

# AML 2070: Survey of American Literature (Section 0473, Class #10438), Spring 2022

## “America From The Margins”

**Instructor Name:** Tiffany Pennamon ([tpennamon@ufl.edu](mailto:tpennamon@ufl.edu))

**Course Meeting Times:** MWF, Per. 3 (9:35am-10:25am EST)

**Office Location and Hours:** Mondays, Pd. 6 (12:50-1:40pm EST) **on Zoom**, and by appointment:

<https://ufl.zoom.us/>

**Canvas URL:** <https://ufl.instructure.com/courses/>

### Course Description

It can be said that great writers shape their nation’s identity and ideals through their bearing witness to the social, cultural, political, and economic conditions around them. While many are familiar with the writers who have molded America’s national ethos like Ernest Hemingway, William Faulkner, and Emily Dickinson, audiences tend to overlook those literary figures who write from the margins of American society. Therefore, in this course, we will center the stories, poetry, film, and other creative expressions by American writers of color who have also shaped America – and thus, “Americanness” – beginning in the late 18th century to the 21<sup>st</sup> century. Students can expect to engage the works of writers like Toni Morrison, Zora Neale Hurston, Amy Tan, James Baldwin, and Tommy Pico, in addition to some of the traditional canonical writers.

Guiding questions for this course include: 1) What does it mean to be American?; 2) Is there such thing as an American identity?; and 3) How do non-white writers challenge and expand ideals of “Americanness,” especially notions of class, gender, sexuality, family, race, and power? We will work through these questions together as the American literary canon continues to evolve.

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

- Identify the characteristics of American literary traditions, authors, genres and themes from its beginnings through the early 21<sup>st</sup> century;
- Understand and apply the political, sociocultural or historical contexts of American literature from its beginnings through the early 21<sup>st</sup> century;
- Identify and explain connections between individual texts and a variety of literary interpretations, including secondary critical texts;
- Respond to, explicate, analyze, and evaluate literary texts;
- Express well-supported opinions of texts and use a style appropriate for academic discourse using formal writing;
- Cite sources in essays using standard documentation procedures.

**COVID Statement:** This semester, the university will continue face-to-face (F2F) teaching. It is highly recommended that all UF members get vaccinated; vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Additionally, COVID-19 testing remains available both on and off campus. Testing locations and schedules are available at <https://coronavirus.ufhealth.org/screen-test-protect-2/how/screen/#locations>. If you believe you may have been exposed to COVID-19, you should report for testing immediately and observe an

obligatory quarantine period. You should also report to me immediately so that the proper arrangements can be made for your continued progress in the course. Likewise, if I suspect I have been exposed to the virus, I will immediately report and quarantine. I know COVID-19 continues to impact our daily lives. Thus, if you are experiencing any hardships because of the virus, please contact me as soon as possible so that we may make any necessary arrangements contingent on your circumstances.

### **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:**

Baldwin, James – *Giovanni's Room* (1956)  
Chopin, Kate – *The Awakening* (1899)  
Hawthorne, Nathaniel – *The Scarlet Letter* (1850)  
Hurston, Zora Neale – *Their Eyes Were Watching God* (1937)  
Morrison, Toni – *The Bluest Eye* (1970)  
Pico, Tommy – *Nature Poem* (2017)  
Tan, Amy – *The Joy Luck Club* (1989)

### **Recommended Texts:**

Riis, Jacob – *How the Other Half Lives: Studies among the Tenements of New York* (1890)

## Assignments

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement (WR) credit (<https://catalog.ufl.edu/UGRD/student-responsibilities/writing-requirement/>). To satisfy this requirement, every assignment's word count must be fulfilled. You **should not include a paper's reference list in your word count**. Submitted assignments short of the minimum word count will receive zero credit.

Assignment	Points (Percentage)	Due Date
Participation (including attendance, peer reviews, discussion leading, quizzes, writing conferences, and other in-class activities)	200 points (20% of final grade)	N/A
Critical Response Papers (Four, 500 words each, 2000-word total)	100 points each, 400-point total (10% each, 40% of final grade)	Wk 3, Wk 7, Wk 11, Wk 15
Midterm Creative Project (1500-word minimum)	150 points (15% of final grade)	Mar. 4
Final Paper Prospectus (500-word minimum) & Annotated Bibliography	100 points (10% of final grade)	Mar. 30
Final Research Paper (2000-word minimum)	150 points (15% of final grade)	Apr. 26

