

# Faculty Development Plan

## Name

Assistant Professor  
Department of English  
Brigham Young University  
May 2017

## Contents:

Faculty Development Plan:  
Scholarship Strategies Project:  
Citizenship Project:  
Course Development Project:

# Faculty Development Plan

Name Fall 2017–Winter 2018

I am grateful for the opportunity to reflect on my first year at BYU as I establish a development plan toward continual improvement in all areas of my citizenship, teaching, and scholarship.

## 1. CITIZENSHIP

### Self-Assessment

This year I have worked toward proactively engaging with colleagues, participating in department meetings, and fulfilling my formal citizenship assignment as a Lead Mentor. I have enjoyed working alongside Dennis Cutchins to promote, gather, and assess how often and how well the department mentors our majoring students. Rather than waiting for Dennis to delegate responsibilities, I have sought opportunities to share the load. Beyond the department, I have also begun to reach out to Native American community organizations throughout the state in order to build a collaborative network of service and scholarship.

### 2016–2017 Citizenship Accomplishments

- Developed new template for gathering department mentoring data
- Gathered and analyzed department mentoring data
- Hosted job candidate, Paul Formisano
- Chaired English Symposium panel
- Became an affiliate faculty member of American Studies, Women's Studies, and Canadian Studies
- Presented in two of Keith Lawrence's American literature courses
- Received district approval for BYU students to serve as volunteer tutors in Provo School District's American Indian Education program
- Organized student volunteers for BYU's annual pow-wow and Provo School District's first K-12 pow-wow
- Helped Provo City establish an American Indian initiatives student internship

### 2017–2018 Citizenship Goals

- Develop and utilize a method for collecting student evaluations of department mentoring
- Accept and fulfill all formal citizenship responsibilities in consultation with department chair
- Build a more robust network of Indigenous and allied scholars, students, and community members within and beyond BYU
- Actively participate in all department and section meetings, as well as other department, section, college, and university activities

## 2. TEACHING

### Self-Assessment

This year I taught three new courses. I am grateful to generous colleagues for their willingness to share and review course syllabi. Mary Eyring shared a range of syllabi for ENGL 251, reviewed my syllabus, and met with me to help me align my approach with her vision for the course. Jason Kerr, Jamie Horrocks, and Jamin Rowan helped me to develop and teach two sections of ENGL 295. Jamin and Brian Roberts also met with me multiple times throughout my development and teaching of AMST 304. Beyond our department, I have also enjoyed meeting with and being evaluated by Name Halverson from the Center for Teaching and Learning and the team of student consultants on teaching. I have become a better teacher this year in response to their feedback, and I look forward to continuing to consult with them as I begin to develop and teach a wider range of courses.

Although I have not always been satisfied with each individual class period, my courses have been largely successful. Much of the success has come from consulting with colleagues, being willing to frequently meet with and mentor students, getting students involved in service and learning opportunities beyond the classroom, and being open to adapt according to student needs and desires. Overall, I am humbled by my students' responses to my first year of teaching, and I am eager to continue to work toward exceeding student, department, and college expectations.

### 2016–2017 Teaching Accomplishments

New courses prepped and taught with overall student evaluations:

- ENGL 251 – 4.6
- ENGL 295 – 4.7, 4.6
- AMST 304 – 4.7

Awards

- American Studies Professor of the Year

Student accomplishments of students I have mentored and recommended

- ORCA recipient
- Two hired at writing center
- Four hired as writing fellows
- One hired as TA in another department

### 2017–2018 Teaching Goals

The generous response from students and faculty this first year motivate me to want to continue to become a better teacher within and beyond the classroom. Based on student evaluations, such improvement will include 1) providing more explicit guidelines and expectations for course assignments, 2) responding with more prompt and thorough feedback, 3) finding a better balance between content-based discussion and skill-based workshopping, and 4) being more prayerful and proactive about how to make faith the foundation of my course purposes, objectives, and outcomes.

