

AML 2070 – Survey of American Literature, Fall 2020

Instructor Name: Tyler Klatt

Synchronous Zoom Course Meeting: MWF (4:05pm – 4:55pm)

Zoom Office Hours: W (4:55pm-5:55pm) and TR (2:00pm-3:00pm),

Instructor Email: tyler.klatt@ufl.edu

Course Description

The political ideal of individual freedom has long been a part of the US tradition. However, the concept of freedom is fraught with complexities. What is freedom and who counts as a free person? American literature is vast, diverse, and ever-growing. As such, this course offers a sketch of some of the major voices in American literature since its beginnings. In this survey of the American literary canon, students will explore the structural factors that gave shape to American literature over time. Most of the texts we study contain metaphors of freedom. In this course we will question the opposition of free vs. unfree as conceived in absolute terms. Instead, we will use this opposition to critique the culture of America that posits freedom as an absolute, as a false and impossible promise which it uses to bait people and reduce them to the despair of their situation. As an introduction to literature, this course teaches students how to analyze rather than merely summarize a literary work. In the beginning of this course, you will learn the vocabulary needed to dissect an individual work of literature. Later in the semester, you will begin to think, research, and write about how a text reflects larger cultural perspectives.

COVID-19 Statement: In light of the continuing impacts of COVID-19, this course will be offered entirely through online course sessions. We will meet synchronously on Zoom every Monday, Wednesday, and Friday from 4:05pm-4:55pm. Outside of class time, you are responsible for completing readings, responses, and your own creative work. Our classes will rely heavily on discussion which, I hope, will help to bridge some of the gap between our computer screens. Please be sure to download Zoom on your personal computer before the start of the class and familiarize yourself with how it works. I will send instructions to the class via email about how to join our Zoom meetings.

If you as an individual have any COVID-related hardships which may obstruct your performance in this class, please communicate with me as well as making use of all UF resources available to you. We can then assemble a plan to help you complete the class and fulfill all requirements in the way most beneficial for you.

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 6000 words.

General Education 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.

Required Texts and Films

Walker, Alice. *The Color Purple*. New York, Mariner Books, 1982.

Salinger, J.D. *The Catcher in the Rye*. New York, Black Bay Books, 1945.

- All additional texts can be found under Files on Canvas. Assigned excerpts are formatted as a single file.
- All Films can be found on Course Reserves by visiting the George A. Smather's Library website.

Assignments

Participation (100 Points)

Up to 50 participation points will be awarded on Week 8 and Week 16. On time attendance and participation in class discussion are essential. While this course will be held remotely, I ask that you think of a Zoom meeting as a face-to-face meeting and conduct yourself as you would if you were all present in the same room. Join early, up to 5 minutes before the meeting start time. In addition, have your video on unless you have approval from the instructor. Lastly, find a quiet space where the camera is stationary and without interruptions. Since discussions will critically

evaluate readings and films, assigned texts must be read prior to class meetings. Always bring the assigned reading to class with you, along with materials for taking notes and any assignments that may be due during that class meeting. Be prepared for active discussions. To help with this, I highly recommend that you take careful reading notes and write down potential comments for class ahead of time.

Reading and Film Quizzes (100 Points)

Pop quizzes on the readings and films will occur throughout the course. Students will complete the quiz on Canvas at the beginning of class.

Six Close Reading Posts (25 points each; 350 words) (150 points total; 2100 words)

Students will submit six discussion posts of 350 words to be uploaded to Canvas. Students are expected to carefully analyze and develop an argument based on the close reading of a chosen text. Individual due dates will be assigned the first week of the semester. Student work may be projected on the screen and used as a starting point for class discussion. Posts are due on Thursday at 11:59pm. See Canvas for additional assignment parameters and for a reminder when your post is due!

Paper 1

- **Paper 1 Proposal (25 points; 250 words)**

- **Due: 9/25**

In preparation for Paper 1, students will provide a brief proposal to generate a thesis and methodology for their prospective research.

- **Paper 1 (100 points; 1000 words)**

- **Due: 10/11**

For this assignment, you will write an analysis of a work we have studied in the course. Using the theories and methods of analysis covered in class, this paper should make an original argument about the meaning of a chosen text. The body of your paper should explain and support your argument by providing examples of close reading of several key passages. No sources allowed.

