University of Maine

From the SelectedWorks of Margo Lukens

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ENG 542 syllabus fa 2017.docx

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Available at: https://works.bepress.com/margo-lukens/1/
ENG 542: Studies in Multicultural American Literature
Section 0001, T 3:00-5:50pm
406 Neville Hall

Catalog description:

In-depth study of works by American writers of particular ethnic traditions focusing on a particular period, group, movement, issue or individual(s); e.g. Contemporary Native American Writers, African American Literary Tradition and Theory, Literature of Mixed Blood Experience, Jewish American Literature, or Maine Literary History--Franco-American and Wabanaki.

Prerequisites: Graduate standing in English or Communication or permission

This semester's course description:

Narratives of Colonization and Decolonization

The literatures of colonization began in the fifteenth century, disseminated in multiple languages across Europe, as Europeans began to explore the globe. This semester’s iteration of ENG 542 will be a chance to read about colonization and its critique in the context of the Americas. We will consider stories and outcomes of colonization in the light of both Euroamerican and indigenous perspectives and experience, and try on ideas about “decolonization,” and discover what that might mean.

Proposed reading list (may be modified as the course develops):

The Four Voyages of Christopher Columbus, ed. & trans. By J. M. Cohen
The Broken Spears: the Aztec Account of the Conquest of Mexico, ed. Miguel Leon-Portilla
Cabeza de Vaca’s Adventures in the Unknown Interior of America, trans. & ed. By Cyclone Covey
Early Native Literacies in New England, ed. Kristina Bross and Hilary E. Wyss
Mary Rowlandson, The Sovereignty and Goodness of God
Son of the Forest and other writings by William Apess, ed. Barry O’Connell
The Piazza Tales, Herman Melville
Sarah Winnemucca Hopkins, Life Among the Piutes
Decolonizing Methodologies, Linda Tuhawai Smith
Frank Speck, “Penobscot Transformer Tales” (in .pdf)
Joseph Nicolar *Life & Traditions of the Red Man
The Wampum Records*, Lewis Mitchell (in .pdf)
Excerpts from *Heath Anthology of American Literature* (or read online):
  Bernal Diaz del Castillo, *Conquest of New Spain*
  Miraculous Apparition of the Virgin of Guadalupe
  John Winthrop, *Sermon*
  William Bradford, *Of Plymouth Plantation*
  account of the Pueblo Revolt of 1680
  Samson Occom, “short narrative of my life”

Suggested further reading:

Lisa Brooks, *The Common Pot*
Bernal Diaz del Castillo, *The True History of the Conquest of New Spain*
Jean O’Brien, *Firsting and Lasting*
Jill Lepore, *The Name of War: King Philip’s War and the Origins of American Identity*
Siobhan Senier, ed., *Dawnland Voices*

**Assignments:**

Students will meet initially to read and discuss primary works; you will be expected to produce an informal written response for each week’s discussion. These informal writings provide an opportunity to explore and create ideas for the more formal project.

Each student will be expected to initiate discussion on a particular author or thematic grouping of works. Discussion may be based on one or more texts the student has read, and the student should feel free to compose questions for the class as conversation starters. A bibliography of sources is due at the class in which the student initiates discussion.

Based on reading and other experiences in the course, students will propose term projects of their own design. Term projects should focus on the production of theoretical, literary critical, or contextualizing papers about the narratives documenting colonization, and its effect in either Native or non-Native communities. A very rough, VERY engaged draft of this paper will be due midsemester; the final draft is due the week of final exams. Students should consider submitting term project ideas for presentation at upcoming conferences, or to the spring 2018 English Graduate Symposium here at UMaine.

**Evaluation:**

Attendance and participation are vital. Graduate courses meet once per week, and each class meeting is an essential site for learning and development of ideas. Written work to be evaluated will include weekly informal writing, bibliography and questions for leading discussion, term project proposal, rough draft due mid-semester, and completed project.
Informal Writing: 20%
Discussion prep & bibliography: 20%
Term Project proposal: 20%
Term Project rough draft: 20%
Complete term project: 20%
TOTAL: 100%

ACADEMIC INTEGRITY

It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

DISABILITIES (ADA) STATEMENT

If you have a disability for which you may be requesting an accommodation, please contact the Director of Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

SEXUAL DISCRIMINATION REPORTING

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.
Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/

COURSE DISRUPTION POLICY

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

CALENDAR

August 29, 2017
Beginning with papal decrees of the 15th century


Look at the documents list, where you can find the Papal Bulls Romanus Pontifex of January 8, 1455, and Inter Caetera of May 4, 1493. Dr. Davenport’s introductory matter gives you a sense of how much jockeying European nations were doing in the process of exploring the globe.

Also, look at Papal Encyclicals Online, and check out Sicut Dudum January 13, 1435: http://www.papalencyclicals.net/document-directory

Dum Diversas of June 18, 1452 is harder to find, although I have a weird source of it: http://unamsanctamcatholicam.blogspot.de/2011/02/dum-diversas-english-translation.html

Sept. 5 discuss The Four Voyages of Christopher Columbus
Sept. 12  discuss *The Broken Spears* (Nahuatl)  
Story: the Virgin of Guadalupe

Sept. 19  (Gregory) presentation on Nahuatl poetry & “hungry coyote” 1402-1472  
discuss Cabeza de Vaca’s *Adventures in the Unknown Interior of America*  
(Ashley) Additional research on Narvaez in Cuba?

Sept. 26  (Nick) English Puritans: discuss John Winthrop, William Bradford, Mary  
Rowlandson

Oct. 3  term project Proposals due (describe research direction, annotate proposed  
bibliography)  
(Ashley) Discuss *Early Native Literacies in New England*;  
Samson Occom (Mohegan)

Oct. 10  NO CLASS—FALL BREAK  
Columbus Indigenous People’s day

Oct. 17  (Nick) *Decolonizing Methodologies*, Linda Tuhiwai Smith (Maori)  
Johnson v. M’Intosh & how Doctrine of Discovery becomes precedent in US  
lex; Proposals returned

Oct. 24  Rough Draft of term project due  
discuss *Son of the Forest and other writings* of William Apess (Pequot)

Oct. 31  NO CLASS, POWER OUTRAGE  
Rough drafts returned

Nov. 7  (Sarah) *The Piazza Tales*, Herman Melville

Nov. 14  (Gregory) Sarah Winnemucca Hopkins, *Life Among the Piutes* (Northern  
Paiute)
*Also, please, for next week, re-read William Bradford *Of Plimoth Plantation, anno 1637*

Nov. 21  (Deanna) Joseph Nicolar, *Life & Traditions of the Red Man* (Penobscot)  
Discuss Bradford’s “thanksgiving”

Nov. 28  (Sarah) *The Wampum Records*, Lewis Mitchell (in .pdf) (Passamaquoddy)  
Frank Speck, “Penobscot Transformer Tales” (.pdf) (Penobscot)

Dec. 5  (Deanna) Zitkala-Sa, *American Indian Stories* (Yankton Sioux)

**Wed Dec. 13? Final drafts of term projects due**

Write a reflective letter of intro to hand in with the project, about your path and your choices, and who you want most to be your audience. Is this a paper for a conference presentation? Is it a writing sample for a PhD or other program application? Are you considering publishing your piece, and where might you place it? What future reading explorations does it suggest to you? Does it give you future career ideas? Future research or teaching ideas?

Thanks!