- **Participation Activities:** You will be responsible for actively attending and participating in class workshops, quizzes, and discussions, including offering insightful questions or commentary.
- **Four (4) Critical Response Papers (500 words minimum, each):** You will write four (4) short response papers about any aspect of the given day's readings or film. These papers should be analytical in nature and demonstrate critical thinking, rather than reflecting a general summary of the work or your personal feelings about the text/film. Support your argument by quoting, paraphrasing, or summarizing the day's reading/film (but don't just leave your response as a summary!). You may address historical context, politics, aesthetics, etc. These papers are intended as a means for further thinking and to promote discussion about the text/film. They are not intended to be burdensome and will be graded primarily on richness of thought. However, you should still edit these papers for mechanics and grammar as you would with a longer essay.
- **Midterm Creative Project (1500 words minimum):** We will consult a range of literary works (longform fiction, poetry, photojournalism, film, short stories etc.) in this course. Your midterm creative project will be a mixed-media project of your choosing that encompasses a 1000-word analytical essay plus an additional 500-word (or media/poetic equivalent). The goal of this project is to use any of the texts read so far, plus 3-4 secondary sources, to answer any of the guiding questions of this course. Because of the creative nature of this project, please do feel free to incorporate any personal experiences or stories. Keep in mind that your audience for this assignment will be a blended academic and non-academic audience.
- **Final Paper Prospectus & Annotated Bibliography (500 words minimum):** The prospectus should explain the critical questions and text/film(s) your final research paper will cover. The annotated bibliography, in MLA format, should include at least three (3) secondary sources found during your preliminary research process that you may want to cite in the final paper.
- **Final Research Paper (2000 words minimum):** This paper will use the works from class as well as a minimum of six (6) secondary sources to propose and support an argument about a text/film,

author, movement, historical period, or other issue related in some way to the course's content and themes.

### 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

Grading for this course will be rigorous. If an assignment illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment will be failed. Do not rely on your instructor or peers for copy-editing, even on drafts.

### ASSESSMENT RUBRIC

	SATISFACTORY	UNSATISFACTORY
<b>CONTENT</b>	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.
<b>ORGANIZATION AND COHERENCE</b>	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.
<b>ARGUMENT AND SUPPORT</b>	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.
<b>STYLE</b>	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.
<b>MECHANICS</b>	Papers will feature correct or error-free presentation of ideas. At the weak	Papers contain so many mechanical or grammatical errors that they impede

	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.	the reader's understanding or severely undermine the writer's credibility.
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### 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](mailto:cblount@ufl.edu). Grade appeals may result in a higher, unchanged, or lower final grade.

For more information on UF Grading policies, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

### Course Schedule

Please note that the daily schedule is subject to change. When changes occur, I will notify you beforehand. Complete the readings and assignments listed below before class on the day on which they are listed.

Week 1		
Date	Assignments and Daily Activities	HW Due
Jan. 5	<b>Unit 1</b> -Syllabus Review -Introductions -Introduction to American Literature and its historical development	
Jan. 7	-The Iroquois Creation Story -Sherman Alexie – “ <a href="#">What You Pawn I Will Redeem</a> ” -Benjamin Franklin, “Remarks Concerning the Savages of North America”	
Week 2		
Date	Assignments and Daily Activities	HW Due
Jan. 10	<b>Unit 2: Post-Independence and the Rise of American Literary Voices</b> -Thomas Paine – <a href="#">Common Sense</a> -Frederick Douglass, “What to the Slave is the Fourth of July?”	
Jan. 12	-Phillis Wheatley, selected poems – “On Being Brought from Africa to America,” “Thoughts on the Works of Providence,” “To His Excellency General Washington” -Frances Ellen Watkins Harper - “Bury Me in a Free Land” poem	
Jan. 14	-Edgar Allen Poe: “ <a href="#">The Raven</a> ” and “The Cask of Amontillado”	
Week 3		
Date	Assignments and Daily Activities	HW Due
Jan. 17	<b>HOLIDAY – NO CLASS</b>	
Jan. 19	-Edgar Allen Poe: “The Fall of the House of Usher”	
Jan. 21	-Nathaniel Hawthorne – <i>The Scarlet Letter</i> (pgs 1-56)	<b>Critical Response 1 Due</b>

