

**AML2070: Survey of American Literature**  
**“Alternate American History”**  
**Spring 2016 | Section 6101**  
**Matherly 105 | MWF 6**

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**Office Hours:** Monday period 7, Wednesday period 5, and by appointment

**Online Syllabus:** Canvas

### **Course Description**

In this course, we will read, analyze, and discuss writings from the American literary canon, paying special attention to writers of the 20th century. In particular, we will look at literature that describes what “might have been”: alternate histories of notable historic events as well as diverse voices and texts from these same periods. To that end, we will consider the ways in which the nation’s curiosity and imagination are reflected differently in various historical periods, as we will see in the works of several authors. Topics for alternative speculation echo those areas that have had a profound effect on American cultural evolution but will concentrate on the American Revolutionary War, the Antebellum Period, the time before the Great War, and World War II. In this theme, we will also analyze alternate literary representations of how historical events unfolded, especially when those perspectives might not have been the most well-known. This course will explore the relationship between alternative history (those things that could have happened) and questions of canon (those voices heard less frequently) and how those genres work together for a nuanced understanding of the American literary canon.

The primary aims of this course are 1) to expose students to the writings of both canonical and non-canonical American authors 2) to engage with the cultural, historical, political, and personal contexts of various texts in order to more fully analyze both the text and the circumstances of the period in American history 3) to close read each text (individually and as a class), and to better understand how to write about texts critically.

### **Outcomes**

By the end of AML 2070, students will be able to:

- read, write, and think critically about American Literature
- discuss the historical and critical context of various texts
- use evidence to effectively support argumentative claims or theses
- write an organized, logical argument
- avoid plagiarism
- write coherent, cohesive, and clear paragraphs
- understand the larger context of the American literary canon

## REQUIRED TEXTS

### To Purchase (any edition):

Butler, Octavia. *Kindred*. (1979)  
Dick, Phillip K. *The Man in the High Castle*. (1962)  
*Hamilton* (Original Broadway Cast Recording). (2015)  
Jacobs, Harriet. *Incidents in the Life of a Slave Girl, Written by Herself*. (1861)  
London, Jack. *The Iron Heel*. (1908)  
Morrow, James. *Shambling Towards Hiroshima*. (2009)  
Zinn, Howard. *The People's History of the United States*. (2005)

These texts have been ordered at the UF bookstore; they are also all easily obtainable online. You may use electronic versions of these texts so long as you ensure that the version you choose is unabridged and unaltered.

### Full Texts or Excerpts Available Online, on Canvas or Via Course Reserves:

Note: As you will be assigned various readings from online sources, you must print or download any assigned online reading and bring it to class on the day indicated on the course schedule.

Chestnutt, Charles. "The Wife of His Youth." (1898)  
Doherty, Thomas. "Harriet Jacobs' Narrative Strategies: 'Incidents in the Life of a Slave Girl'" (1986)  
Di Tommaso, Lorenzo. "Redemption in Phillip K. Dick's 'The Man in the High Castle.'" (1995)  
Forbes, Alynn. "The Literary Quest for Utopia, 1880-1900."  
Gloster, Hugh. "Charles W. Chesnutt, Pioneer in the Fiction of Negro Life."  
Hamilton, Alexander. *The Reynolds Pamphlet*. (1797)  
Hawthorne, Nathaniel. "P.'s Correspondence." (1845)  
Holford, Castello. *Aristopia; A Romance-history of the New World*. (1895)  
Jefferson, Thomas. *Declaration of Independence*. (1776)  
"Nazi Summer Camp." *Radiolab Podcast*.  
---. Selections from *Notes on the State of Virginia*. (1785)  
*Man in the High Castle, The New World*. (2015)  
Tsutsui, William. "Looking Straight at 'Them!' Understanding the Big bug Movies of the 1950s."  
Vizenor, Gerald. "Custer on the Slipstream." (2012)

## Grading and Course Credit Policies

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 for copyediting, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, **every** assignment's word count must be fulfilled. **Submitted assignments short of the minimum word count will receive a major point deduction.**

### Grading Scale

Letter Grade	GPA	Percentage (Point %)
A	4.0	93–100 (95)
A-	3.67	90–92 (92)
B+	3.33	87–89 (88)
B	3.0	83–86 (85)
B-	2.67	80–82 (81)
C+	2.33	77–79 (79)
C	2.0	73–76 (75)
C-	1.67	70–72 (71)
D+	1.33	67–69 (68)
D	1.0	63–66 (65)
D-	0.67	60–62 (61)
E	0.00	0–59 (0)

