

AML2070: Survey of American Literature
Women Writers in the United States
Fall 2023 Section 1625

Instructor: Judy Colindres
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Office Hours: TBD

Class Meetings
T (1:55 PM - 2:45 PM) [MAEB 0234](#)
R (1:55 PM - 3:50 PM) [TUR B310](#)

Course Description

Since its establishment, women writers have made significant contributions to American literature. However, in introductory literature courses, women authors are typically an addition to predominately male syllabi and are often White. The voices of American women writers, and especially women of color, frequently go unacknowledged.

This course aims to center the literary works of women writers to both broaden and nuance our understanding of women's identities across American literature. We will read a diverse set of authors that will complicate ideas of identity in America. Our course will address the following questions: *How does American literature narrativize identity?* and *What connections do American women writers make between gender, race, class, and national identity?*

In this course, students will familiarize themselves with American literature and encounter many perspectives of identity in America. Readings will include both novels and short stories, and through class discussion, students will hone their textual analysis skills. Written assignments will allow students to expand on their analysis, incorporate textual evidence, and develop their writing style.

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

Students will need the following complete texts:

- *Passing* (1929) – Nella Larsen
- *Sula* (1973) – Toni Morrison
- *Flaming Iguanas* (1997) – Erika Lopez
- *I Was Their American Dream* (2019) – Malaka Gharib

Shorter texts and excerpts will be provided to students via Canvas.

Grade Distribution

Summary of Grades

- Reflection (6%)
- Reading Responses (24%)
- Midterm Paper (15%)
- Project Prospectus (5%)
- Final Project (25%)
- Self-Evaluation (5%)
- Discussion Days (10%)
- Participation (10%)

Reflection (600 words, 60 points)

Students will respond to the following prompt:

Reflect on your reading experiences from childhood to young adulthood. When have you enjoyed reading, if at all? What kinds of texts (genres, forms, etc.) have you read? Describe how your reading experiences have and/or have not reflected your own life.

Reading Responses (2000 words, 240 points)

Students will write a reading response to any **four** assigned readings of their choosing. Each response must be **at least 500 words** and will be worth **60 points**.

Students can write about *any* part of the text(s) that they find interesting. Responses *could* address the following questions:

What were your initial thoughts? What was your reaction to the text? What important topics/themes do you notice? Were there any quotes or passages that you found challenging? If so, what was difficult about the section? How did the class discussion develop or change your understanding of the text, if at all? What questions do you still have?

Each post will be due **by 11:59pm** the day that the selected text is assigned for class discussion. However, responses **should not** be a summary of that day's class. Students should focus on their experience reading and discussing the text.

At least two Reading Responses must be completed by the end of Week 7. Only two responses will be accepted after the midterm.

Midterm (1,000 words, 150 points)

In preparation for the final course project, students will complete an annotated bibliography and source synthesis for this assignment. The instructions for this assignment are as follows:

*Identify a theme from the course syllabus. Search for **three peer-reviewed** scholarly articles connected to your selected theme. Sources may focus on historical context or literary criticism.*

*For each article, write a **150-word** annotation that summarizes the text and reflects on its potential usefulness to your final project. While you are not expected to have a project proposal yet, this will allow you to begin brainstorming.*

*Using the remaining words, synthesize the articles and make connections with **at least one** text from the syllabus. Consider the following questions: What is the relationship between the selected texts and the course text? How do the secondary sources expand/nuance/change your understanding of the course text or theme?*

Project Prospectus (400 words, 50 points)

Students will address the following prompt to complete the prospectus:

Submit a prospectus that summarizes the topic for your final project. Proposals should identify the texts that you will discuss and explain how you will approach them in the essay portion. Your prospectus should also describe your idea for media component of the project.

Project changes may be made between the midterm and prospectus, but this proposal will finalize the plan for your project.

Final Project (1500 words, 250 points)

Students will address the following prompt to complete their final project:

*For the final project, you will respond to the following question: **What connections do American women writers make between gender, race, class, and national identity?** You only need to address **one** lens (gender, race, class) in your essay, but you must focus on American identity. The project will have three components:*

*Essay: Write a **1200-word** essay that answers the assignment question. Essays should incorporate evidence for your claims from **at least two** texts from the course syllabus and utilize **at least three** secondary sources.*

Media: Create a short-form media to accompany your essay. This piece should reflect the ideas in your essay from a creative lens. Forms might include but are not limited to a TikTok, music playlist, collage, drawing, and more.

*Artist Statement: Include a **300-word** artist statement that explains how your visual addresses the assignment question. This portion should be concise and thoughtful but can also be reflective of your creative process.*

Self-Evaluation (500 words, 50 points)

Students will respond to the following prompt:

Write about your experiences in this class. What was your biggest challenge? What was your biggest triumph? What are your key takeaways from this course? What did you learn about American literature? What, if anything, has changed about how you think about literature, or yourself as a writer?