Creating a Book Jacket (100 points)

- **Due: 10/28**

For this assignment, students will design a book jacket for a text of their choice. This should include a front cover with a visual that is representative of the text, and a back cover with a 200-word book blurb and author's bio.

Paper 2

- **Paper 2 Proposal (25 points; 250 words)**

- **Due: 11/18**

In preparation for Paper 2, students will provide a brief proposal to generate a thesis and methodology for their prospective research.

- **Annotated Bibliography (100 points; 900 words)**

- **Due: 12/2**

This bibliography should be made up of three fundamental works which will aid you in writing your final paper. You need to write a paragraph on each, detailing how it will

help in your arguments for the paper. See Canvas for detailed instructions for the assignment.

- **Paper 2 (200 points; 1500 words)**

Due: 12/16

For this assignment, you will write an analysis of a text of your choosing from the course. Using the theories and methods of analysis covered in class, this paper should make an original argument about the meaning of the text's form in relation to a larger cultural perspective. A cultural analysis investigates topics that relate a work to its place in history, society, or culture. The body of your paper should explain and support your argument by providing a close reading of several key passages. The paper **MUST** cite two to three secondary sources.

Point Distribution

Participation 100

Reading and Film Quizzes 100

Six Close Reading Posts 150

Paper One Proposal 25

Paper One 100

Book Jacket Assignment 100

Paper Two Proposal 25

Annotated Bibliography 100

Cultural Analysis 200

Total 900

Note: See page 14 for the course Grading Rubric. Individual rubrics for each assignment can be found on Canvas.

Course Policies

You must complete all assignments to receive credit for this course.

Attendance

Attendance is required. Missing 6 classes will result in automatic failure. **Each unexcused absence beyond three will lower your final grade by half a letter.** If you are missing class for a valid reason (health issues, family emergency, university commitments etc.), please contact the instructor beforehand. Arriving more than 10 minutes after class starts will count as a tardy. Being tardy 3 times = 1 absence. Requirements for class attendance and make-up quizzes, 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>

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.

Classroom Behavior and Etiquette

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 format & Submission Guidelines

All papers will be submitted as MS Word (.doc) documents to Canvas.

All essays must be formatted in MLA style. This means that your paper must meet the following guidelines:

1. Double-spaced
2. 12 point, Times New Roman font
3. 1 inch margins, on all sides
4. MLA style headers with page numbers
5. MLA (8th edition) style citations

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.

Late Papers/Assignments

You must complete all *assignments* to receive credit for this course. Papers and drafts are due at the beginning of class or online at the assigned deadline. Papers submitted late will receive a deduction of one full letter grade per day. Papers submitted more than 3 days late will earn an E. I will consider exceptions in exceptional circumstances with appropriate documentation.

Plagiarism

UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (<http://www.dso.ufl.edu/scr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

A student must 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. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

- b. 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.
- c. Submitting materials from any source without proper attribution.
- d. 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.

Writing Studio

The University Writing Studio is located in Turlington 2215 and is available to all UF students.

UF's policy on Sexual 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/>

Students with Disabilities

Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give your instructor early in the semester.

Counseling and Wellness Center

Students who are in distress or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>

UF Grading Policies

For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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 Department office (4008 TUR). You can reach Carla Blount at the following email address: cblount@ufl.edu. Grade appeals may result in a higher, unchanged, or lower final grade.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://evaluations.ufl.edu/evals/Default.aspx>

Fall 2019 Schedule

All texts, films, and assignments should be completed before coming to class unless otherwise instructed.

Note: All readings not required for purchase can be located under Files on Canvas. Assigned excerpts are formatted as a single file. Films can be found on Course Reserves.

*The schedule is subject to change at the instructor's discretion.