- ENGL 361 (American literature 1800–1865): Design and teach new course; compare my course plan and syllabus with others who have taught the course; help students develop an appreciation for the inherent diversity of American literature; mentor students as they construct and polish a critical essay that could serve as a conference presentation; collect and adapt to periodic student evaluations.
- ENGL 629R (graduate course on transnational Indigenous literature): Design and teach new course meant to engage students with the complexity and beauty of North American and Pacific Indigenous literatures; get students connected to Indigenous scholarship and service opportunities; help students develop and polish a critical essay that could become the base of a publishable article or conference presentation; collect and adapt to periodic student evaluations.
- AMST 304 (Methods and Writing Practices): Revise and reteach based on this year's student evaluations and ongoing consultations with Brian and Jamin; collect and adapt to periodic student evaluations.
- ENGL 295 (Writing Literary Criticism): Revise and reteach based on this year's student evaluations and ongoing consultations with Jamin, Jason, Jamie, and others who have regularly taught this course; collect and adapt to periodic student evaluations.
- Propose 394R (Building Indigenous archives): Propose course based in collaboration with BYU Native American alumni, the library, and the digital humanities to gather and produce the documented and lived history of BYU Native American students.

I have been happy with the way that I have been able to adapt each course I have taught to be in conversation with my scholarship, and I am looking forward to adding new courses to my repertoire that are more directly related to my current projects. I am also eager to begin working with graduate students and more advanced undergraduates this year, and I hope to continue to build relationships with them on thesis committees, through service opportunities, and in other capacities.

### 3. SCHOLARSHIP

#### Self-Assessment

This year, I secured funding for two major projects and have set the groundwork to maintain an ambitious submission schedule moving forward. I published an article in the top American Indian literary studies journal, completed an essay for a forthcoming collection on American Indians and Mormons, submitted a book proposal for my first book, completed a book review for *Early American Literature*, and presented at the Native American Literature Symposium.

This coming year, I plan on completing and submitting three articles, completing a full draft of my book manuscript, and presenting papers at three major conferences.

#### 2016–2017 Scholarship Accomplishments

##### Awards

- Women's Research Initiative Grant, BYU Women's Studies, \$5,000
- Interdisciplinary Research Grant, Charles Redd Center, \$10,000

##### Work Published

- “Not Primitive Enough to Be Considered Modern: Ethnographers, Editors, and the Indigenous Poets of the *American Indian Magazine*.” *Studies in American Indian Literatures*, vol. 28, no. 1, 2016, pp. 45–72.

#### Work Accepted and Forthcoming

- Review of Theresa Strouth Gaul’s *Cherokee Sister: The Collected Writings of Catharine Brown, 1818–1823*. *Early American Literature*.
- “In the Literature of the Lamanites: (Un)settling Mormonism in the Literary Record of Native North America, 1830–1930, *American Indians and Mormons*, U. of Utah Press, 2018.

#### Work under Review

- *Co-National Networks: Writing Indigenous Solidarity into the Twentieth Century*, under review at SUNY Press

### **2017–2018 Scholarship Goals**

#### Submissions/Publications

- “Prefixing Solidarity: Tracing Co-National Networks through the Writings of Gertrude and Raymond Bonnin,” submit to *Native American and Indigenous Studies*
- “Besides the Bureau of American Ethnology: Remembering the ANB/ANS as a Community of Alaska Native Writers,” resubmit to *American Quarterly*.
- “(Re)Witnessing Wounded Knee with Bright Eyes: Susette La Flesche and the Invisible Archive of Indigenous Women Writers,” submit to *American Literary History*
- “‘America the Ugly’: Remembering the Intermountain Indian School’s Student Poets as Indigenous Literary Activists,” submit to *PMLA*

#### Writing and Revision

- Complete manuscript draft of *Co-National Networks*

#### Conferences

- Present at the Indigenous Literary Studies Association
- Present at the Native American and Indigenous Studies Association
- Present at the American Studies Association
- Propose panel on Native American boarding schools at the Western Literary Studies Association

I have worked diligently to establish ambitious and achievable goals that respond directly to department, college, and university expectations. Each of these projects works in tandem with my teaching in American and Indigenous literatures, relies on the collaborative academic and community networks I continue to broaden and foster, and involves student research assistants recruited from the classes I teach.

