

AML2070 – Survey of American Literature Spring 2025

Course: 18221 (Section M102)
Instructor: Dinalo Chakma
Email: dinalo.chakma@ufl.edu

M/W/F: 10.40 AM- 11.30 PM
Turlington Hall B310
Office hours: [Wednesday 11.45 AM- 1.45 AM \(in person\)](#)
Room no. 4317, Turlington Hall.

LITERATURE OF U.S. NATIONALITY THROUGH MARGINALIZED VOICES



COURSE DESCRIPTION

This AML 2070 course introduces some of the major writers, issues, and forms found in the history of American literature. It will survey American literature, paying particular attention to the idea of nationality through marginalized identities, particularly Native American, African American, Latino American and women, and Asian American. While we will focus on “what it means to be American,” students will read canonical and lesser-known works, including essays, short stories, novels, and comics. The course will provide an overview of works from the formation of the nation, throughout the decades, exploring the way that nationality is constructed, and achieved by differing groups of people. Discussion topics will focus on race, class, gender, language, religion, identity, nationality, community and ethnicity.

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.
- 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.
- Apply research and use writing to achieve a variety of purposes in a variety of disciplinary contexts.
- Demonstrate accurate and responsible citation and incorporation of primary and secondary materials.
- Participate in groups with emphasis on listening, critical and reflective thinking, and responding to group members' writing and ideas.
- Present an effective academic writing style.

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

Playing Indian, Philip J Deloria: Yale University Press ISBN-10: 0300264844

House Made of Dawn, N. Scott Momaday: Harper Perennial Modern Classics ISBN-10:
0062909959

The Fire Next Time by James Baldwin

Kindred by Octavia Butler. (0807083690)

How the Garcia Girls Lost Their Accents by Julia Alvarez

Native Speaker by Chang-Rae Lee

Assignments

(See below for Grading Rubric)

10% (100 points) - Active Participation/Attendance

Starting the third week of class, you will be required to generate questions or observations on the course readings. Please post your questions/observations on Canvas prior to the days the readings are discussed in class. Your posts will not be graded for content, but failure to submit them will result in a reduction of your participation grade. Daily and engaged participation is a priority in this course. All students should participate every day in some fashion by offering points of view, raising questions, asking for clarification, participating in group activities, and/or writing when it is required.

10% (100 points) - 4 Critical Response Papers (400 words each)

Throughout the semester, you will write and submit 4 response papers analyzing the reading and addressing larger concerns evoked through your reading. These responses should be a close reading that raises *critical* issues concerned with textual meaning. For example, you may detect a problem or obscurity within the text and respond to that, or you may discuss the meaning of a certain theme or motif. Response papers must be submitted prior to the class period in which we will discuss the reading.

10% (100 points) – Essay 1: Close Reading Analysis (700 words)

This essay will be a sustained close reading (without any outside sources or research) of any one text on our syllabus (listed before the essay's due date).

20% (200 points) - Essay 2: Close Reading Analysis with Research (1,200 words)

This essay will be a close reading of any one text on our syllabus (listed before the essay's due date) supported by one peer-reviewed, critical article.

10% (100 points) - Essay Prospectus and Annotated Bibliography (500 words)

This assignment contains both a formal abstract for your Researched Critical Essay and an annotated bibliography of at least 5 critical academic sources.

40% (400 points) - Essay 3: Researched Critical Analysis Essay (2,000 words)

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.

Course Policies:

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

Attendance: Attendance is mandatory and will be taken daily. You will receive a lowered course grade after **six** 50-minute absences (or equivalent). 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 more than six unexcused 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 (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Late Arrival Policy: Students who arrive late to class will receive a partial absence.

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.

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.

UF'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:

<https://titleix.ufl.edu/about/title-ix-rights/>

Paper Maintenance Responsibilities: Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

Canvas and Email: Be sure to check Canvas often for announcements, assignments, readings, and updates to the schedule. When emailing me, please allow at least 24 hours for a response.

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 (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-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.

Accessibility:

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.

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

Whatever you face, it is my responsibility as an educator to work with you to achieve the learning outcomes of AML 2070. If I am not meeting your learning needs, please see me directly about ways I can adjust the course to your situation.

Campus Resources:

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care](#) website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit [the Counseling and Wellness Center](#) website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [the Student Health Care Center website](#).

University Police Department: Visit [UF Police Department](#) website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center](#) website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit [the GatorWell](#) website or call 352-273-4450.

Academic Resources

E-learning technical support: Contact [the UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.

[Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds; Visit [the Complaint Portal webpage](#) for more information.

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information](#).

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.

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.

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). Please contact Ms. Blount at cblount@ufl.edu. Grade appeals may result in a higher, unchanged, or lower final grade.

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>

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 Facebook, websurfing 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.

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?

A-level paper: Follows and meets the assignment requirements. The paper has a thesis statement that is clearly articulated, supported, and is analytical. Paragraphs build and support the argument of the paper. Examples and quotes from texts are used to support ideas and claims. Writing is clear and the paper uses varied sentence structure and diction. Paper is free of most grammatical and spelling errors. MLA format is correct. The paper should have a clear conclusion that does more than just summarize.

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. 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 correct. Paper includes a strong conclusion.

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 some errors. Conclusion lacks clarity.

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%

Schedule of Classes and Assignments

The schedule below is subject to change and may not necessarily reflect all smaller assignments or minor readings. Readings and assignments are to be completed before the class period in which they are listed, unless otherwise noted.

As I'm sure you know by now, a schedule like this often falls prey to forces outside our control. Our Canvas site will be the most accessible, up-to-date site of all resources, texts, due dates, assignments, and course information. Make it a habit to frequently check it along with your e-mail for updates from me as they become available.

