

Professor John Kucich  
Office: Tillinghast 339  
Phone: 508-531-2722  
Email: [jkucich@bridgew.edu](mailto:jkucich@bridgew.edu)  
Hours: T Th 1:00-2:00

Spring 2009

### **EN 299-03: Recovering Native New England**

What did you learn about New England's native past? This course will look beyond the stories of Plymouth Rock and the first Thanksgiving to the stories New England's Indians have told themselves, from oral traditions to the rich beginnings of a written Native American literature in the 18<sup>th</sup> century to efforts by contemporary Indians to rewrite the past. We will put Native and European American texts side by side to see how the struggle over words matched the struggle over land, and we will examine how New England's Indian past is taught in area schools and museums (perhaps including field trips). The course will culminate with students planning a lesson or exhibit to bring to area schools.

#### **Outcomes**

- understand the social and historical context of native New England;
- read and respond to a variety of Native American literatures;
- critique representations of native New England and create new ones that are accurate and appropriate;
- develop and exhibit understanding in a variety of modes, including oral presentations and academic prose.

#### **Texts**

Nathaniel Philbrick, *Mayflower*

Kristina Bross and Hillary Wyss, *Early Native American Literacy*

William Apess, *On Our Own Ground*

Jane Schoolcraft, *The Sound the Stars Make Rushing Through the Sky*

Joseph Nicolai, *History of the Red Man*

#### **Requirements**

Participation: This course is all about discussion - students and professor work together to pose questions and explore ideas about a given text or topic. The process of finding answers is at least as important as the answers themselves. You are expected to come to class having read the readings and developed questions and ideas to pose to your classmates. Certain students will be assigned to present on given days, but I expect everyone to contribute to each class. Students who meet

this threshold will earn a “B” for participation; those who exceed it will earn an “A”; those who fall short will be graded accordingly. (Grade: 1x)

Blackboard posts: Each week, you are responsible for making one original post to the class Blackboard site and one response to a classmate’s post. Your original post must include a passage from the week’s reading, along with your reflections on the passage and anything else that strikes you as interesting and relevant; it must be at least 250 words to earn full credit. Your response must engage your classmate’s post and reflect further on issues or texts raised in class; it must also be at least 100 words. Posts will be graded on a check plus, check or check minus scale. A full roster of checks will earn a “B”; a plus or minus raises the grade one step; a missing post lowers it by one full grade.

Presentations: You will give three presentations in total: one an overview of a New England tribe, one on a text that will supplement our reading of 19<sup>th</sup> century texts, and one on your outreach project (more below). Most presentations will be collaborative efforts with one or two of your classmates. You must turn in your notes on the day you present. Your grade will be based on a combination of your in-class performance and your written notes.

Essays: You will write four essays in total on various topics and in various forms, totaling 15 pages. One will be on an oral tradition; one on a 19<sup>th</sup> century native text; one on a contemporary native text; and one an account of your outreach project. I will provide a detailed assignment and grading rubric for each essay, and we will have time in class to gather ideas and workshop your drafts. Each essay must be typed, appropriately formatted, fully cited and carefully proof-read.

Outreach project: The first portion of the course centers on our own efforts to recover New England’s native heritage; in the second, we will do some recovery work of our own. You will be responsible for developing a project that brings some of what you’ve learned about native New England to a broader audience – schools, museums, libraries, the internet, or other sites where history and culture is made. You can work individually in groups, and we will spend a good deal of time planning these projects. In addition to field trips, there is time in the schedule to make site visits. Your final essay will be an account and evaluation of your outreach project.

## **Grading**

I’ll average the elements below to arrive at your final grade. Late essays will be marked down a full grade for up to a week; after that, I won’t accept them. Please note that plagiarism at Bridgewater carries severe consequences.

Participation  
Blackboard posts  
Presentations (averaged together)

Essays (4 total)

### **Attendance**

You will be allowed up to three absences. Any beyond that will affect your participation grade; any beyond six and you must withdraw or fail the course. Two lates will count as one absence. Please let me know of any extraordinary circumstances that may cause you to miss more than three classes.

### **Writing Studio**

Please consider visiting the Writing Studio to get feedback on your writing before you submit it to me. Located in the Academic Achievement Center (on the bottom floor of Maxwell Library), the Writing Studio works with a wide range of students, from inexperienced writers to expert writers looking to fine-tune their work. Published writers get feedback from others before submitting their work, and you would be well-served by doing the same. Please note that all consultations at the Writing Studio are free!

### **Availability**

You are always more than welcome to stop by my office in Tillinghast 339 during my office hours to discuss any concerns about the course. If you want to visit at other times, contact me and see if I'm available (I often am). Generally, I am best reached via email – I'll make every effort to reply within 24 hours. If an emergency arises and you cannot attend a class when an essay is due, please let me know ahead of time. There's no need to call if you will miss an ordinary class.

### **Accessibility**

In accordance with Bridgewater State College policy, I am available to discuss appropriate accommodations you may require as a student with a physical or learning disability. Please speak to me during the drop/add period so we can make proper arrangements. Students with a disability must register with the Disability Resource Office in Boyden Hall for verification and determination of reasonable academic accommodations.

## EN 299-03: Schedule of Assignments

### Part I: Contexts

- 1/22 R Course introduction: Roger Williams' *Key*
- 1/27 T *Mayflower*, preface, chapters 2 & 3; Allen, "Sacred Hoop" (handout)
- 1/29 R *Mayflower*, chapters 6 & 7; "Arrival of the Whites" (handout)
- 2/3 T *Mayflower*, chapters 8 & 9  
Tribal traditions: Wampanoag; Mohegan; Narragansett (handout)
- 2/5 R *Mayflower*, chapters 10 & 11  
Tribal traditions: Penobscot, Passamaquoddy, Maliseet (handout)
- 2/10 T *Mayflower*, chapter 12; Rowlandson (handout)
- 2/12 R Essay #1 DUE; representing King Phillip (guest speaker)

### Part II: Texts

- 2/17 T Bross and Wyss, "Owenco"; "Natick Indian Petition"; "Mittark's Will"; "Pictograph Image"; "Montaukett Petition"; "Aupaumut's Narration"
- 2/19 R Bross and Wyss, "Joseph Johnson Diary"; "Occom Sermon"; "Sarah Simon Letter"; "Pequot Medicine Bundle"; "Confession of Garret"
- 2/24 T Apess, "A Son of the Forest" (through p. 52) (*Hobomok* presentation)
- 2/26 R Apess, "Experiences of Five Christian Indians" (*Hope Leslie* presentation)
- 3/3 T Apess, "Indian's Looking-Glass"; "Indian Nullification" (through p. 188) (Emerson presentation)
- 3/5 R Apess, "Eulogy for King Philip" (*Metamora* presentation)

### SPRING BREAK

- 3/17 T Schoolcraft, pp. 90-162 (selections); outreach proposal due (Sigourney presentation)
- 3/19 R Schoolcraft, pp. 163-220 (selections) (Longfellow presentation)
- 3/24 T Nicolar, chapters 1-3 (Thoreau presentation)

3/26 R Nicolar, chapters 4-conclusion (Jackson presentation)

Part III: Recovery

3/31 T Essay #2 DUE / field trip

4/2 R Outreach / contemporary text workshop

4/7 T Contemporary text presentations (handout)

4/9 R Contemporary text presentations (handout)

4/14 T Contemporary text presentations (handout)

4/16 R Contemporary text presentations (handout) (Essay #3 DUE)

4/21 T Site visits

4/23 R Site visits

4/28 T Final presentations

4/30 R Final presentations