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# AML 2070: AMERICAN THROUGH LINES

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Instructor: Samantha Baugus

Meeting Days & Time: T Period 2 & 3, Thursday Period 3

Meeting Place: Anderson 0021

Office Location: TBD (virtual until office hours available until a location is decided)

Office Hours: Monday and Wednesday 10-12 AM

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## COURSE DESCRIPTION AND GOALS

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We here in the present tend to romanticize or demonize the past. We generalize about what “everyone” in the past thought, did, or believed, and these generalizations tend to be framed as either a longing for a better time or relief that “at least we aren’t as bad as back then.” This course serves to interrogate these easy assumptions but looking at the ways issues of race, sexuality, gender, colonization, and environment have been present in American literature since its inception. We will begin our course with contemporary texts that address these issues to ground ourselves in the contemporary conversation before jumping backward in time to the seventeenth century to watch the historical and literary development of these conversations that lead to our contemporary moment.

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## GENERAL EDUCATION OBJECTIVES

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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

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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.

## COVID STATEMENT

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The following is directly from the most recent university statement (as of 08/19)

In response to COVID-19, the following practices 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.

- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
  - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
  - Hand sanitizing stations will be located in every classroom.
- If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. 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 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
  - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to

attend campus activities when withheld from campus will be referred to the Dean of Students Office.

- Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

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## HB-233 AND CLASS RECORDINGS

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### The following is the approved language from the university

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely 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.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide 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. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. 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

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## BULLYING AND HARASSMENT STATEMENT

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Bullying, intolerance, aggressive behaviors, verbal and physical assault, or any behavior either in the Zoom classroom or virtually will **not** tolerated. If you are the victim of such treatment reach out to me or appropriate authorities to address the behavior. If you are the perpetrator of such treatment know I will do everything in my power to find justice for the victims of your behavior. The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards all members of the community: <https://titleix.ufl.edu/policy-statement/>. I am *not* a mandatory reporter, meaning if you disclose an incident to me, I do not have to report it to the university or the police, **but** I am **not** a counselor or advocate so all I can offer to help navigate the procedures for reporting to the proper channels.

## DISABILITY DISCLOSURE AND ACCOMMODATIONS STATEMENT

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I am a disabled instructor; I have an invisible disability but nevertheless my disability impacts my ability to do many tasks including teaching, grading, responding to emails, and other matters related to my work. I let you know this for two reasons: one, to ask that you extend some grace if I am a little delayed in posting grades or take a day to respond to your email; two, to make it clear that I understand that not everyone can learn the same way, access materials the same way, or engage in class the same way. I *strongly* encourage you to register with Disability Resource Center (352-392-8565 <https://disability.ufl.edu/>) as they can provide your instructors with documentation regarded legally mandated accommodations. Additionally, though, I want to make myself available to discuss these accommodations and/or other struggles you might be having. I went through my entire schooling career undiagnosed and struggling every step of the way—I want to do everything in my power to not let another student feel like they can't succeed because of something they can't help or change.

## ASSIGNMENTS

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This is the summary of each of the assignments listed by due date including their point value and minimum word count. Following, will be a brief description of each assignment (more details available on Canvas).

Assignment Name	Due Date	Point Value	Word Count
Reading Responses	Daily	10 ea./280 tl.	N/A
Explication Presentations	Variable	10 ea./20 tl	N/A
Close Reading Essays	Variable	75 ea./300 tl.	500 ea/2,000 tl.
OPTIONAL: Placing Rough Draft	October 14	N/A	N/A
Placing	October 26	200	2,000
EXTRA CREDIT: Adaptation	November 23	N/A	N/A
OPTIONAL: Tracing Rough Draft	November 30	N/A	N/A
Tracing	December 15	200	2,000

## READING RESPONSE

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For every assigned reading, you are expected to respond in a shared document to a question related to the reading. Responses should be around a paragraph in length and demonstrate familiarity with the material. You do not need to respond to anyone else's answers (although you are welcome to). You are expected to have access to this document during class as the question(s) and responses will serve as the entry point for our class discussions.

Entries are due before our class meeting time. Each entry is worth 10 points for a total of 280 points. This assignment does not have an associated word count. This assignment is graded pass/fail.

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### EXPLICATION PRESENTATIONS

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At the beginning of the semester, all students will sign up for two (2) explication presentations. This should be a two-four-minute presentation delving more deeply into one aspect of the assigned reading for that day. These will be like close readings in that you will be closely addressing a specific aspect of the assignment. Your close reading can be (and should be) inspired by your own and others' reading responses

Presentations will be given at the start of class discussion on the assigned days. Each is worth 10 points for a total of 20 points. The assignment does not have an assigned word count. The first presentation must be given on or before October 12. The second presentation must be given on or after October 14.