## Grade Meanings

- A Student did what the assignment asked at a high quality level, meeting all of the composition objectives required of the assignment. Additionally, his or her work shows originality, creativity, and demonstrates that the student took extra steps to be original or creative in developing content, solving a problem, or developing a style. Since careful editing and proofreading are essential in writing, papers in the A range must be free of typos and grammatical or mechanical errors.
- B Student did what the assignment asked at a quality level, meeting most of the composition objectives required of the assignment. Work in this range needs revision; however, it is complete in content, is organized well, and shows special attention to style.
- C Student did what the assignment asked, but overlooked some of the composition objectives. Work in this range needs significant revision, but it is complete in content and the organization is logical. The style is straightforward but unremarkable.
- D Student neglected some basic requirements of the assignment, and completed it at a poor quality level. Work in this range needs significant revision. The content is often incomplete and the organization is hard to discern. Attention to style is often nonexistent or chaotic.
- E An E is usually reserved for students who do not do the work or do not come to class.
- However, if work is shoddy, shows little understanding of the needs of the assignment, and/or an inability to meet the composition objectives, he or she will receive a failing grade

## Assignment Descriptions (Total Points Possible: 1000)

### ***Assignment One: Paragraph (200 -300 words) 50 pts***

Students will write a complete paragraph describing a single theme, with a specific and focused topic sentence.

### ***Assignment Two: Presentation and Analysis (500 – 800 words) 150 pts***

Once during the semester, you will present on a selection from Howard Zinn's *A People's History of the United States*. During this 5- to 10-minute presentation, you will briefly summarize the section you have been assigned. You will then use external research to introduce the period described and how it might differ from mainstream history: what is the people's history of your period, and are any perspectives still missing? (50 points)

You will then write a short essay responding to your section of text. This essay will most closely resemble a critical analysis, where you will argue a thesis that the essay is trying to portray and explain how effectively (or ineffectively) that thesis has been developed. You may include external research from your presentation in this essay to support your analysis. (100 points)

***Essay One: Close Reading (600 - 900 words) 100 pts***

Choose a passage from a novel or short story we have read in class, or a poem/lyric (or section of a poem/lyric) to read closely. Students will analyze the passage by paying close attention to its composition (diction, syntax, rhyme, rhythm, meter) and will make an argument about the way in which the author's composition influences your thematic reading.

***Essay Two: Critical Article Analysis (1200 – 1500 words) 150 pts***

For this essay, you will find an academic article related to one of the texts we have read this semester and write an essay in response to the author's argument. You must provide a brief summary of the argument, as well as a detailed analysis of its effectiveness and validity.

***Essay Three: Midterm Paper (1200 - 1500 words) 200 pts***

This paper will consist of a thematic analysis of one of the texts we are reading for class. The essay will incorporate at least two critical sources that speak to similar issues and themes you are exploring in your texts. Consider the ways in which criticism can help you to build your own original arguments on the text. As always, I encourage you to consult with me before you begin the writing process.

***Assignment Three: Annotated Bibliography (500 words minimum) 50 pts***

In this assignment, you will explore **AT LEAST** five sources that will be useful in establishing context for your final research paper. You will both summarize the source but also, more importantly, critically examine the strengths and weaknesses of the text and explicate the ways the source will support your overall argument. Each annotation will be at least 100 words **NOT INCLUDING** an MLA-formatted citation.

***Essay Four: Final Paper (1800-2200 words) 300 pts***

In this essay, you will use the skills we have built throughout the course and in our previous essays. Your paper should have a strong, clear, and creative argument about a text of your choosing, and should consult at least five critical sources. This should not be a regurgitation of the issues, ideas, and themes we have discussed in class, but should instead be a result of your own critical thinking and understanding of the text.

**Classroom Policies**

*Attendance and Tardiness*

Attendance is required. Each student is allowed four absences with no penalty. 50 points will be deducted from a student's final grade for each subsequent absence. If a student misses more than six periods during a semester, he or she will fail the entire course. Only those absences involving university-sponsored events, such as athletics and band, and religious holidays will be exempt from this policy. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. Students are responsible for keeping track of their

own attendance record. The instructor is not responsible for informing students of their attendance record; however, students are encouraged to ask the student for the number of absences they have accrued should they have any concerns.

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/ugrad/current/regulations/info/attendance.aspx>

**Note:** If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a university-sponsored event, students are still responsible for turning assignments in on time.

