

AML 2410: Issues in American Literature and Culture
Section 1632: Teenage Wastelands: American Dystopian Young Adult Fiction

Meeting Times: T 2-3/ R-3 (8:30-10:25/9:35-10:25)
Instructor: Rebekah Fitzsimmons
Office hours: Tues 11:00-12:00 or by appointment

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COURSE DESCRIPTION AND GOALS:

Dystopian fiction portrays a futuristic/alternative world in which powerful institutions (governments, corporations, scientists) have caused the downfall of society. These fictions depict the lives and coping strategies of survivors and often act as a critique of institutions in the real world. Over the last 25 years, Young Adult (YA) fiction has become increasingly populated with dystopian scenarios featuring rebellious teenage protagonists. In this class, students will examine the American utopian/dystopian tradition and YA fiction by identifying and applying genre conventions, learning to interpret information critically and offering sophisticated and supported arguments through writing.

By examining the political discussions surrounding technology, ecology, race/gender rights and governmental oversight we will develop an analytical understanding of the underlying messages of the American dystopian critique, as well as build a foundation for understanding the rise in YA dystopian fiction over the last 25 years. Throughout this semester, we will read literary texts in conversation with critical and theoretical essays addressing genre and the philosophical underpinnings of various texts.

We will develop strategies on how to read, speak, and write about these texts through various forms of rhetoric and argument. Students will broaden their ability to categorize, research, and formulate academic arguments while learning various techniques for revising and strengthening their writing. This course will encourage students to investigate the relationship between reading, writing and political discourse and discover how writing can create, rather than merely transmit, knowledge.

This course is designed to provide 6000 words toward the Writing Requirement. Assignments for this class will include: 3 papers, blog entries, 1 in-class presentation and reading quizzes.

BOOKS: All books are required. A book order has been placed with Orange and Blue Textbooks on 13th Street and with the UF bookstore in the Reitz Union. Students may also choose to order books via on-line vendors. Students may choose to purchase e-book versions of the texts, though they will be required to have access to these books during in-class discussions via laptop, tablet, or e-book reader. Students must obtain the *CCUL* and *The Giver* **no later than August 30**.

1. *The Cambridge Companion to Utopian Literature*, Gregory Claeys (Editor) 2010, ISBN-10: 0521714141 (Known as CCUL on schedule)
2. *The Giver* by Lois Lowry, Laurel Leaf, 2002 ISBN: 0440237688
3. *Fruitlands: Louisa May Alcott Made Perfect* by Gloria Whelan, HarperCollins, 2002 ISBN: 0066238153
4. *The Word for World is Forest* by Ursula LeGuin, Tor Books, 2010 ISBN: 0765324644

5. *Ender's Game* by Orson Scott Card, Starscape, 2002 **ISBN:** 0765342294
6. *Feed* by M. T. Anderson, Candelwick Press, **ISBN:** 0763622591
7. *Bumped* by Megan McCafferty, Balzer + Bray, **ISBN:** 0061962759
8. *After* by Francine Prose, HarperTeen, 2004 **ISBN:** 0060080833
9. *Ship Breaker* by Paolo Bacigalupi, Little, Brown Books for Young Readers; 2011 **ISBN:** 0316056197
10. *The Hunger Games* by Suzanne Collins, Scholastic 2010 **ISBN:** 043902352
11. Academic essays made available through the class Sakai page
12. MLA handbook of the student's choice

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 rubric.

Grading rubrics for each paper will be provided for students via Sakai. It is in the student's best interest to familiarize themselves with these grading rubrics prior to writing their papers.