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### CLOSE READING ESSAYS

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At the beginning of the semester, all students will be required to sign up for four (4) close readings. You will sign up for a *text* not a day. In other words, if there are multiple texts assigned for a day, you only to write about one of them. Further details on how to complete this assignment will be discussed in class and posted on Canvas.

Close reading essays are due by midnight the day the text is assigned in class. They are worth 75 points each for a total of 300 points and 500 words each for a total of 2,000 words. The paper and sources should be in MLA format. The first two essays must be submitted on or before October 12. The final two essays must be submitted on or after October 14.

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### PLACING

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The first major writing assignment for this class asks you to select one text written before 1900 and place it into its historical context. Half of your paper should be dedicated to understanding the time and place where the text is written, the author's background and history, and some of the wider social and political issues and conversations that were significant at the time. The other half of your paper should be focused on close reading the text in light of these historical considerations to argue for how the text responded to and was shaped by these historical issues. A minimum of five sources are required relating to historical issues and the author's life and another two sources are required to help support your interpretation of the text.

Tracing is due by midnight on October 26. It is worth 200 points and 2,000 words. The paper and sources should be in MLA format.

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### TRACING

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This is second (and final) major writing assignments for this class returns to the course theme of through lines. For this assignment, you will select one of the through lines named in the course description to

trace through a minimum of two texts from two different centuries (only one text can be a novel). You will close read all your selected texts to identify the through line and connect each text to each other to argue for how this issue has developed, changed, and/or been addressed across time in American literature. A minimum of three sources are required to help support your argument.

Tracing is due by midnight on December 15. It is worth 200 points and 2,000 words. The paper and sources should be in MLA format.

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### OPTIONAL ROUGH DRAFT

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As an optional assignment, you will have a chance to submit a rough draft of either of the major papers. There is *no credit* associated with this assignment. Like every other assignment, the optional revisions will have their own page on Canvas but you will submit this via Google Docs so I can provide feedback there for you. You should also include some specific questions or areas of the paper you want me to look at. I am *not* pre-grading your paper, this is *only* for you to get additional feedback.

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### EXTRA CREDIT: ADAPTATION

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Many of the texts assigned in our syllabus have been directly or loosely adapted into other media (film, stage, dance, visual arts, etc.). For this assignment you will compare the original text and the adaptation, specifically noting any significant changes (either additions or subtractions), how successfully the main themes and meanings of the original text are carried into the adaptation, and ways that adaptation highlights new elements or brings new meaning to the original text. (Some options might include the show *Dickinson* and Emil Dickinson's poetry; the script of a play and a staged/filmed performance of it).

Adaptation is due by midnight on November 23. It is worth 50 bonus points and should be a minimum of 500 words, although these words do not apply to the word count requirement. The paper and sources should be in MLA format.

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### REQUIRED MATERIALS

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All of these texts (besides the films) are available in the UF bookstore as well as many other book retailers.

An account with the website/app Discord

Access to the film *Get Out* (available with Hulu Premium subscription and for rent on YouTube, Amazon, Google Play, Apple, and Vudu)

*Future Home of the Living God* by Louise Erdrich

*The Tangled Lands* by Paolo Bacigalupi and Tobias S. Buckell

*Of Mice and Men* by John Steinbeck

*M. Butterfly* by David Henry Hwang

*Fences* by August Wilson

Access to the film *Moana* (available via Disney+)

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## RECOMMENDED READINGS

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These texts are available on Canvas, but due to their length you might want to purchase them to avoid reading on a screen if that strains your eyes.

*Charlotte Temple* by Susanna Rowson

*Incidents in the Life of a Slave Girl* by Harriet Jacobs

*O Pioneers!* By Willa Cather

*Trifles* by Susan Glaspell

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## SCHEDULE

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Readings marked with an asterisk (\*) are available as PDFs or links on Canvas. All poems are part of the Poetry Course Pack available on Canvas.

DAY	READING	DUE
T Aug 24	Syllabus	
R Aug 26	<i>Get Out</i> (2017)	
T Aug 31	<i>Future Home of the Living God</i> by Louise Erdrich (2017) <u>Part One</u>	
R Sep 2	<i>Future Home of the Living God</i> by Louise Erdrich (2017) <u>Part Two</u>	
T Sep 7	<i>Future Home of the Living God</i> by Louise Erdrich (2017) <u>Part Three</u>	
R Sep 9	<i>The Tangled Lands</i> by Paolo Bacigalupi and Tobias S. Buckell (2018) "The Alchemist"	
T Sep 14	<i>The Tangled Lands</i> by Paolo Bacigalupi and Tobias S. Buckell (2018) "The Executioness"	
R Sep 16	<i>The Tangled Lands</i> by Paolo Bacigalupi and Tobias S. Buckell (2018) "The Blacksmith's Daughter"	