**Tardiness:** Students who enter class after the start of class are late and are marked as tardy. Three instances of tardiness count as one absence. Additionally, if you arrive more than 15 minutes late to class, you will be counted as absent for that period. Tardiness disrupts the class and shows a disregard for your instructors and your classmates, so make it a habit to be in your seat when class begins.

### *Late Work*

Students should turn in a copy of his or her essay on the day that it is due, even if he or she cannot make it to class. The mailbox location is listed above; the mailroom is open during regular business hours. A student may e-mail his or her essay for the purpose of avoiding lateness but is still required to turn in a copy for grading. Computer or email problems are not valid excuses for late work; save documents frequently and on multiple disks.

**Late work will not be accepted.** Any other work that is not turned in by class time on the due date will not be accepted and will automatically count as a zero. Exceptional circumstances will be considered on a case-by-case basis.

### *Essay Submission*

Students will submit essays BOTH as a hardcopy in class and through Canvas.

Hardcopies must be stapled before submission. A full letter grade will be deducted from every un-stapled paper (an A will become a B) and it is your responsibility to find a stapler before class; one will not be provided for you.

- Because I use the reviewing feature in Microsoft Word, papers must be saved in a Word-compatible format, generally .doc or .docx, or .rtf.
- Students should save your papers using your last name and the assignment name as the filename. For example: mcnultyexplication.doc
- Submit through the assignment tab by attaching the document to the assignment page.
- If you are experiencing technical difficulty with the website, print a hard copy of the paper and bring to class and/or email me your assignment. However, you will still need

to attach the assignment once the website is running again.

### *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.

### *Participation*

Everyone is expected to participate in class. Be prepared to discuss the readings, answer questions about them, and have written questions about parts you did not understand to share. On these occasions, any disruptive or unconstructive behavior will be dealt with strictly. In any case, if students come to class unprepared (e.g., without the required materials) and unable to participate, his or her final paper grade will be penalized and he or she may be dismissed from class for the day.

### *Classroom Disruptions*

Common courtesy is mandatory in our classroom. Silence all cell phones, pagers, alarms, and so on when you enter the classroom; unexpected noises interrupt everyone's concentration. *If a student is found text messaging in class, he or she will be asked to leave and will receive an absence for the day.* Sleeping, holding private conversations, and reading other material are also inappropriate behaviors during class time. *Students will not need to use a laptop for this class for anything but assigned texts, so please put it away before class begins and take it out only for accessing Canvas or Course Reserves.* Disciplinary action (dismissal from the classroom, grade deduction, and beyond) will be taken if a student disrupts the learning environment in any way.

### *Technology*

E-readers will be allowed; this does not include cell phones, which must be put away and on silent during class. Other devices, such as laptops and tablets, will be allowed on a provisional basis. I reserve the right to ban them from the classroom at any time.

### *Statement on Harassment*

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see:

<http://www.hr.ufl.edu/eo/sexharassment.htm>

### *Statement on Academic Honesty*

All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see:

<https://catalog.ufl.edu/ugrad/current/advising/info/student.honor.code.aspx>

## *Plagiarism*

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it as follows:

"Plagiarism. A student shall 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. Quoting oral or written materials including but not limited to those found on the Internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student."

(University of Florida, Student Honor Code, 8 July 2011)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

**Important Tip:** You should never copy and paste something from the Internet without providing the exact location from which it came.

## *Email Correspondence*

This is an English class, so I expect your emails to me to be professional and follow rules of grammar and etiquette. Please include proper salutations and a signature that includes your name.

## *Classroom Behavior*

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about may 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 will result in dismissal, and accordingly absence, from the class.

## *Final grade appeals:*

After discussing any apparent grade discrepancies with the course instructor, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant in the English Department. Grade appeals may result in a higher, unchanged, or lower final grade.

## *Statement of Composition (C) and Humanities (H) credit:*

This course can satisfy the UF General Education requirement for Composition or Humanities. For more information, see: <http://www.registrar.ufl.edu/catalog/policies/advisingened.html>

*Statement of Writing requirement (WR)—formerly Gordon Rule:*

This course can satisfy the UF requirement for Writing. For more information, see:  
<http://www.registrar.ufl.edu/catalog/policies/advisinggordon.html>

### *Evaluations*

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### *Students with Disabilities*

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Tentative Course Schedule** (Readings are due on the day that they appear. Readings are subject to change.)

