9/24<br>10/11/24   | <b>Interlude: Composition Week</b>          | M: <a href="#">Purdue OWL: "Argumentative Essays"</a><br>W: SparkNotes: <a href="#">"How to Write a Literary Analysis"</a><br>[Peer Review Day]<br>F: Analytical Writing Sample  | Peer Review<br>Formal Essay 1             |
| Week 9  | 10/14/24<br>10/16/24<br>10/18/24 | <b>Ephemera &amp; the Feminist Movement</b> | M: Newsletters<br>W: Zines from <i>The Riot Grrrl Collection</i><br>F: Alison Piepmeier, <i>Girl Zines</i> ch.1  | Disc. post                                |
| Week 10 | 10/21/24<br>10/23/24<br>10/25/24 | <b>Reflecting on Our Histories</b>          | M: <i>Kindred</i> ch.<br>W: <i>Kindred</i> ch.<br>F: <i>Kindred</i> ch.  | Disc. post                                |
| Week 11 | 10/28/24<br>10/30/24<br>11/1/24  |   | M: <i>Kindred</i> ch.<br>W: <i>Kindred</i> ch.<br>F: Secondary Source: TBD   | Interpretive Response                     |
| Week 12 | 11/4/24<br>11/6/24<br>11/8/24    | <b>Where are We Now?</b>                    | M: <i>Gender Queer: A Memoir</i> pp.<br>W: <i>Gender Queer: A Memoir</i> pp.<br>F: <i>Gender Queer: A Memoir</i> pp.   | Disc. post                                |
| Week 13 | 11/11/24<br>11/13/24<br>11/15/24 |   | M: <b>School Holiday</b><br>W: Joy Harjo, <a href="#">"Somewhere"</a> [Exploring Current Literary Publications]<br>F: [Exploring Current Literary Publications]  | Disc. post                                |
| Week 14 | 11/18/24<br>11/20/24<br>11/22/24 | <b>Final Papers Work Week</b>               | M: [Writing Workshop: Sources & Bibliographies]<br>W: [Writing Workshop: Final Papers]<br>F: [Writing Workshop: Final Papers]  | Essay Proposal & Annotated Bibliography   |
| Week 15 | 11/25/24<br>11/27/24<br>11/29/24 |   | M: <b>School holiday</b><br>W: <b>School holiday</b><br>F: <b>School holiday</b>   |   |
| Week 16 | 12/2/24<br>12/4/24<br>12/6/24    | <b>Course Wrap-Up</b>                       | M: [Peer Review of Final Papers]<br>W: [Course Wrap-Up]<br>F: <b>Reading day</b>   | End Reflection<br>Peer Review             |

**Final major essay due December 9<sup>th</sup>. No work will be accepted after December 9<sup>th</sup>.**