Week 4		
Date	Assignments and Daily Activities	HW Due
Jan. 24	-Nathaniel Hawthorne – <i>The Scarlet Letter</i> (pgs 57-113)	
Jan. 26	-Nathaniel Hawthorne – <i>The Scarlet Letter</i> (pgs 114-175)	
Jan. 28	- <i>Writing Workshop: Conducting Research, UF Libraries</i>	
Week 5		
Date	Assignments and Daily Activities	HW Due
Jan. 31	<b>Unit 3: Post-Civil War</b> -Kate Chopin – <i>The Awakening</i> (ch 1-14)	
Feb. 2	-Kate Chopin – <i>The Awakening</i> (ch 15-26)	
Feb. 4	-Kate Chopin – <i>The Awakening</i> (ch 27-39)	
Week 6		
Date	Assignments and Daily Activities	HW Due
Feb. 7	<b>-Introduce Midterm Creative Project</b> -Kate Chopin – “The Story of an Hour”	
Feb. 9	-Watch “American Experience: The Gilded Age”	
Feb. 11	-Watch “American Experience: The Gilded Age” (cont.)	
Week 7		
Date	Assignments and Daily Activities	HW Due
Feb. 14	-Selected pages from Jacob Riis’ <i>How the Other Half Lives</i> (“Jewtown” pgs 82-91 & “The Street Arab” pgs 147-158)	
Feb. 16	<b>Unit 4: Turn of the 20<sup>th</sup> Century</b> Gordon Parks Photography - <a href="https://www.gordonparksfoundation.org/gordon-parks/photography-archive">https://www.gordonparksfoundation.org/gordon-parks/photography-archive</a> **Come prepared to <u>discuss 3-4 photos</u> of your choosing.	
Feb. 18	- <i>Writing Workshop: Formatting MLA Style</i>	<b>Critical Response 2 Due</b>
Week 8		
Date	Assignments and Daily Activities	HW Due
Feb. 21	-Zora Neale Hurston – <i>Their Eyes Were Watching God</i> (pgs 1-75)	
Feb. 23	-Zora Neale Hurston – <i>Their Eyes Were Watching God</i> (pgs 75-138)	
Feb. 25	-Zora Neale Hurston – <i>Their Eyes Were Watching God</i> (pgs 139-193)	
Week 9		
Date	Assignments and Daily Activities	HW Due
Feb. 28	<b>Unit 5: Since 1950</b> -Gwendolyn Brooks – selected poems: “We Real Cool,” “Boy Breaking Glass,” “The Preacher Ruminates,” “The Children of the Poor,” “The Mother”  -Nikki Giovanni – selected poems: “Nikki-Rosa,” “A Poem of Friendship,” “Dreams,” “You Came, Too,” “Mercy”	-Watch <a href="#">James Baldwin/Nikki Giovanni conversation</a>
Mar. 2	-Langston Hughes – selected poems: “I, Too,” “Harlem/Dream Deferred,” “The Negro Speaks of Rivers,” “American Heartbreak”	

	-Gabriela Mistral – selected poems: “Canción de la Muerte / Song of Death,” “El Arte / Art,” “Poemas de las Madres /Poems of the Mothers”	
Mar. 4	-Peer Review Midterm Creative Project -Introduce Final Research Paper	<b>Creative Midterm Project Due</b>
Week 10		
Date	Assignments and Daily Activities	HW Due
Mar. 7	<b>SPRING BREAK – NO CLASS</b>	
Mar. 9	<b>SPRING BREAK – NO CLASS</b>	
Mar. 11	<b>SPRING BREAK – NO CLASS</b>	
Week 11		
Date	Assignments and Daily Activities	HW Due
Mar. 14	-James Baldwin – <i>Giovanni's Room</i> (all of “Part One”)	
Mar. 16	-James Baldwin – <i>Giovanni's Room</i> (pgs 75-118)	
Mar. 18	-James Baldwin – <i>Giovanni's Room</i> (pgs 119-169)	<b>Critical Response 3 Due</b>
Week 12		
Date	Assignments and Daily Activities	HW Due
Mar. 21	- <i>Writing Workshop: Writing a Longer Research Paper</i>	
Mar. 23	-Toni Morrison – <i>The Bluest Eye</i> (pgs 1-80)	
Mar. 25	-Toni Morrison – <i>The Bluest Eye</i> (pgs 81-131)	
Week 13		
Date	Assignments and Daily Activities	HW Due
Mar. 28	-Toni Morrison – <i>The Bluest Eye</i> (pgs 132-216)	
Mar. 30	- <b>Student Presentations – Paper Prospectus Topics</b>	<b>Prospectus &amp; Annotated Bibliography Due</b>
Apr. 1	- <b>Student Presentations – Paper Prospectus Topics</b>	**Start Reading <i>The Joy Luck Club</i> (it is lengthy)
Week 14		
Date	Assignments and Daily Activities	HW Due
Apr. 4	-Amy Tan – <i>The Joy Luck Club</i> (pgs 1-84)	<b>Watch film: “The Joy Luck Club”</b>
Apr. 6	-Amy Tan – <i>The Joy Luck Club</i> (pgs 85-156)	
Apr. 8	-Amy Tan – <i>The Joy Luck Club</i> (pgs 157-235)	
Week 15		
Date	Assignments and Daily Activities	HW Due
Apr. 11	-Amy Tan – <i>The Joy Luck Club</i> (pgs 236-329)	
Apr. 13	<b>Unit 6: A New American Canon?</b> -Tommy Pico – <i>Nature Poem</i> (pgs 1-36)	
Apr. 15	-Tommy Pico – <i>Nature Poem</i> (pgs 37-74)	<b>Critical Response 4 Due</b>
Week 16		