### **Week One: The Founding Fathers**

#### **Jan. 6 – Course Introduction**

**Jan. 8 – Read:** Hawthorne, Nathaniel. “P.’s Correspondence.”

#### **Week Two:**

**Jan. 11 – Read:** Jefferson, Thomas. “Declaration of Independence.”

---. Selections from “Notes on the State of Virginia.”

**Jan. 13 – *Hamilton*. Act I**

#### **Due: Paragraph**

**Jan. 15 – Hamilton, Alexander. “The Reynolds Pamphlet.”**

#### **Week Three:**

**Jan. 18 – Holiday, no class**

**Jan. 20** – Read: Howard Zinn, *People's History*, “Chapter 1.”

**Jan. 22** – *Hamilton* Act 2.

#### **Week Four: Antebellum America**

**Jan. 25** – Read: Holford, Castello, *Aristopia; A Romance-history of the New World*

**Jan. 27** – Read: Forbes, Alynn. "The Literary Quest for Utopia, 1880-1900."

**Jan. 29** – Read: Chesnutt, Charles. “The Wife of His Youth”

#### **Week Five:**

**Feb. 1** – Read: Gloster, Hugh. "Charles W. Chesnutt, Pioneer in the Fiction of Negro Life."

#### **Due: Close Reading**

**Feb. 3** – Read: Doherty, Thomas. “Harriet Jacobs’ Narrative Strategies: ‘Incidents in the Life of a Slave Girl’”

**Feb. 5** – Selections from Jacobs, Harriet. *Incidents in the Life of a Slave Girl*, Written by Herself. Pages TBA.

#### **Week Six:**

**Feb. 8** – Selections from Jacobs, Harriet. *Incidents in the Life of a Slave Girl*, Written by Herself. Pages TBA.

**Feb. 10** – Selections from Jacobs, Harriet. *Incidents in the Life of a Slave Girl*, Written by Herself. Pages TBA.

#### **Due: Article Analysis**

**Feb. 12** – *Kindred*. Pages TBD.

#### **Week Seven:**

**Feb. 15** – *Kindred*. Pages TBD.

**Feb. 17** – *Kindred*. Pages TBD.

**Feb. 19** – *Kindred*. Pages TBD.

**Week Eight:**

**Feb. 22** – *Kindred*. Pages TBD.

**Feb. 24** – Peer Review Midterm Papers

**Feb. 26** – Read: Zinn, *People's History*, "Chapter 9."

**Midterm Papers Due**

**Week Nine: Spring Break**

**Feb. 29** – Spring Break, no class

**Mar. 2** – Spring Break, no class

**Mar. 4** – Spring Break, no class

**Week Ten: Before the Great War**

**Mar. 7** – Vizenor, Gerald. "Custer on the Slipstream." (2012)

**Mar. 9** – *The Iron Heel*. Pages TBD.

**Mar. 11** – *The Iron Heel*. Pages TBD.

**Week Eleven:**

**Mar. 14** – *The Iron Heel*. Pages TBD.

**Mar. 16** – No Class: Rebecca at ICFA

**Mar. 18** – No Class: Rebecca at ICFA

**Week Twelve:**

**Mar. 21** – Discuss Final Paper Topics

**Mar. 23** – Tsutsui, William. "Looking Straight at 'Them!' Understanding the Big bug

Movies of the 1950s."

Discuss "Nazi Summer Camp"

**Mar. 25** – Morrow, James. *Shambling Towards Hiroshima*. Pages TBD.

**Week Thirteen:**

**Mar. 28** – Morrow, James. *Shambling Towards Hiroshima*. Pages TBD.

**Mar. 30** – Morrow, James. *Shambling Towards Hiroshima*. Pages TBD.

**Apr. 1** – **Final Paper Discussion**

**Due: Annotated Bibliography**

**Week Fourteen:**

**Apr. 4** – *The Man in the High Castle* PAGES TBD.

**Apr. 6** – *The Man in the High Castle* PAGES TBD.

**Apr. 8** – *The Man in the High Castle* PAGES TBD.

**Week Fifteen:**

**Apr. 11** – *The Man in the High Castle* PAGES TBD

**Apr. 13** – **Watch:** *Man in the High Castle: The New World*

**Apr. 15** – Discuss *Man in the High Castle: The New World*

**Read:** Di Tommaso, Lorenzo. "Redemption in Phillip K. Dick's 'The Man in the High Castle.'"

**Week Sixteen:**

**Apr. 18** – Peer Review Final Papers

**Apr. 20** – Wrapping Up

**Final Papers Due**