# Scholarship Strategies Project

Fall 2017–Winter 2018

The first priority of my scholarship project is to publish individual articles in top-tier journals in the fields of Indigenous and American studies. In 2016, I published an article in *Studies in American Indian Literature* and completed an essay in a forthcoming collection on American Indians and Mormons from University of Utah Press. I have three additional articles, two of which are fully drafted, that are nearing completion.

In addition to publishing individual articles, I am actively working on the publication of my manuscript, *Co-National Networks: Writing Indigenous Solidarity into the Twentieth Century*. I was invited by the acquisitions editor and series editor of SUNY Press's *Native Traces* series to submit a proposal and sample chapter. The proposal is currently under review.

In order to receive feedback on these works-in-progress, as well as broaden my scholarly network, I will also continue to regularly present at the major conferences of my fields: Native American and Indigenous Studies Association, Indigenous Literary Studies Association, Native American Literature Symposium, American Studies Association, and Western Literary Studies Association.

Each of these individual and broader components of my scholarship builds upon my foundational desires to contribute to the fields of Indigenous and American literary studies by sharing innovative archive-based scholarship, to build collaborative and service-oriented networks within my fields and their related communities, and to integrate students in my research in order to provide them with the training and experience necessary for them to succeed beyond BYU. My Department Chair's expectations include "regular participation in significant academic conferences, publication in field-appropriate peer-reviewed venues, and engagement with local Indigenous communities and organizations. Accordingly, I am settling into a balanced, regular writing and community outreach routine that will help me to push beyond department expectations and to establish myself as a thoughtful, thorough, and integral contributor in both my field and in the broader, local Indigenous community.

## 2017–2018 Scholarship Goals

### Submissions/Publications

- "Prefixing Solidarity: Tracing Co-National Networks through the Writings of Gertrude and Raymond Bonnin," submit to *Native American and Indigenous Studies*
- "Besides the Bureau of American Ethnology: Remembering the ANB/ANS as a Community of Alaska Native Writers," resubmit to *American Quarterly*.
- "(Re)Witnessing Wounded Knee with Bright Eyes: Susette La Flesche and the Invisible Archive of Indigenous Women Writers," submit to *American Literary History*
- "'America the Ugly': Remembering the Intermountain Indian School's Student Poets as Indigenous Literary Activists," submit to *PMLA*

### Writing and Revision

- Complete manuscript draft of *Co-National Networks*

### Conferences

- Present at the Indigenous Literary Studies Association
- Present at the Native American and Indigenous Studies Association

- Present at the American Studies Association
- Propose panel on Native American boarding schools at the Western Literary Studies Association

# Citizenship Project

Fall 2017–Winter 2018

I am eager to become a valued member of the Department of English and will remain committed to integrating myself as an integral asset to colleagues and students alike. My underlying goal is to be a proactive participant in the department and college community by becoming someone who serves and represents the students, department, university, and the Church well.

In order to accomplish this goal, I will regularly consult with my department chair and faculty mentor and accept department citizenship responsibilities as they are extended. Rather than seeing such responsibilities as chores, I will be deeply committed to the central goals and ongoing improvement of each area of the department that I have the opportunity to affect. I will also actively participate in all department and section meetings.

Beyond my formal department responsibilities, my goal is to have an intentional conversation with at least two new faculty and staff members a month. Because the Department of English is so large, it is easy to remain isolated, but I see it as central to my scholarship and teaching, as well as to the overall department ethos, to be actively engaging with others' fields, methodologies, perspectives, and personalities.