Date	Assignments and Daily Activities	HW Due
Apr. 18	-Final Research Paper Prep Day (ask questions, drafting, etc)	
Apr. 20	-Course Wrap-Up/ Peer Review / Student Evaluations	
	<b>Final Research Paper due on Tues., April 26<sup>th</sup> at 11:59pm</b>	

## Course Policies

### General Notice:

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

### Attendance:

Attendance is required. Like all lecture-discussion courses, this one needs you! **Missing four 50-minute class periods will result in a lowered course grade; if a student misses six 50-minute class periods during a semester, the student will automatically fail the entire course.** Use your allotted absences wisely (for emergencies, major illness, etc) as you would for any job.

Exemptions from the attendance policy include only those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

### Tardiness:

If a student enters class after roll has been taken, they are late, which disrupts the entire class. Three (3) instances of tardiness count as one absence. Latecomers receive partial absences and must see me after class so I know you attended.

### Classroom Behavior:

Please keep in mind that students come from diverse cultural, religious, economic, and ethnic backgrounds. 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.

- **Technology Use:** Cell phones are strictly prohibited during class; your phones must be set to silent. Students are permitted to use their laptops and/or tablets during class time, as long as this usage is for participating in class discussions or accessing assigned readings.

### UF Statement on Harassment:

The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment, discrimination, or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/about/title-ix-rights/> and <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>

### **Assignment Submissions & Late Penalty:**

Papers and drafts are due at the beginning of class *or* online at the assigned deadline; failure of technology is not an excuse for submitting late work.

**\*Work turned in after the given deadline will be considered late and will be penalized by ONE (1) letter grade for every day (Mon.-Sun.) it is late. After the third day, the instructor will no longer accept late assignments for credit. If you need an extension on an assignment, please request one as early as possible.**

### **Paper Formatting:**

All papers will be submitted as MS Word (.doc, .docx) documents to Canvas. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered using MLA format.

### **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.

### **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.)

### **Academic Honesty:**

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.

- **Definition of Plagiarism:**

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:

- Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- 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.
- Submitting materials from any source without proper attribution.
- 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.

Each student's work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. If you commit academic dishonesty, you will receive a zero for the assignment, and the instructor may submit the incident to the Dean of Students Office as an Honor Code violation. If you are unsure if what you are doing constitutes academic dishonesty, ask your instructor **before** turning in an assignment. **Important Tip:** You should never copy and paste something from a print or digital source without providing the exact location from which it came.

### **Writing Studio:**

The University Writing Studio is located in Turlington 2215 and is available to all UF students. Free appointments can be made up to twice a week. Visit <https://writing.ufl.edu/writing-studio/> to learn more.

### **Students with Disabilities:**

Students with disabilities who experience learning barriers and would like to request academic accommodations should register with the **Disability Resource Center** by visiting <https://disability.ufl.edu/students/get-started/> or calling 352-392-8565. In some instances, securing an accommodation letter is not possible, despite experiencing a disability. Therefore, it is important for students to share and discuss their access needs with their instructor as early as possible in the semester.

### **Students in Distress:**

For guidance during distressing situations, please contact **U Matter We Care**, the **Counseling and Wellness Center**, or the **Dean of Students Office**. These offices 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](mailto:umatter@ufl.edu), 352-294-2273 (CARE)

**UF Counseling and Wellness Center:** <https://counseling.ufl.edu/>, (352) 392-1575

**Dean of Students:** <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261

**Field & 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

### **Course Evaluations:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing online evaluations via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Toward the end of the semester, students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.