

ENGL 580: "Indians": Indigeneity and U.S. Literary Nationalism
Rowe, Fall Semester 2022 (johnrowe@usc.edu)
W., 4:30-6:50 PM, THH 411 (English Dept. Conference Room) and Zoom
Office Hours: by appointment/invitation on Zoom.

Texts (in course sequence):

Colin Calloway, *First Peoples: A Documentary Survey of American Indian History* (1999).
Bedford/ St. Martins (Used throughout the seminar)

John Carlos Rowe, *Literary Culture and U.S. Imperialism: From the Revolution to World War II*
(2000) (Oxford University Press pb.) (Used throughout the seminar).

Philip J. Deloria, *Playing Indian* (1998) (Yale University Press pb.).

Josefina Saldaña-Portillo, *Indian Given* (Duke University Press pb.).

Charles Brockden Brown, *Edgar Huntly* (1799) (Penguin pb.).

William Apess, "A Eulogy on King Philip" (1836), in Calloway, *First Peoples*.

James Fenimore Cooper, *The Last of the Mohicans* (1826) (Random House/ Vintage pb.).

Black Hawk (Mà-ka-tai-me-she-kià-kiàk), *Life of Black Elk, Dictated by Himself* (1833), ed. J.
Gerald Kennedy (Penguin classics pb.).

Anonymous, *Xicoténcatl: An Anonymous Historical Novel about the Events Leading up to the
Conquest of the Aztec Empire* (1826), trans. Guillermo I. Castillo-Feliú (University of Texas
Press pb.).

John Rollin Ridge, *Life and Adventures of Joaquín Murieta* (1854) (University of Oklahoma
Press pb.)

Judith Freeman, *Red Water: A Novel* (2003). (Anchor Books pb.)

Mark Twain, *The Adventures of Tom Sawyer* (1876) (Norton Critical Edition) and "Tom Sawyer
among the Indians" (available on Blackboard)

Sarah Winnemucca Hopkins, *Life among the Piutes: Their Wrongs and Claims* (1883).
(University of Nevada Press pb.).

Seminar Description:

The seminar will offer a survey of U.S. literary nationalism and Native American cultural representation. Although the focus will be on U.S. nationalism, we will consider Mexican representations of indigenous peoples. We will also study the extent to which native people in

the Americas repudiate or conform to national institutions and rhetoric. The seminar will serve three purposes: a survey of nineteenth-century U.S. literature; Native American cultural expression in the same period; recent theories of Indigenous Studies. Although the emphasis of the seminar will be on literature, we will also consider monuments and performances, such as dance and warfare.

Seminar Requirements:

1) Seminar leader: Each member of the seminar will lead the discussion in the second half of one of our seminars. You are *not* delivering a report, paper, or other kind of project. You *are* conducting the seminar as if it were a seminar you were teaching as the faculty member. You probably should pick a seminar to lead that has something to do – directly or tangentially – with your seminar essay, but you need not. You may add readings to that particular seminar, but you must do so *two weeks* in advance of the seminar and make arrangements for everyone in the seminar to have access to the material. If you do add readings (or other materials), they cannot total more than 50 pages (not counting the other pages assigned for the week). A sign-up sheet is included as part of the Syllabus and will be distributed in the first seminar (**8/24**) and email confirmation of your selected date sent before the second seminar (**8/31**).

2) Seminar Proposal and Essay/ Project: Each participant will present his/her proposal for the seminar project during one of the following seminars: **Week 7 (10/5) or Week 8 (10/12). Sign up in Seminar 2, 8/31**. The proposal should include a tentative thesis, contextualized in terms of some recent scholarship, and the work or works to be treated. Your presentation should make reference to some of the works you will use to complete the project. Because these presentations are scheduled half-way through the semester, I assume you will have discussed your project at length with me in office hours and/or via email.

Our final seminar, **11/30, W.**, will be devoted to seminar project updates. Each member of the seminar will provide a brief and informal update on the project, including possible problems, followed by discussion/help from the rest of the seminar.

The final project should be about 20-25 pages or the equivalent in other media. I encourage you to experiment with media other than text/ print, although you should discuss with me your plans so we can work together on possible training outside the seminar (such as is offered by the Institute for Multimedia Literacy at USC).

Your final essay/ project, whatever its format, should include substantial evidence, both from primary and secondary texts, and make an argument in keeping with scholarly protocols. You should follow the *Modern Language Association* system of citation. The seminar essay/ project is due by email to me (johnrowe@usc.edu) in an attached electronic file on **December 9, F, no later than 5 PM**.

3) Seminar Evaluation: At the end of the seminar and in response to your seminar essay, I will give you a written evaluation of your work in the seminar, with special attention to your

essay. The same written evaluation will be submitted to your Department, so you know exactly what I've written in evaluating you for the pertinent Graduate Committee. You will receive only one grade for the entire seminar, not separate grades for each assignment.

Syllabus

Seminar 1: August 24, W: Introduction

Introduction to the seminar.

Seminar 2: August 31, W: Indigeneity and Nationalism Today

Read: Philip Deloria, *Playing Indian*, Introduction, chapters 1-3.

Seminar Leader(s):

Seminar 3: September 7, W.: Rethinking Indians and Colonialism

Read: Josefina Saldaña-Portillo, *Indian Given*, chapters tbd

Seminar Leader(s):

Seminar 4: September 14, W.: "Indians" in the Early Republican Imagination

Read: Charles Brockden Brown, *Edgar Huntly* (1799); **Recommended:** Rowe, *Literary Culture and U.S. Imperialism*, ch. 2.

Seminar Leader(s):

Seminar 5: September 21, W.: "The Vanishing American" and the U.S. Nation

Read: James Fenimore Cooper, *The Last of the Mohicans* (1826)

Seminar Leader(s):

Seminar 6: September 28, W.: Indigenous Rebellion in Fact and Fantasy

Read: Black Hawk, *The Life of Black Hawk* (1833)

Seminar Leader(s):

Seminar 7: October 5, W.: Seminar Project Presentations (Part 1)

Present: 10-minute oral description of your seminar project, followed by 5-minute discussion.

Seminar 8: October 12, W.: Seminar Project Presentations (Part 2)

Present: 10-minute oral description of your seminar project, followed by 5-minute discussion.

10/13-14: FALL RECESS

Seminar 9: October 19, W.: 19C Indigeneity in Hemispheric Context

Read: Anonymous, *Xicoténcatl* (1826)

Seminar Leader(s):

Seminar 10: October 26, W.: Manifest Destiny and Indigeneity

Read: John Rollin Ridge (Yellow Bird), *Life and Adventures of Joaquín Murieta* (1854)

Seminar Leader(s):

Seminar 11: November 2, W.: Mormon Imperialism and the Paiutes

Read: Judith Freeman, *Red Water: A Novel* (2003)

Seminar Leader(s):

Seminar 12: November 9, W.: A Century of Dishonor: 1876

Read: Twain, *Adventures of Tom Sawyer* (1876) and “Huck Finn and Tom Sawyer among the Indians” (1868-1902) (Blackboard).

Seminar Leader(s):

Seminar 13: November 16, W.: Indigenous Activism

Read: Sarah Winnemucca Hopkins, *Life among the Piutes: Their Wrongs and Claims* (1883).

Seminar Leader(s):

November 23-27: THANKSGIVING RECESS; NO SEMINAR

Seminar 14: November 30, W.: Seminar Project Updates

Informal update on your seminar project (5-10 mins) with brief discussion of each project.

December 9, F: SEMINAR ESSAY DUE TO ME BY EMAIL.