T Sep 21	<i>Transcript of the Trial of Anne Hutchinson</i> (1637)*	
R Sep 23	<i>Charlotte Temple</i> by Susanna Rowson (1794)* <u>Chapters 1-9</u>	
T Sep 28	<i>Charlotte Temple</i> by Susanna Rowson (1794)* <u>Chapters 10-30</u>	
R Sep 30	Selections from the poetry of Emily Dickinson*	
T Oct 5	<i>Walking</i> by Thoreau (1851)*	
R Oct 7	<i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs (1861)* <u>Chapters 1-14</u>	
T Oct 12	<i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs (1861)* <u>Chapters 15-end</u>	<i>Final day for Explication Presentation one</i>  <i>Final day for Critical Reading essays one and two</i>
R Oct 14	"Desirée's Baby" (1895)* and "Story of an Hour" (1894)* by Kate Chopin	<b>OPTIONAL: Placing Rough Draft</b>
T Oct 19	Excerpts from <i>The Mountains of California</i> by John Muir (1894)*	
R Oct 21	<i>O Pioneers!</i> By Willa Cather (1913)* <u>Part One</u>	
T Oct 26	<i>O Pioneers!</i> By Willa Cather (1913)* <u>Parts Two and Three</u>	<b>Placing</b>
R Oct 28	<i>O Pioneers!</i> By Willa Cather (1913)* <u>Parts Four and Five</u>	
T Nov 2	<i>Trifles</i> by Susan Glaspell (1916)*	
R Nov 4	<i>Of Mice and Men</i> by John Steinbeck (1937) <u>Chapters 1 and 2</u> <sup>1</sup>	
T Nov 9	<i>Of Mice and Men</i> by John Steinbeck (1937) <u>Chapters 3-6</u> <sup>2</sup>	
R Nov 11	<i>Holiday—No Class</i>	
T Nov 16	"Nothing Gold Can Stay" by Robert Frost*; "Thirteen Ways of Looking at a Blackbird" by Wallace Stevens*; "Mr. Mistofelees"* by T.S. Eliot	
R Nov 18	Selections from <i>A Sand County Almanac</i> by Aldo Leopold (1949)*	

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<sup>1</sup> Not all versions of *Of Mice and Men* are split into chapters. If you have a chapterless version, I can tell you what is the last sentence of Chapter 2 so you know where to stop.



T Nov 23	<i>Fences</i> by August Wilson (1985)	<b>EXTRA CREDIT: Adaptation</b>  <i>Last day to turn in a re-submission</i>
R Nov 25	<i>Holiday—No Class</i>	
T Nov 30	<i>M. Butterfly</i> by David Henry Hwang (1988) <u>Acts One and Two</u>	<b>OPTIONAL: Tracing Rough Draft</b>
R Dec 2	<i>M. Butterfly</i> by David Henry Hwang (1988) <u>Act Three</u>	
T Dec 7	<i>Moana</i> (2016)	
T Dec 15	<b>Tracing Due</b>	

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## COURSE FAQ

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### WHAT IS MASK/SOCIAL DISTANCING POLICY?

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Per university guidelines, everyone is expected to always wear masks while inside university buildings and facilities. The classroom size and layout do not allow for social distancing. When meeting with me in my office or before/after class, please wear a mask.

### WHAT IS THE ATTENDANCE POLICY?

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Attendance is required. Missing more than six periods during the term will result in failing the course. Double periods count as two absences. The UWP exempts from this policy only those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies. For absences due to quarantine or illness, your instructor may require a signed doctor's note or confirmation from UF Screen, Test, & Protect. Students are responsible for updating their UF-required Screen, Test, & Protect status. For policy-excused absences, you need to let me know *in writing* at least two days before the event that you will be missing class *and* you need to meet with me to develop a proper accommodations schedule to makeup any missing assignments or missed class material.

You can view the university attendance policy here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### WHAT COUNTS AS AN EXCUSED ABSENCE?

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University policy excuses university-sponsored events as well as religious observances. Additionally, you can be excused for other documented reasons such as death in the family or illness. Excused absences are at my discretion and you need to let me know *in writing* before the missed class period if at all possible. I do understand emergencies happen so if not possible to let me know in advance, let me know as soon as possible.

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## WHAT IS THE LATE POLICY?

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You have a 24-hour grace period in which to submit assignments without a late penalty. Assignments will be graded in the order they are received so failure to submit an assignment by the deadline will result in a delay in receiving feedback.

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## HOW DO I SUBMIT ASSIGNMENTS?