Because I work in Indigenous literatures, a final facet of my citizenship project extends to Native American students outside of the English major and to Native American community members whom I hope to benefit through my scholarship and teaching. To this end, I will develop an Indigenous literature reading group for interested faculty, students, and community members; begin to build a collaborative and service-oriented network of students, scholars, and community members at BYU and throughout Utah Valley; and continue to make community outreach central to my teaching and scholarship.

## **2016–2017 Citizenship Goals**

- Develop and utilize a new method for collecting student evaluations of department mentoring
- Accept and fulfill all department assigned citizenship responsibilities
- Build a more robust network of Indigenous and allied scholars, students, and community members within and beyond BYU
- Attend all department and section meetings, as well as several other department, section, and college activities



# Teaching Project

Fall 2017–Winter 2018

## ENGL 361 - American Lit 1800 - 1865

### Fall 2017

Section 001: 1013 JKB on T Th from 1:35 pm - 2:50 pm

**Name:** Mike Name

**Office Location:** 4153 JFSB

**Office Phone:** 801-422-2481

**Office Hours:** Tue 12:00pm-1:00pm, Wed 11:00am-12:00pm, or by appointment

**Email:** [mike\\_Name@byu.edu](mailto:mike_Name@byu.edu)

### Course Information

#### Course Purpose

To seek out, engage with, learn from, and change as a result of the diverse peoples, communities, and voices of American literature.

#### Description

Traditionally, ENGL 361 is designed to invite students to explore the writings of American romanticism. While we will begin with the transcendentalists and their foundational role in forever shaping the American literary canon, we will dedicate the bulk of this course to remembering, recovering, and reconnecting the oft-overlooked "other" writers of the early nineteenth century. By analyzing the canonized and the forgotten in juxtaposition, we will develop a robust network of American literary thought and expression in a way that invites students to become accountable for the ongoing creation of American literary history.

#### Learning Outcomes

##### Developing an Effective Written Argument

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument.

##### Critical Reading and Analysis

Read critically and analyze major and selected minor American texts and literary trends from the period of 1800 to 1865.

##### Produce Polished, Competent, Formal Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

##### Embracing Diversity

Become committed to engaging with diverse peoples, experiences, and perspectives.

##### Disciple Scholarship

Deepen your faith in Jesus Christ through meaningful service-based scholarship.

**Materials**

HEATH ANTH OF AMERICAN LITERATURE VOL B <i>Required</i> by LAUTER	75.00	56.25
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**Grading Scale**

<b>Grades</b>	<b>Percent</b>
<b>A</b>	93%
<b>A-</b>	90%
<b>B+</b>	87%
<b>B</b>	83%
<b>B-</b>	80%
<b>C+</b>	77%
<b>C</b>	73%
<b>C-</b>	70%
<b>D+</b>	67%
<b>D</b>	63%
<b>D-</b>	60%
<b>E</b>	0%

**Grading Policy**

All assignments are due on the date/time listed on the course schedule. No late work will be accepted for any reason without prior approval.

**Attendance Policy**

Because attendance plays such an important role in the success of this class, I will allow you two absences. Every absence thereafter will lower your final grade by a half-grade (three absences will lower a B to a B-, four absences will reduce a B- to a C+, and so forth). Missing more than five classes will make it very difficult to earn a passing grade in the course. Excusing an absence due to illness requires some type of official note. I understand that unexpected situations might make it impossible for you to attend class; please be in touch with me beforehand, if possible, when these occasions arise.

## Assignments

### Assignment Descriptions

#### **Post 1: American Literature in Zion (1%)**

Due: Thursday, Sep 07 at 8:00 am  
See DD for details.

#### **Post 2: Course Contexts (1%)**

Due: Thursday, Sep 14 at 8:00 am

In 1-2 paragraphs, describe what you noticed about the different ways the Norton and the Heath present the same historical period. What do these differences say about the construction of the history we consume?

