

Instructor Name: CR Dean

Pronouns: she/her/hers

Instructor Email: deanc@ufl.edu

Course Title: AML2070: Survey of American Literature: American Inheritances

Course meeting times & locations

<i>Class Day</i>	<i>Class Time</i>	<i>Location</i>
Tuesday	3:00 – 4:55 pm	Matherly 0108
Thursday	4:05 – 4:55 pm	Matherly 0108

Office Location and Hours:

Drop in for open-office hours; email if you need a different time.

Open Office Hours: Thursday, 1:50 – 3:50 pm

Office: Turlington 4212 (right off the elevator on the 4th floor, go straight, first door on the left)

[Office hours link](#)

Resource Personnel:

- 1) Rare Books Librarian: TBD
- 2) Digital Humanities Specialist: TBD

Course Description:

Introduces some of the major writers, issues and forms found in the history of American literature. The instructor determines the breadth and focus of this survey. As citizens of the United States, as part of our core educational experiences, we have been taught about our country in every avenue including literature, about its inception, about the founding fathers, westward expansion, as a ‘melting pot,’ as land of opportunity, or the “pull yourself up by your bootstraps” country in the New World. We will track evolutions of authorial response to their contemporary environments and seek to answer questions of how the promise of America is inherited, lived, and received. Those ideas within and without of literature make up the loudest voice of what Americana and American Literature may be, and so this course will peer into the American literary forest to look at the trees. This course will be an adventure centered on hearing a fuller range of American literature – it will explore a litany of voices sharing narratives, cultures, and literary traditions outside of the standard canon of American literature, including visual media.

As a survey course, students will be introduced to American literary texts and history in a basic chronology, with a focus on engaging with American authors descended from diasporic spaces, men and women, engaging with American literature over time in unique and distinct ways. Beginning in the 18th century and ending in the present-day, we will engage with American literature in a variety of forms to engage with American inheritances. By the end of this course, you will have strengthened your knowledge and understanding of American Literature having learned about the cultural and historical contexts surrounding these texts. Students will analytically and creatively explore texts through class participation, close reading responses, literary research, argument development and presentation, and a digital humanities project. This course is discussion-based and requires active student participation.

To guide and aid in our conduction of these analyses, we will refer to American literature beginning with 1733 up until the present day, and we will work with prose, auto-narrative (auto-biography), fiction, visual memoir, comics, and short stories. Questions such as: What is an American? What is American identity or is there such a thing? How do these contributions engage the reader with notions of identity, class, gender, race, hierarchy, geography, etc.? How or do their contributions shift perceptions and understandings of American literature? We will seek to consider how other factors in our pursuit of analyzing American Inheritances, such as race, class, ethnicity, etc., might add to our understanding about American literature.

Course Goals

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

1. Identify characteristic of American literary traditions, genre, and themes across time
2. Understand and apply the political, sociocultural, or historical contexts of American literature and critically engage with primary and secondary material
3. Successfully engage, respond, analyze, and evaluate both literary texts and secondary research in discussion and formal writing with proper citations

Course Content Note

The study of United States history and literature may include reading about and discussing disturbing topics, including violence, racism, and sexual abuse. If you ever feel the need to leave a class discussion, either for a short time or for the rest of the class session, you may do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually. You are welcome to discuss your personal reactions to the course material with me in office hours. If you or a friend are in distress, please contact U Matter, We Care or the Counseling and Wellness Center at 352 392-1575.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

General Education Objectives

- ✓ This course confers General Education credit for Composition (C) and 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.

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 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:

The texts for this course will be provided as e-copies.