Discussion Days (100 points)

Twice during the semester, each student will lead class discussion about the assigned readings. Students will prepare **four discussion questions** and post them on Canvas by 11:59PM the day **before** the scheduled class session. The assignment deadline allows the instructor to read the questions and finalize the day's lesson plans. Therefore, students **will not receive credit for questions submitted late**.

Interpretive questions are open-ended and are concerned with textual meaning. They ask for your analysis of themes, figurative language, and symbolism within the narrative. They also call for discussion regarding the period, history, politics, and ethical questions that are relevant to the text. The open-endedness of interpretive questions—which often use phrases such as "why do you think" or "how did you interpret"—indicates that there may well be neither simply "right" nor simply "wrong" answers.

Participation (100 points)

Students are expected to review the assigned readings before class. Consistent participation in class discussions demonstrating knowledge of the assigned readings will contribute to this portion of the final grade. If students are unable to answer questions about the content of an assigned text, it will be assumed that they have not prepared and will lose 1%. In-class activities will also be assigned via Canvas for participation points.

Grading Policies

Grading Scale & GPA Equivalent

Note: A grade of C– is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading->

A (4.0) 100-93	C (2.0) 76-73
A- (3.67) 92-90	C- (1.67) 72-70
B+ (3.33) 89-87	D+ (1.33) 69-67
B (3.0) 86-83	D (1.0) 63-66
B- (2.67) 82-80	D- (0.67) 62-60
C+ (2.33) 79-77	E (0) 59-

Grading Method: The writing assignments in this course will be graded holistically, and the instructor will provide written feedback for each paper. A general rubric for course assessments is included below. More specific guidelines may be included in Canvas.

Letter Grade	Assessment
A	<ul style="list-style-type: none"> • course content and skills applied in the essay are well-developed • argument is persuasive with detailed reasoning and thorough evidence • organization includes an identifiable thesis statement, topic and concluding sentences, and easy to follow paragraphs • writing style is coherent, clear, and appropriate for the assignment • little to no mechanical errors
B	<ul style="list-style-type: none"> • course content or skills applied in the essay need development • argument is persuasive, but further reasoning or evidence is needed • organization is missing an identifiable thesis statement, topic and concluding sentences, or easy to follow paragraphs • writing style is coherent overall but unclear or inappropriate at times • few mechanical errors
C	<ul style="list-style-type: none"> • course content or skills applied in the essay need significant development • additional reasoning and evidence are needed improve persuasiveness • organization is missing an identifiable thesis statement or topic and concluding sentences and easy to follow paragraphs • writing style is coherent overall but unclear and inappropriate at times • some mechanical errors

D	<ul style="list-style-type: none"> • course content and skills applied in the essay need significant development • argument is not persuasive; reasoning and evidence are lacking • organization is missing an identifiable thesis statement, topic and concluding sentences, and easy to follow paragraphs • writing style struggles with logic, clarity, and appropriateness • frequent mechanical errors
E	<ul style="list-style-type: none"> • course content and skills are not applied in the paper • reasoning for argument is unclear and evidence is missing • lack of organization causes difficulty following the argument • writing style is incoherent and inappropriate for the assignment • mechanical errors limit the ability to read the paper

Course Policies

Communication: Communication is key when it comes to any issues or challenges that prevent students from participating in class, turning in an assignment on time, or impact their overall performance in our course. Communicating as early as possible when experiencing a challenge will ensure that the student and instructor can work together to maximize success in the course.

Email: Emails will be addressed within 48 hours. Please be aware that the instructor responds to emails on weekdays during business hours. Therefore, students should not expect quick responses after 5PM on a weekday or during the weekend.

Attendance: This is a discussion-based course. Attendance is mandatory. If a student misses class for any reason, they are responsible for informing themselves as to what was covered.

Absences are counted by **class periods**:

- Students will earn a lowered course grade after **three** unexcused 50-minute absences.
- Students will automatically fail the course if they miss more than **two weeks** of class (failure *at* the **seventh** 50-minute absence).
- Students late to class by more than 10 minutes will be marked tardy. **Three** tardies will count as one absence.

Excused absences include university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

Make-up Work: *All assignments must be completed to receive credit for this course.*

Making up missed work due to documented illness or emergency is at the discretion of the instructor on a case-by-case basis. Please contact the instructor or, when applicable, the [Dean of Students Office](#) as soon as you can to make them aware of the documented illness emergency.

Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with [university policies](#).

Classroom Behavior: Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Effective course discussion requires that students demonstrate respect for ideas that may differ from their own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

Paper Submissions: All papers will be submitted as MS Word (.doc, .docx) documents to Canvas at the assigned deadline. Final drafts should be polished and presented in a professional manner. MLA formatting is required.

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

Late Assignments: Unexcused late papers will not be accepted. Failure of technology is not an excuse. Assignments that are submitted late will lose **10%** off their final grade for each day that they are late. **After three days, late assignments will not be accepted.** Any assignments that require peer interaction (i.e. discussion post responses) may not be submitted late.

Academic Honesty: Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism:

“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:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. 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.
3. Submitting materials from any source without proper attribution.
4. 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” (13).