#### **Post 3: The Canon (1%)**

Due: Thursday, Sep 21 at 8:00 am

Describe what stood out to you as you studied this week's readings?

Pose 2-3 questions to your colleagues regarding the week's readings and contexts.

\*If you are part of this week's presenting group, respond directly to at least 2 of your colleagues' questions.

#### **Post 4: Remembering Project (1%)**

Due: Tuesday, Oct 03 at 8:00 am  
See DD for details.

#### **Remembering Native Writers Project Presentations (10%)**

Due: Thursday, Oct 05 at 8:00 am

This presentation provides you the opportunity to share your findings from your Remembering Native Writers Project.

Further details to come.

#### **Extra Post: General Conference Connections (+1%)**

Due: Thursday, Oct 05 at 11:59 pm  
See Digital Dialog for details.

#### **Service Reflection 1 (2%)**

Due: Tuesday, Oct 10 at 8:00 am

Write 2-3 paragraphs describing the purpose, timeline, and progress so far on your semester-long service project.

#### **Group Topic Presentation (25%)**

Due: Tuesday, Oct 10 at 8:00 am

You will sign up for a week and topic of your preference. As part of that week's presentation group, you will help to present the historical, cultural, and critical contexts of the week's readings/authors. The role of your group is to lead our opening discussion of your week's chosen topic.

#### **Post 5: Native America (1%)**

Due: Thursday, Oct 12 at 8:00 am

Describe what stood out to you as you studied this week's readings?

Pose 2-3 questions to your colleagues regarding the week's readings and contexts.

\*If you are part of this week's presenting group, respond directly to at least 2 of your colleagues' questions.

#### **Post 6: Spanish America (1%)**

Due: Thursday, Oct 19 at 8:00 am

Describe what stood out to you as you studied this week's readings?

Pose 2-3 questions to your colleagues regarding the week's readings and contexts.

\*If you are part of this week's presenting group, respond directly to at least 2 of your colleagues' questions.

### **Post 7: Race & Slavery (1%)**

Due: Thursday, Nov 02 at 11:59 pm

Describe what stood out to you as you studied this week's readings?

Pose 2-3 questions to your colleagues regarding the week's readings and contexts.

\*If you are part of this week's presenting group, respond directly to at least 2 of your colleagues' questions.

### **Service Reflection 2 (3%)**

Due: Tuesday, Nov 14 at 8:00 am

Write 2-3 paragraphs that describe your ongoing progress by responding to the following questions: What has been your most challenging experience so far? What has been your most encouraging experience so far? How is your service causing you to think differently about our course materials/discussions? How is your service causing you to consider your role as a literary scholar in Zion?

### **Post 8: The Cherokee Nation (1%)**

Due: Thursday, Nov 16 at 8:00 am

Describe what stood out to you as you studied this week's readings?

Pose 2-3 questions to your colleagues regarding the week's readings and contexts.

\*If you are part of this week's presenting group, respond directly to at least 2 of your colleagues' questions.

### **Post 9: The Woman Question (1%)**

Due: Thursday, Nov 30 at 8:00 am

Describe what stood out to you as you studied this week's readings?

Pose 2-3 questions to your colleagues regarding the week's readings and contexts.

\*If you are part of this week's presenting group, respond directly to at least 2 of your colleagues' questions.

### **Post 10: Conference Abstract (1%)**

Due: Tuesday, Dec 05 at 11:59 pm

See Digital Dialog for details.

### **Conference Abstract Presentation (15%)**

Due: Thursday, Dec 07 at 8:00 am

This presentation offers you the opportunity to share your final paper proposal with your colleagues and to gather feedback as you prepare to write your final paper.

Like the abstract itself, your **3 minute presentation** must briefly and persuasively do the following:

1. Outline the larger conversation within the field (your secondary research)
2. Identify a gap in the conversation
3. Describe how your project fills the gap
4. Establish the specific material (scope: text(s)) you will examine
5. Clearly state your original argument
6. Strongly present the significance of your argument in connection to a larger issue beyond the text(s) itself

\*Please contact me early if you have any questions/concerns about this assignment.