A student's final grade in this class will be calculated based on the following point system:

Classification Paper	100 points
Close Reading Paper	150 points
Final research paper/proposal	200 points
Blog posts/comments	200 points
Discussion Section	150 points
Reading quizzes	100 points
Participation (in-class discussion, group work, peer reviews)	100 points
Final Grade	1000 points

CLASSROOM POLICIES

Absences: Attendance and participation in this class is mandatory. You are permitted up to 4 absences in this class throughout the semester (10% of meeting times). I do not distinguish between excused and unexcused absences: if you miss class, I will assume it is for a good reason and I do not require documentation (the only exception to this rule being officially sanctioned University events). However, at your fifth absence, your final grade will be impacted in the following way:

- 5 absences -10% of possible grade
- 6 absences -25% of possible grade
- 7 absences **automatic failure of the class**

You are responsible for keeping track of your absences, as **NO EXCEPTIONS** will be made. Prolonged absences, even for medical reasons, cannot be excused, as in-class discussions of reading, in-class work, quizzes and writing assignments are a key part of the course content. If

you do miss a class, it is your responsibility to find out what you missed from your peers and our E-learning site. Any blog post or paper due on a day you are absent is still due.

Tardiness: Please do not come late to class; arriving late disrupts the entire class. **If you are five or more minutes late, the door will be closed, which means, “Do not come in!”** At this point, you have been marked absent, have missed the introduction to the class work and will only disrupt your classmates, especially on presentation days. This absence will count toward your total absences in the class.

Participation: Participation is a crucial part of your success in this class and is worth 10% of your grade. You will be expected to arrive in class on time, with your reading and other homework completed. You will be required to participate in discussions, work in small groups and complete various other activities, both in class, on our blog, and on our E-Learning site. In general, you are expected to contribute constructively to each class session and to on-line discussions. Failure to do so will result in deductions from your participation grade or dismissal from class, resulting in an absence for that day.

Phone calls, texting, IMing, checking Facebook, leaving class repeatedly, doing work for other classes, eating, sleeping, failure to bring texts and disrespectful language are all examples of behavior that may result in dismissal from class or deductions from your participation grade. Your participation grade may be calculated based on participation in class, in student-led discussions, group work, quality of peer review work and other behavior factors.

PREPARATION

In order to be considered prepared, students must bring the assigned text to class in order to facilitate discussion (this may include digital copies). Readings should be completed prior to the start of class on the day they are listed.

All assignments should be computer generated and professional in appearance. This includes proper MLA formatting (including font, font size, document appearance, proper spacing, numbered pages, 1 inch margins). Any multi-page documents handed in on paper will be **stapled** or a letter grade will be deducted.

All digital papers must be submitted to Sakai in one of the following formats: .doc; .docx; .PDF. Papers submitted in a non-recognizable format will not be accepted.

When submitting digital papers, please also **include your last name in the file name**. (Example: FitzsimmonsPaper2.doc). Failure to include your last name in the file will result in a 10% deduction from the paper grade.

Submit all assignments by due date and time. **No late assignments** will be accepted for any reason. If you are absent for any reason, your assignment is still due. All papers will be submitted via the class E-learning site on Sakai. I will comment and return your papers through the same site. You will submit all blog entries through the class WordPress site and I will return comments through Sakai in order to ensure your privacy.

Personal computer issues (hard drive crash, corrupted file, forgotten laptop etc.) are not acceptable excuses for turning in a paper/blog post late. If E-Learning is not functioning properly at the time your paper is due, you may email me a copy within 30 minutes of the due date/time. This email should include a Help Desk receipt with your paper or other verification of a system-wide Sakai failure. The same policy applies for blog entries: please send me a screenshot or email from WordPress confirming the system error. You must go back and post your blog once the website is working again in order to get full credit.

Extension policy: All students are permitted 1 no-questions-asked extension during the semester. Students may use this extension on any of the 3 papers or 8 blog posts. Students **may not** use their extension on peer-reviews, leading discussion, or quizzes. In order to be granted an extension, students must:

- a) request the extension in person (before/after class, office hours);
- b) request the extension prior to the due date of the paper; and,
- c) set a new deadline by which the paper must be turned in. Papers turned in after this new due date will be considered late.

Email policies: Since this is an English class, please be aware that your emails to me are a professional communication and should reflect proper spelling, grammar and etiquette. Please include proper salutations and a signature that includes your name, section number and email address.