Phillis Wheatley Peters' [On Being Brought from Africa to America](#) "To the Right Honorable William, Earl of Dartmouth" *Poems on Various Subjects, Religious and Moral*, 1733

William Apess' *An Indian's Looking Glass for the White Man* (1833)

Harriet Jacob's *Incidents in the Life of a Slave Girl* (1860)

Miné Okubo's *Citizen 13660* (1940) (graphic memoir)

James Baldwin's "My Dungeon Shook" *The Fire Next Time* (1963)

Octavia Butler's *Kindred* (graphic novel) (1979)

Judith Ortiz Cofer's "American History" *The Lin Deli: Prose and Poetry* (1993)

Colson Whitehead's *The Underground Railroad* (2016)

Gish Jen's ["Detective Dog"](#) *The New Yorker* (2021)

Assignments (see below for Grading Rubric):

(100 points) - Active Participation/Attendance

Given that this is a discussion-based course, attendance and participation in discussion and group activities are vital to success in this course. Students will be required to occasionally work in small groups, consistently participate in class discussion, conduct writing workshops, and complete peer reviews. Students are expected to be prepared for unannounced quizzes and activities on readings. Students must be present for all in-class activities in order to receive credit. In-class activities cannot be made up. You will be required to generate at least one question, comment, observation, or criticism of the assigned reading and share it with the class during discussion. Failure to participate in class discussion will result in a reduction of your participation grade. Students are required to bring a copy of the assigned text to class. A digital copy of the text is allowable. Failure to bring a copy of the assigned reading will also result in a reduction of your participation grade. I will complete "text checks" to make sure you have your textbook or copy of the assigned reading.

All students should participate in each class session in some manner by offering points of view, raising questions, asking for clarification, participating in group activities, and/or writing when it is required. If you have concerns with public speaking, please see me for alternative activities to meet participation requirements. These can include submitting observations, questions, or discussion topics prior to class.

ELECTRONIC DEVICES – CELL PHONES, LAPTOPS, IPADS, ETC. Out of courtesy to myself and your fellow classmates, silence your cell phones during class time (the vibrate setting is not silent). Keep your phone in your bag or pocket – if I see you texting or surfing the web, I may ask you to leave the classroom,

resulting in an absence. While we are working, you should use computers for course-related activities only. Checking Facebook, web surfing unrelated to class, and doing work for other classes are examples of behavior that may result in deductions from your participation grade or your being asked to leave class for the day. You can, however, use the class computer to access the class website (to facilitate discussion) or view course readings (if you prefer not to print electronic readings).

Introductory Paper (300 words)

Consider your reading experiences from childhood to young adulthood. Did you or do you enjoy reading? Did you read books, comic books, manga, webtoons, etc.? Describe how your reading experiences have reflected or failed to reflect your life and identities. What do you hope to gain from or learn from this class?

150 (50*3) points – 2 Critical Response Papers (350 words each, 700 words total)

Throughout the semester, you will write and submit 4 response papers analyzing the assigned reading. These response papers can be completed on readings of your choosing but cannot be submitted after the class in which the reading is assigned. These papers should employ close reading strategies and raise critical issues or observations concerned with textual meaning, such as a certain theme, motif, symbol, or character within the text, and should use a thesis statement to pose what you are considering. You may also use these response papers to pose questions about the text you wish to discuss in class. You must submit response papers prior to class. Responses submitted after class begins will not be accepted. Your first response paper must be in by the end of Week 3, and the other is due by the midterm assignment. **All response papers should be submitted before November 21st**, which will be the date of our last readings.

100 points – Creative Critical Response Paper (500 words)

In this course, we will consult a range of literary works including poetry, fiction, short stories, comics, and graphic novels – all of which convey different themes, elements of writing, motifs, settings, etc. They move within and represent specific time periods within American literature, dealing with their respective contemporary concerns while still impacting modern day readers. This creative assignment will aid in helping you continue to develop your arguments and thesis statements, how to read to ascertain character motives, reasonings, historical context, politics, aesthetics, etc., and this assignment is intended as a means to promote discussion and further thinking about the text.

(100 points) – Essay 1: Close Reading Analysis (750 words)

This essay will be a close reading (without any outside sources or research) of any one text on our syllabus that we have previously covered in class. These papers must be thesis driven and focus on critically examining one passage, symbol, theme, etc., of the text. Since this will be an original argument, no outside sources should be used, and you should make an argument about the text and use the text as evidence. This assignment is not a book report so summaries will not be accepted. Focus on a single passage in a text that we have read so far and trace out how the author develops a particular idea/theme through that passage. You should display how the author creates meaning through ideas like characterization, diction, literary devices, and narrative structure, etc. Quotes and passages from the texts should serve as evidentiary support and should be properly integrated into your paper.