Week 1

Monday, January 13: Course Overview

“What does it mean to be “American?”
“Who is American?”
“What is America?”

Wednesday, January 15: An overview of a couple of millennia of history

- **1491:**
<https://www.bing.com/videos/riverview/relatedvideo?q=1491+film+video&mid=D5B299DFD102A05E5B77D5B299DFD102A05E5B77&FORM=VIRE>

READING: “1491 The Atlantic” Article:

<https://www.theatlantic.com/magazine/archive/2002/03/1491/302445/>

Friday, January 17: Indigenous Stories

“Indigenous Creation Stories”: <https://fourdirectionsteachings.com/>

Leslie Marmon Silko, “Language and Literature from a Pueblo Indian Perspective”

(<http://www.classfolios.org/learningresource/SilkoEssay.pdf>)

Week 2

Monday, January 20: Holiday

Wednesday, January 22:

Playing Indian by Philip J Deloria (1-37)

Friday, January 24:

Playing Indian by Philip J Deloria (95-127)

Week 3

Monday, January 27:

Playing Indian by Philip J Deloria (154-181)

Wednesday, January 29:

Critical Response 1 due

Momaday's *House Made of Dawn*

READING: Read up to "July 24" (p. 28)

Friday, January 31:

Continue discussing Momaday's *House Made of Dawn*

READING: read the rest of Section 1 "The Longhair" (to p. 76)

Week 4

Monday, February 3:

Continue discussing Momaday's *House Made of Dawn*

READING: read Section 2, "The Priest of the Sun"

Wednesday, February 5:

Continue discussing Momaday's *House Made of Dawn*

READING: Read Sections 3 and 4, "The Night Chanter" and "The Dawn Runner"

Friday, February 7:

Conclude Momaday's *House Made of Dawn*

Week 5: What is an American?

Monday, February 10:

“Thomas Jefferson: Draft of Declaration of Independence”, “Notes on the State of Virginia”: "Boundaries of Virginia", "Aborigines", "Counties and towns", "Constitution", "Laws", "Public revenue and expenses", "Histories, memorials and state-papers".

(<https://founders.archives.gov/ancestor/TSJN-01-01-02-0176>)

Wednesday, February 12

J. Hector Crevecoeur: Letters, “What is an American,”

<https://glahder.dk/engelsk/FoundingFathers/Letters%20from%20an%20American%20farmer%20v2.pdf>

“Letters From an American Farmer: Letter IX - Description of Charles-Town”; “Thoughts on Slavery”; “On Physical Evil”; “A Melancholy Scene”

https://avalon.law.yale.edu/18th_century/letter_09.asp

Friday, February 14:

Critical Response 2 due

Week 6

Monday, February 17:

Narrative of the Life of Frederick Douglass Part One by Frederick Douglass

Wednesday, February 19

Sojourner Truth, *Ain't I A Woman*

“On Being Brought from Africa to America” by Phillis Wheatley

Incidents in the Life of a Slave Girl by Harriet Jacobs (Chapters I, II, IV, V, VIII, IX, X, XI, XIII, XVI- XXV)

Friday, February 21

Incidents in the Life of a Slave Girl by Harriet Jacobs (Chapters XXVI- XLI)

Week 7

Monday, February 24

Close Reading Due

The Fire Next Time by James Baldwin

Wednesday, February 26

The Fire Next Time by James Baldwin

Friday, February 28

MLK Letter from Birmingham Jail

Week 8

Monday, March 3

Malcolm X, “Not Just an American Problem” (speech), “The Ballot or the Bullet” (speech)

Wednesday, March 5

Kindred by Octavia Butler, pg. 1 - 52

Friday, March 7

Critical Response 3 due

Kindred by Octavia Butler, pg. 53 – 107

Week 9

Monday, March 10

Kindred by Octavia Butler, pgs 108- 158

Wednesday, March 12

Kindred by Octavia Butler, pgs 159- 209

Friday, March 14

Close Reading with Research due

Kindred by Octavia Butler, pgs 210- 264

Week 10

March 17-21: Spring Break

Week 11

Monday, March 24

Prospectus due

Julia Alvarez, *How the Garcia Girls Lost Their Accents* 1-50 pg

Wednesday, March 26

Julia Alvarez, *How the Garcia Girls Lost Their Accents* 51-100 pg

Friday, March 28

Julia Alvarez, *How the Garcia Girls Lost Their Accents* 101-150 pg

Week 12

Monday, March 31

Julia Alvarez, *How the Garcia Girls Lost Their Accents* 151-200 pg

Wednesday, April 2

Julia Alvarez, *How the Garcia Girls Lost Their Accents* 201-250 pg

Friday, April 4

Critical Response 4 due

Julia Alvarez, *How the Garcia Girls Lost Their Accents* 251-300 pg

Week 13

Monday, April 7

Native Speaker by Chang-Rae Lee, 1-46 pg

Wednesday, April 9

Native Speaker by Chang-Rae Lee, 47- 99 pg

Friday, April 11

Native Speaker by Chang-Rae Lee, 100- 155 pg

Week 14

Monday, April 14

Native Speaker by Chang-Rae Lee, 156-202 pg

Wednesday, April 16

Native Speaker by Chang-Rae Lee, 203- 249 pg

Friday, April 18

Native Speaker by Chang-Rae Lee, 250- 312 pg

Week 15

Monday, April 21

Native Speaker by Chang-Rae Lee, 313- 349 pg

Wednesday, April 23

Peer review: Researched Critical Analysis (Rough Draft)

Friday, April 25

Reading day

Week 16

Researched Critical Analysis (Final Draft)