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Each assignment will have a place to submit a link or upload an assignment on Canvas. Most assignments will be submitted as links to Google Docs but not all--pay attention to the assignment description for specific instructions about how to submit each assignment.

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## HOW DO I VIEW FEEDBACK?

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All feedback can be accessed through Canvas. All assignments are submitted through Google Docs so you can also access your feedback through Google Docs.

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## WHAT IF I DON'T UNDERSTAND THE FEEDBACK?

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That's what office hours are for! Come to my office hours (listed on Canvas and at the top of the syllabus) to discuss any questions you might have. Be aware this conversation is not about you arguing for a different grade but to help you better understand the feedback you've received.

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## CAN YOU LOOK AT MY ASSIGNMENT BEFORE SUBMISSION?

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Absolutely! *But* I will not "pre-grade" your assignment. Come to the meeting (this is another thing you can do during office hours!) with specific questions or concerns you have about the assignment. Additionally, you can make an appointment with Writing Studio (<https://writing.ufl.edu/writing-studio/>) to go over your work and get additional help or feedback. You will also have opportunities to turn in drafts of your papers before the assignment to get some preliminary feedback (see the schedule)

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## WHAT SHOULD I DO IF I MISS CLASS?

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If you miss class due to an excused absence, come to my office hours (or set up a meeting) and we can review any material or assignments you missed. If you missed class due to an unexcused absence, I would suggest reaching out to fellow classmates as well as getting in touch with me.

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## WHAT SHOULD I DO IF TECHNOLOGY FAILS?

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I would suggest making multiple copies of your work one of which is saved in cloud-based storage (iCloud, Google Docs, etc.) and one saved on your hard drive (or an external drive, or both). With the plethora of options available, there is no excuse for losing a file.

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### WHAT IF I'M LATE TO CLASS?

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I take attendance at the start of class. If you are late, you'll miss getting your attendance recorded. Speak to me after class about why you were late. The same excuse policies as above apply here as well.

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### WHAT IF I'M WITHHELD FROM CAMPUS/NEED TO QUARANTINE?

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Quarantine is an automatic excused absence. I will see on my records if you have been marked as withheld from campus so there is no need to submit documentation, but you are welcome to do so. There won't be a virtual option offered for this class, but I will meet with you via Zoom to discuss missed content. You are still responsible for submitting daily reading responses. If you are schedule for an explication presentation, we will discuss a make-up date.

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### WHAT IF I FAIL A PAPER?

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The only way you'll receive a 0 grade is if the paper is missing entirely. If you get a C- or lower on any assignment with an associated word count you have the option to revise and re-submit the paper to be re-graded. This process starts with you coming to my office hours or setting up a meeting with me. We will draft a revision plan in this meeting. You will then revise the paper based on the feedback I provided on the first version and the revision plan to be turned in on a due date we decide together. If you don't complete these steps and/or don't turn in the paper on the arraigned due date, your original grade will stand.

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## GRADING

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This is a 1,000-point class. As such the grading scale breakdown like this:

Letter	Percentage		Letter	Percentage
A	94-100		C	74-76
A-	90-93		C-	70-73
B+	87-89		D+	67-69
B	84-86		D	64-66
B-	80-83		D-	60-63
C+	77-79		F	0-59

While individual assignments have their own rubrics and expectations a general guideline is as follows.

<b>A</b>	All the qualities of a B-grade and imagination, originality, and mastery of style. Not only is the work expertly written technically, but also demonstrate a strong command of language and style in addition to creative and critical engagement with course materials and the medium of the assignment. In other words, this project not only uniquely satisfies the assignment description but also surpasses expectations.
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<b>B</b>	Thorough and comprehensive execution of assignment's objectives, goals, and requirements. Language, style, tone, and grammar are utilized well and enhance the subject and content. Writing and argumentation are logical and clear. In other words, the assignment surpasses minimum requirements and demonstrates clear effort in thought and writing.
<b>C</b>	Assignment expectations are met minimally; all objectives, goals, and requirements are present. Language, style, tone, and grammar are sufficient. Writing and argumentation are understandable. In other words, the assignment is turned in and requirements are, technically, met.
<b>D</b>	Assignment expectations are not met or met only partially; at least some objectives, goals, and requirements are missing. While style, language, tone, and grammar are utilized, they are utilized poorly or with serious deficits. In other words, some of the elements of a C-grade are present but the submission is still lacking in some serious way.
<b>F</b>	Failure to submit assignment or complete lack of understanding of assignment expectations; poor organization, style, and tone; inconsistent and ineffective; illogical and unclear. In other words, if anything is submitted, it is either done so poorly as to be incomprehensible or the submission is so far afield of the assignment expectations as to be unrecognizable.