Stories of the Beginning

Week 1

8/31 Introduction

9/2 "The Iroquois Creation Story" (David Cusick, 1827)
"How to Write the Great American Indian Novel" (Sherman Alexie, 1996)

9/4 From *Yellow Woman and a Beauty of Spirit* (Leslie Marmon Silko, 1997)

Week 2

9/7 Labor Day

9/9 From "Common Sense" (Thomas Paine, 1776) | Introduction & Thoughts on the Present State of American Affairs

Literature 1820-1865

9/11 "Self-Reliance" (Ralph Waldo Emerson, 1841)

Week 3

9/14 "Bartleby, the Scrivener" (Herman Melville, 1856)

9/16 From "Civil Disobedience" (Henry David Thoreau, 1849)

9/18 Watch *Stagecoach* (John Ford, 1939)

Week 4

- 9/21 “Song of Myself” (Walt Whitman, 1855) | 1-14, 46-52
- 9/23 Selected Short Stories by Edgar Allen Poe (1809-1849)
 “The Cask of Amontillado” (1846)
 “The Premature Burial” (1844)
- 9/25 “The Yellow Wallpaper” (Charlotte Perkins Gilman, 1892)
Prospectus due at 11:59pm

Week 5

- 9/28 Selected Poems by Emily Dickinson (1830-1886)
 “I Taste a Liquor Never Brewed” (1860)
 “After a Great Pain, a Formal Feeling Comes,” (1862)
 “I Heard a Fly Buzz When I Died” (1862)
- 9/30 “The Minister’s Black Veil” (Nathaniel Hawthorne, 1836)
- 10/2 Best Practices in Writing and Research

In the Wake of Slavery

Week 6

- 10/5 *Narrative of the Life of Frederick Douglass* (Frederick Douglass, 1845) | chapters I, VI, VII, IX, X
- 10/7 “Letter from Birmingham Jail” (Martin Luther King Jr., 1963)
- 10/9 Watch *Do the Right Thing* (Spike Lee, 1989)
Paper 1 (Due at 10/11 at 11:59pm.)

Week 7

- 10/12 *The Color Purple* (Alice Walker, 1982) | pages 1-50
- 10/14 *The Color Purple* (Alice Walker, 1982) | pages 51-99
- 10/16 *The Color Purple* (Alice Walker, 1982) | pages 100-147

Week 8

- 10/19 *The Color Purple* (Alice Walker, 1982) | pages 148-197
- 10/21 *The Color Purple* (Alice Walker, 1982) | pages 198-246
- 10/23 *The Color Purple* (Alice Walker, 1982) | pages 247-288

American Literature Between the Wars 1914-1945

Week 9

10/26 “The Love Song of J. Alfred Prufrock” (T.S. Eliot, 1915) | Lines 1-75

10/28 “The Love Song of J. Alfred Prufrock” (T.S. Eliot, 1915) | Lines 75-131
Book Jacket Assignment Due at 11:59

10/30 Book Jacket Presentation

Week 10

11/2 *The Souls of Black Folk* “Of Our Spiritual Strivings” and “Of Mr. Booker T. Washington and Others” (W.E.B. Dubois, 1903) | 1-7, 25-37

11/4 “The Weary Blues” (Langston Hughes, 1925)
“Harlem” (Langston Hughes, 1951)
“The Negro Speaks of Rivers” (Langston Hughes, 1921)

Literature Since 1945

11/6 *The Catcher in the Rye* (J.D. Salinger, 1951) | Chapters 1-4

Week 11

11/9 *The Catcher in the Rye* (J.D. Salinger, 1951) Chapters 5-9

11/11 Holiday

11/13 *The Catcher in the Rye* (J.D. Salinger, 1951) | Chapters 10-14

Week 12

11/16 *The Catcher in The Rye* (J.D. Salinger, 1951) | Chapters 15-18

11/18 *The Catcher in the Rye* (J.D. Salinger, 1951) |19-22
Prospectus 2 Due at 11:59pm

11/20 *The Catcher in the Rye* (J.D. Salinger, 1951) | Chapters 23-26

Week 13

11/23 Watch *A Streetcar Named Desire* (Dir. Elia Kazan, 1951)

11/25 Thanksgiving

11/27 Thanksgiving

Week 14

11/30 “Howl” (Allen Ginsberg, 1956)

12/2 Selected Poems by Lorna Dee Cervantes (1954-)

“Refugee Ship” (1981)

“Cannery Town in August” (1981)

Annotated Bibliography Due at 11:59pm

12/4 “The Paper Menagerie” (Ken Liu, 2011)

Week 15

12/7 “A Good Man is Hard to Find” (Flannery O’Connor, 1953)

12/9 Best Practices for Writing and Research

12/11 Reading Day

Paper 2 Due on 12/16 at 11:59pm

	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.

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