(200 points) – Midterm Assignment: Close Reading Analysis with Annotated Bibliography (1300 words)

This assignment will build off your first close reading in Essay #1 on any one text on our syllabus that we have previously covered in class and now rather than a close reading analysis, you will use outside scholarly sources primarily from the UF Database to help clarify the main arguments about your text. You should

include 5-8 critical articles from research databases such as JSTOR, EBSCOhost, ProQuest or published books. They should not be dissertations, theses, conference papers, or other unreviewed sources. This assignment will function akin to a book report – as you'll unveil scholars' arguments, analyses, and ideas surrounding the text that you original wrote on and connect them back to your essay.

(100 points)-Prospectus for the Researched Critical Essay (550 words)

The prospectus will present your idea for the Researched Critical Essay. This should present your tentative thesis and detail at least three sources, and descriptions of the source and how you intend to use it in your paper.

(300 points) Final Project: (2000 words) (3 parts)

The final project will be a multimodal project that incorporates a written paper and a digital adaptation or interpretation. This project is designed to continue to build research skills and develop digital literacy skills. This is a three-part project.

(Part 2, 100 points, pass/fail)- Draft *Researched Critical Analysis Essay*

This essay will be a sustained formally researched critical analysis in which you will make an original argument about one or two literary text(s) through a theoretical, historical, or critical lens. This essay must contain 2-3 critical academic sources. You must have incorporated at least a source's argument to support your own, and you should have a minimum of 1000 words for your peer to review. You are expected to offer feedback to your peer that is constructive, helpful, and uplifting. It is an opportunity to point out good arguments, places where things should be improved, and to proofread for MLA, grammar, and other errors. Completing this assignment will result in pass, and I will leave comments only on your thesis statement, so be sure to review your peer's work well.

(Part 2, 250 points)-*Researched Critical Analysis Essay*

This essay will be a sustained formally researched critical analysis in which you will make an original argument about one or two literary text(s) through a theoretical, historical, or critical lens. This essay must contain 2-3 critical academic sources.

(Part 3, 50 points)-*Digital Adaptation or Interpretation Component*

You are required to create a digital project or presentation that summarizes and explains your research. Options for this include a video essay, a digital presentation, a digital map outlining your project, a creative rendition, such as memes, TikTok/YouTube video, X (formerly Twitter) thread, art. You will present your digital adaptation to the class. You will be introduced to digital writing tools during the course.

Self-Evaluation Paper (500 words, 100 points, pass/fail)

Now that you are at the end of the class – what was your biggest challenge and your biggest triumph? What are you most proud of? What does literature mean to you now? Were your assumptions challenged? What is American literature to you now? Has anything changed about how you think about literature or yourself as a writer?

All students should participate in each class session in some manner by offering points of view, raising questions, asking for clarification, participating in group activities, and/or writing when it is required. If you have concerns with public speaking, please see me for alternative activities to meet participation requirements. These can include submitting observations, questions, or discussion topics prior to class.

Course Policies:

1. **You must complete all assignments to receive credit for this course.**
2. **Attendance:** Attendance is mandatory and will be taken daily. You will receive a lowered course grade after **four** 50-minute absences (or equivalent). For absences after 4, students will lose a third of a letter grade for the fifth absence. Double-period classes count as 2 absences. Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (for emergencies, major illness) as you would for any job. You will fail the course if you accrue **six** 50-minute absences. Absences will be excused only in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and those absences covered by UF's twelve-day rule.
3. Students who arrive late to class will receive a partial absence.
4. **Paper Format & Submission:** All assignments are due via Canvas by the due date and time stamp. Your papers should be formatted according to MLA style and should be in 12-point Times New Roman font and double-spaced with 1-inch margins with the appropriate heading and pages numbered.
5. **Late Work or Assignments:** You are allowed to make up one writing assignment. If an emergency occurs that affects your ability to complete your work, please notify me as soon as possible. Extensions may be granted at my discretion, but requests must be made at least one day prior to the due date of the assignment. A late paper or assignment will receive a ten-point deduction for each day it is late. I understand that emergencies and extenuating circumstances can occur, so please communicate with me your issues or concerns.
6. University of Florida's policy on Harassment: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty
7. **Paper Maintenance Responsibilities.** Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
8. **Canvas and Email:** Be sure to check Canvas often for announcements, assignments, readings, and updates to the schedule. The best way to communicate with me is via email – I check my email frequently Monday through Friday from 9 – 7 pm, but *sparingly* on the weekends. Please allow at least 24 hours for a response.
9. Academic Honesty and Definition of Plagiarism. Academic Honesty and Definition of 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 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.
10. **ATTRIBUTION DISCLOSURE:** AI Text Generating Tools

- a. Based on existing university policies – see #9, regarding plagiarism in students’ written work for academic credit, I am requiring all students to sufficiently attribute the contribution of AI text generation tool/s in written assignment submissions. The use of AI text generation in your essay does not necessarily constitute plagiarism; however, failure to disclose your use of AI text generation in written submitted work could result in a plagiarism investigation.
 - b. If you have used an AI text generation tool/s you must include the following attribution statement on the TITLE PAGE of your essay:
 1. I acknowledge the use of [insert AI system(s) and link] to [specific use of generative artificial intelligence]. The prompts used include [list of prompts]. The output from these prompts was used to [explain use].
11. **Students with disabilities** who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give the instructor early in the semester.
12. **Accessibility:** The process for receiving accommodations for your disability may be more complicated than you realize. For many universities, documentation requires access to affordable healthcare, time, printer services, and knowledge of the institution’s bureaucratic processes. You might face experiences that may not qualify you for accommodations, such as:
- Your disability is undiagnosed, self-diagnosed, or is difficult to document
 - Your disability only affects you sometimes.
 - You are injured and do not qualify for accommodations
 - Your disability is stigmatized, such as anxiety or depression
 - You may be estranged from your family or support system
 - You may be a caregiver for a sick, elderly, or young person
 - You are a single parent
 - You work a full-time, part-time, or multiple jobs
 - You are food, housing, or clothing insecure

Further, the concept of disability is rapidly changing during the COVID-19 pandemic. It is highly likely that some of our class community will be directly affected by COVID-19, and our job is to collectively show compassion and patience.

Whatever you face, it is my responsibility as an educator to work with you to achieve the learning outcomes of AML2070. If I am not meeting your learning needs, please see me directly about ways I can adjust the course to your situation.

13. **Students in Distress:** For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.
- U Matter We Care:** <http://umatter.ufl.edu>, umatter@ufl.edu, 352-294-2273 (CARE) Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261
- Counseling and Wellness Center:** <https://counseling.ufl.edu>, 3190 Radio Road, (352) 392-1575
- Field and Fork Pantry:** <https://fieldandfork.ufl.edu>, located near McCarty B, 352-294-2208
- Student Health Care Center:** <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161

Please note - I am a mandatory reporter of any known instances of sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing. Outside of these issues, I will always talk with you confidentially about the things you are facing.

14. **Inclusivity:** To affirm and respect the identities of students in the classroom and beyond, I will do my best to refer to you by the name and/or pronouns you tell me. Please contact me at any time during the semester if you wish to be referred by a name and/or pronouns other than what is listed in the student directory or that you have included in the syllabus acknowledgment form.
15. For information on [UF Grading policies](#), see:
 - a. **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). Please contact Ms. Blount at cblount@ufl.edu. Grade appeals may result in a higher, unchanged, or lower final grade.
 - b. **Course Evaluations** Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course:
<https://evaluations.ufl.edu/evals/Default.aspx>
16. **Classroom behavior:** You should use computers, laptops, and e-readers for course-related activities only, including taking notes and using e-copies of readings. Checking Instagram, Twitter, Facebook, web surfing unrelated to class, and doing work for other classes are examples of behavior that may result in deductions from your participation grade. 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, as determined by the instructor, will result in dismissal, and accordingly absence, from the class.
17. **Policy on 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.)