Please allow 24 hours for me to respond to any email query before sending a follow-up.

I cannot discuss grades, absences or other private information over email. Please plan to attend office hours to discuss these matters. Please do email me when you would like to attend office hours or if you need to set up another meeting time.

Final grade appeals.

Students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant. 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: <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx>

Statement of Writing requirement (WR).

This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/gordon.aspx>

Statement of student disability services.

The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see:

<http://www.dso.ufl.edu/drc/>

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.dso.ufl.edu/sccr/sexual/>

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:

<http://www.dso.ufl.edu/scsr/honorcodes/honorcode.php>

SCHEDULE..

	Readings	Discussion	Due
Week 1			
Thursday, August 23 (1 pd)	First Day of Class	Syllabus discussion	
Week 2			
Tuesday, August 28 (2 pds)	CCUL Preface, Chapter 1 Michael Cart "From Insider to Outsider: The Evolution of Young Adult Literature" on Sakai	Introduce blog, history of utopia Practice Quiz	Sign up for Wordpress account
Thursday, August 30 (1 pd)	CCUL 3 & 4	Sign ups for discussion sections History of utopia cont.	<u>Introductory Blogs by 5pm</u>
Week 3			
Tuesday, September 4	CCUL 5 <i>The Giver</i> (Chapter 1-10)	Student led discussion (pd 1)	
Thursday, September 6	<i>The Giver</i> (Chapter 11-23)	Learning to read closely	<u>Group A Blogs, Group B comments</u>
Week 4			
Tuesday, September 11	<i>Fruitlands: Louisa May Alcott Made Perfect</i> (pg 1-60 or through Aug 3, 1843) "The Three Faces of Utopianism Revisited" by Lyman Tower Sargent on Sakai	Student led discussion	
Thursday, September 13	<i>Fruitlands: Louisa May Alcott Made Perfect</i> (61-117 or Aug 8, 1843-end)	Introduce definition paper	<u>Group B Blogs, Group A comments</u>
Week 5			
Tuesday, September 18	CCUL 6 <i>Ender's Game</i> (Chapter 1-7)	Student led discussion (pd 1)	
Thursday, September 20	<i>Ender's Game</i> (Chapter 8-11)	Thesis writing/building a literary argument	<u>A Blogs, B comments</u>
Week 6			
Tuesday, September 25	<i>Ender's Game</i> (12-15)	incorporating textual evidence/quotes	

Thursday, September 27	CCUL 7 <i>Feed</i> (Part 1 and 2)	Student led discussion	<u>B Blogs,</u> <u>A comments</u>
Week 7			
Tuesday, October 2	<i>Feed</i> (Part 3)	Analyzing tone	
Thursday, October 4	<i>Feed</i> (Part 4)		<u>Definition Paper due by 5pm</u>
Week 8			
Tuesday, October 9	CCUL 8 <i>Bumped</i> (1-159)	Student led discussion (pd 1).	
Thursday, October 11	<i>Bumped</i> (160-323)		<u>A Blogs,</u> <u>B comments</u>
Week 9			
Tuesday, October 16	CCUL 9 <i>Bumped</i> final thoughts		
Thursday, October 18	<i>The Word for World is Forest</i> (Ch. 1-4)	Student led discussion	<u>B Blogs,</u> <u>A comments</u>
Week 10			
Tuesday, October 23	<i>The Word for World is Forest</i> (Ch. 5-8)		
Thursday, October 25	TBA	Library/database research	<u>A & B Blogs and comments</u>
Week 11			
Tuesday October 30	<i>After</i> (Ch 1 – 7)	Student led discussion (pd. 1)	
Thursday, November 1	<i>After</i> (Ch 8-14)		<u>Close Reading Paper Due by 5pm Thursday</u>
Week 12			
Tuesday, November 6	CCUL 11 <i>Ship Breaker</i> (Chapter 1-10)	Student led discussion (pd 1), introduce proposal for final paper	Nominations for film due
Thursday, November 8	<i>Ship Breaker</i> (Chapter 11– 17)	strong thesis statements	<u>A Blogs,</u> <u>B comments</u> vote for film due
Week 13			
Tuesday November 13	<i>Ship Breaker</i> (Chapter 18 – 25)		<u>Final paper proposal by noon Tuesday</u>