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code, which can be found at <https://sccr.dso.ufl.edu/students/student-conduct-code/>.

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

Accommodations: Students with Disabilities who are requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) which will provide appropriate documentation to give your instructor early 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**. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

[U Matter, We Care](#): (352) 294-2273

[Counseling and Wellness Center](#): (352) 392-1575

[Dean of Students \(CARE\)](#): (352) 392-1261 or [Peabody Hall](#) (Second Floor)

[Student Health Care Center](#): (352) 392-1161

[Field & Fork Pantry](#): 352-294-2208 (located [near McCarty B](#))

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 or misconduct directed towards any and all members of the community:

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

UF COVID-19 Response: In response to COVID-19, the following recommendations 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:

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
- If you are sick, stay home. 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 to be evaluated.
- As with any excused absence, you will be given a reasonable amount of time to make up missed work.

Class Schedule

Students should note that the schedule is a guideline and may change.

Week	Reading(s)
Week 1: Introduction	Thursday (8.24): Syllabus and course overview
Week 2: Creation Stories and Abolitionist Writing	<p>Tuesday (8.29): The Iroquois Creation Story Language and Literature from a Pueblo Indian Perspective (1979) On Being Brought from Africa to America (1773)</p> <p>Thursday (8.31): Read and listen to Sojourner Truth's 1851 speech Appeal to the Christian Women of the South (1836) Bury Me in a Free Land (1858) Incidents in the Life of a Slave Girl (1861) Preface - p. 27</p>

Week 3: Slave Narratives	<p><i>Incidents in the Life of a Slave Girl</i> (1861) Tuesday (9.5): p. 28-121 Thursday (9.7): p. 122-end</p> <p>Reflection due September 8th at 11:59pm</p>
Week 4: Transition to 20 th Century	<p>Tuesday (9.12): The Story of an Hour (1894) The Woman (1895) Dickinson poems (1890-91)</p> <ul style="list-style-type: none"> • Because I could not stop for Death • I'm nobody! Who are you? • I'm "wife"—I've finished that • She rose to his requirement, dropped • one additional poem of your choosing <p>Thursday (9.14): <i>Brass Ankles Speaks</i> (undated)* The Stones of the Village (1988) The Red Record (1895) Chapters 1 & 10</p>
Week 5: Short Stories and Essays	<p>Tuesday (9.19) The Inferior Woman (1912) The Cutting of My Long Hair & America's Indian Problem (1921)</p> <p>Thursday (9.21): Sweat (1926) How it Feels to Be Colored Me (1928) Gilded Six Bits (1933)</p>
Week 6: Nella Larsen	<p><i>Passing</i> (1929) Tuesday (9.26): Part One Thursday (9.28): Parts Two and Three</p>
Week 7: Black American Women Writers	<p>Tuesday (10.3): the mother (1963) kitchenette building (1963) Mothers (1972) Nikki-Rosa (1968)</p> <p>Thursday (10.5): <i>Everyday Use</i> (1973)* In Search of Our Mothers' Gardens (1972) The Master's Tools Will Never Dismantle the Master's House (1984)</p> <p>Two Reading Responses must be completed by this week!</p>
Week 8: Toni Morrison	<p><i>Sula</i> (1973) Tuesday (10.10): Foreword-p. 48 Thursday (10.12): p. 49-137</p>
Week 9: Toni Morrison	<p>Tuesday (10.17): <i>Sula</i> (1973) p. 138-end Thursday (10.19): Playing in the Dark (1992) excerpts</p>

Week 10: Midterm	<p>Tuesday (10.24): Midterm Workshop</p> <p>Thursday (10.26): Two Kinds (1989)* Mother Tongue (1990)* Deer Dancer (1990) Grace (1990)</p> <p>Midterm due by October 24th at 11:59pm</p>
Week 11: Erika Lopez	<p><i>Flaming Iguanas</i> (1998)</p> <p>Tuesday (10.31): Beginning-p. 69 Thursday (11.2): p. 70-200</p>
Week 12: Chicana and Puerto Rican Writers	<p>Tuesday (11.7): <i>Flaming Iguanas</i> (1998) p. 201-end Thursday (11.9): To live in the borderlands means you (1987) My Lucy Friend Who Smells Like Corn (1991) Woman Hollering Creek (1991)* The Story of My Body (1993)*</p> <p>Project Prospectus due November 7th at 11:59pm</p>
Week 13: Malaka Gharib	<p><i>I Was Their American Dream</i> (2019)</p> <p>Tuesday (11.14): p. 1-50 Thursday (11.16): p. 51-end</p> <p>Final two Reading Responses must be completed by this week!</p>
Week 14: Fall Break	No class or readings this week.
Week 15: Workshop Week	<p>Tuesday (11.28): Drafting Day Thursday (11.30): Peer Review and Revisions *Instructor will also hold student conferences during class.</p>
Week 16: Last Class	Final Projects due December 6th at 11:59pm

Self-Evaluations due December 11th at 11:59pm

*PDF in Canvas