Recording Policy: Class lectures may only be recorded for purposes defined by House Bill 233/Section 1004.097. A class lecture does not include academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. A recording of a class lecture may not be published without the consent of the lecturer. Publish is defined as sharing, transmitting, circulating, distributing, or providing access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Grading and Assessment Rubric:

You should strive to excel in all three of these areas in each written assignment:

1. **Content:** How strong is your argument, development, and support? Does the paper offer a strong understanding of the text and is your content relevant to your argument/assignment? Do you provide adequate support, such as outside sources and textual evidence?
2. **Organization:** How well-structured are your paragraphs? Do your overall ideas flow well? Does the paper employ topic sentences? Do paragraphs support the thesis statement?

3. Mechanics: How frequently do you make errors in grammar, style, and spelling? Is the paper formatted correctly in MLA style?

An A-level paper: Follows and meets the assignment requirements. The paper goes beyond in-class discussion and has a thesis statement that is original, clearly articulated, supported, and is analytical. Paragraphs clearly track the thesis statement, build and well-support the argument of the paper, and retains clarity for the whole of essay. Each body paragraph follows the thesis, evidence, analysis; has a clear function and is well-transitioned; and the overall paper reads as a cohesive argument. Examples and quotes from texts are used to support ideas and claims and are integrated into arguments. Writing is clear and the paper uses varied sentence structure and diction. Paper is free of most grammatical and spelling errors. MLA format is completely correct. The paper should have a clear conclusion that does more than just summarize. Tone is academic, not moralistic or evaluative. Paper has no more than 8 errors across the scope of MLA, grammar, thesis, etc.

A B-level paper: Follows and meets most of the assignment requirements. The paper includes a thesis, but wording may be unclear or weaker in argument. Paragraphs build on the argument, but do not necessarily offer strong connections between the text and argument. Unclear arguments are limited to two occurrences. The paper does not analyze the text as in-depth as the "A" paper. Paper may have vague language, spelling and grammar errors, or superficial analysis. MLA formatting is mostly correct. Paper includes a strong conclusion. Paper has no more than 15 errors across the scope of MLA, grammar, thesis, etc.

A C-level paper: Follows and meets some of the assignment requirements. Does not have a fully developed or articulated thesis statement. It is descriptive rather than analytical. Paragraphs do not engage or defend the thesis statement. Writing is disorganized but may include some analysis of text. Paper does not incorporate sufficient textual evidence to support the main argument. MLA format has several errors. Conclusion lacks clarity. Paper has more than 15 errors in argument, MLA, grammar, or lacks a thesis statement.

A D-level and below paper: Does not meet assignment requirements. The paper lacks a developed thesis statement. Paper does not engage or defend key arguments. Does not successfully incorporate textual evidence. Paper includes disregard of proper grammar and spelling rules. Writing is vague and includes errors and weak argumentation. Does not follow MLA format. Paper does not include a conclusion.

Grading Scale:

A 4.0 93-100%

A- 3.67 90-92%

B+ 3.33 87-89%

B 3.0 83-86%

B- 2.67 80-82%

C+ 2.33 77-79%

C 2.0 73-76%

C- 1.67 70-72%

D+ 1.33 67-69%

D 1.0 63-66%

D- 0.67 60-62%

E 0.00 0-59%

Tentative Weekly Schedule:

Schedule may change throughout the semester. Schedule notes major assignment due dates but does not note homework assignments and class activities you are required to complete. All texts are available on Canvas under the files tab. The syllabus also provides links to supplemental material you are required to read in advance to class and in connection to the assigned reading. The course calendar notes readings and assignments that should be completed PRIOR to each class session.