Thursday, November 15	Movie (Students vote on blog)		<u>B Blogs,</u> <u>A comments</u>
Week 14			
Tuesday, November 20	Movie and discussion	analyzing visuals	<u>A & B Blogs</u> <u>and</u> <u>comments by</u> <u>noon</u> <u>Wednesday</u>
Thursday, November 22- Thanksgiving- No class			
Week 15			
Tuesday, November 27	<i>The Hunger Games</i> (Part 1)	Student led discussion (pd 1)	
Thursday, November 29	<i>The Hunger Games</i> (Part 2)		<u>A & B Blogs</u> <u>and</u> <u>comments</u>
Week 16			
Tuesday, December 4	<i>The Hunger Games</i> (Part 3)	In class peer-review (pd 1)	Draft of final paper for peer-review
Wednesday, December 5- Last day of classes <u>A & B Blogs due by 5pm</u>			
<u>Monday, December 10: Final paper due by noon to Sakai</u>			

ASSIGNMENTS:

Blog posts- 8 posts x 300-500 words each (2400-4000 words)

Students will be given a list of blog post prompts. Students will post in alternating groups, a minimum of 8 blog entries by the end of the semester. If students choose to post extra blogs, the instructor will drop the lowest entry grades at the end of the semester. Each blog will be 300-500 words, polished and refined. In addition to writing a blog post, starting with week 4, each student will be required to post 100-200 words of response to their peers blog posts (ideally 2 responses to 2 different peers).

Grading: 10 points for introductory blog post
15 points per blog post x 8 posts = 120 points
10 points per comment x 7 comments = 70 points

10 extra credit points may also be granted to students who have their blog posts accepted for publication on KidLit@ufl.edu. See the class blog for more details.

Student Led Discussion- (300-500 words)

Each student will choose 1 text and will lead class discussion for 10-15 minutes based on the text. Students will turn in a 2-page paper with reading and discussion questions. Students will likely work with at least one other student in leading discussion, meaning as a group, students

will likely lead discussion for at least 30 minutes. **Students should choose their discussion day carefully, as no extensions will be granted for this assignment.**

Reading quizzes – instructor will administer unannounced reading quizzes throughout the semester. Quizzes may cover content from the fiction, theoretical essays or textbook chapters and are designed to reward students for reading the material closely. **No make up quizzes will be given.** Students may use their personal notes during quizzes, but not books or other study materials.

Classification Argument- 4-6 pages (1000-1200 words)

Students will choose a book, television show or film that is described as a “dystopia” by the author, critics or other marketing materials. Based on the in-class discussion defining the term “dystopia” the student will evaluate the primary text and determine whether or not the term “dystopia” is an accurate description of that text. Students may further evaluate the type of dystopia and place the text in a more specific category. Students will incorporate at least 2 of the academic articles/chapters read in class, 1 primary fictional text and 2 critical/marketing texts that describe that primary text for a total of 5 sources.

Close Reading Paper- 4-6 pages (1000-1200 words).

Students will choose 1 dystopian text (ideally a YA text) and will examine the institutional critiques present in the text through a thorough close reading of the text and other critical works. Students may choose one of the texts discussed in class, or may explore another text, approved ahead of time by the instructor.

Final Research Paper- 8-10 pages (2500-3000 words)

For their final paper, students will write a research paper on the topic of YA lit and dystopia. Students will be required to incorporate a minimum of 8 sources into this paper. More specific prompts will be provided prior to November, based on class discussion, but students are also encouraged to pursue their own research interests. Students will be asked to turn in a 250-500 word paper proposal prior to Thanksgiving and topics are subject to instructor approval.