		Schedule of Classes	Due Dates
1	1/14	Syllabus Introductions Introduction to American Literature & History Introduction - Phillis Wheatley & William Apess	
	1/16	Phillis Wheatley Peters' " On Being Brought from Africa to America " " To the Right Honorable William, Earl of Dartmouth " <i>Poems on Various Subjects, Religious and Moral</i> , (1733) William Apess' <i>An Indian's Looking Glass for the White Man</i> (1833)	Introductory Paper Due
2	1/21	Harriet Jacob's <i>Incidents in the Life of a Slave Girl</i> pg. 1 – 40 (read up to The Lovers)	
	1/23	Harriet Jacob's <i>Incidents in the Life of a Slave Girl</i> pg. 41 - 105 (read up to The Flight)	
3	1/28	Workshop 1: How to construct a thesis & close reading Harriet Jacob's <i>Incidents in the Life of a Slave Girl</i> pg. 106 – 165 (read up to Appendix)	
	1/30	Harriet Jacob's <i>Incidents in the Life of a Slave Girl</i> pg. 166 – 228(read up thru Appendix)	
4	2/4	Workshop 2: MLA Format Harriet Jacob's <i>Incidents in the Life of a Slave Girl</i> Final Discussion Timeline of 1870 – 1946 Intro to Miné Okubo	
	2/6	Miné Okubo's <i>Citizen 13660</i> pg. 1 – 60	Essay 1: Close Reading Analysis Due
5	2/11	Workshop 3: Finding Sources Miné Okubo's <i>Citizen 13660</i> pg. 61 – 112	
	2/13	Miné Okubo's <i>Citizen 13660</i> pg. 113-160	
6	2/18	Miné Okubo's <i>Citizen 13660</i> pg.161-210 Final Discussion Introduction to Octavia Butler	
	2/20	Octavia Butler's <i>Kindred</i> pg. 1 – 79	
7	2/25	Octavia Butler's <i>Kindred</i> pg. 80 – 161	
	2/27	Octavia Butler's <i>Kindred</i> pg. 162 – 237	
8	3/4	Workshop 4: Prospectus Development Octavia Butler's <i>Kindred</i> final discussion	
	3/6	No Class: Midterm Assignment: Close Reading Analysis with Annotated Bibliography Due	
9	3/11	Short Stories & Poems: "American History" by Judith Ortiz Cofer	

		<p>“Detective Dog” by Gish Jen Welcome to Your Authentic Indian Experience™ by Rebecca Roanhorse “My Dungeon Shook” by James Baldwin</p>	
	3/13	<p>Short Stories & Poems: “American History” by Judith Ortiz Cofer “Detective Dog” by Gish Jen Welcome to Your Authentic Indian Experience™ by Rebecca Roanhorse “My Dungeon Shook” by James Baldwin</p>	Prospectus: Researched Critical Essay Due
<p>Week 10 Spring Break</p>			
11	3/25	<p>Short Stories & Poems: “American History” by Judith Ortiz Cofer “Detective Dog” by Gish Jen Welcome to Your Authentic Indian Experience™ by Rebecca Roanhorse “My Dungeon Shook” by James Baldwin</p>	
	3/27	Rare Books Visit – Meet at Smathers East – Second Floor in the Lobby (Library East) – TBD	Assign peer reviewers for Draft Final Paper
12	4/1	<p>Peer Review – In Class 55 minutes Intro/Begin Discussion on Colson Whitehead’s <i>The Underground Railroad</i> pg. 1 -34</p>	Draft Final Papers due at start of class
	4/3	Colson Whitehead’s <i>The Underground Railroad</i> pg. 35 - 70	
13	4/8	Colson Whitehead’s <i>The Underground Railroad</i> pg. 71 - 132	
	4/10	Colson Whitehead’s <i>The Underground Railroad</i> pg. 133 - 228	
14	4/15	<p>Colson Whitehead’s <i>The Underground Railroad</i> Final Discussion Course Evaluations pg. 229 - 306 Writing Day & Final Questions</p>	Digital Adaption at start of class on 4/17 All critical responses due
	4/17	Digital Adaptation Presentations	
15	4/22	Digital Adaptation Presentations	Self-Evaluation Paper Due at start of class
	4/24	Final Paper Due by 11:59 pm	