### **Conference Paper (20%)**

Due: Thursday, Dec 14 at 11:59 pm

**Purpose:** Persuasively construct a critical argument about one of our required and/or remembered readings in a way that offers new, necessary insight into one of the social realities we have discussed.

#### **Preparation:**

1. Select the reading/author that you haven't been able to stop thinking/talking about throughout the semester.
2. Ask conceptual questions of the reading/author and close read the text to identify possible text-based responses.
3. Brainstorm possible new insights that your chosen text offers concerning the social realities it explores?
4. Research the text, author, and social reality through secondary and primary sources.

#### **Requirements**

1. 8-10 double-spaced pages
2. MLA format for all aspects of the paper
3. Clear introduction and thesis statement (include all aspects of your conference abstract) that emphasize the scope, process, and significance of your argument
4. Place your argument in direct conversation with at least 4 other established scholars(i.e. academic books and/or peer-reviewed journal articles)

### **Extra Post: Native Tutoring (+1%)**

Due: Saturday, Dec 16 at 11:59 pm

See DD for details.

### **Final Service Reflection (5%)**

Due: Monday, Dec 18 at 11:59 pm

Write 5-7 paragraphs that describe your overall experience performing service throughout the semester. How has your service fortified your commitment to Christ? How has your service influenced your engagement within and beyond our classroom regarding the peoples, perspectives, and social realities we have sought to critically consider? How has your service quietly caused you to change?

### **Participation (10%)**

Due: Monday, Dec 18 at 11:59 pm

Come to each class prepared and ready to engage. Respond respectfully and critically to your colleagues and to the course material. Remain consistently attentive and participatory throughout the semester.

## **University Policies**

### **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others. . . . We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010. "Occasionally, we . . . hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### **Preventing Sexual Misconduct**

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

## **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are

coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

## Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

## Schedule

Date	Topics	Readings	Assignments
T Sep 05	<b>Week 1: American Literature in Zion</b> Course Introduction: American Lit 1800-1865		
Th Sep 07		Jeffrey R. Holland, "A School in Zion" ( <a href="http://aims.byu.edu/sites/default/files/foundationdocuments/A_School_in_Zion--Jeffrey_R_Holland.pdf">http://aims.byu.edu/sites/default/files/foundationdocuments/A_School_in_Zion--Jeffrey_R_Holland.pdf</a> )  Tour Education in Zion Exhibit  Prayerfully attend the temple	<b>Post 1: American Literature in Zion (1%)</b>
T Sep 12	<b>Week 2: Course Contexts</b>	<i>Norton</i> : Introduction (pp. 929-950) - POST PDF	
Th Sep 14		<i>Heath</i> : "An Image Gallery"; "Early Nineteenth Century" (pp. 1539-1574)	<b>Post 2: Course Contexts (1%)</b>
T Sep 19	<b>Week 3: The Canon (New England)</b>	Emerson: "The American Scholar" (pp. 1855-1867), "Self-Reliance" (pp. 1868-1886)  Thoreau: "Resistance to Civil Government" (pp. 1979-1995), "Walking" (pp. 2051-2075)	
Th Sep 21		Hawthorne: "The Minister's Black Veil" and "The Birth-Mark" (pp. 2631-2652)	<b>Post 3: The Canon (1%)</b>

		Melville: "Benito Cereno" (pp. 2897-2961)	
T Sep 26	<b>Week 4: Recovering, Remembering, Reconnecting</b>	Article on recovery	
	Meet in Family History Library of HBLL: training on microfilm machines		
Th Sep 28	Group meetings in office (4153 JFSB)		
	No class: Work in library on project		
T Oct 03	<b>Week 5: Recovering, Remembering, Reconnecting cont.</b>		<b>Post 4: Remembering Project (1%)</b>
	Group meetings in office (4153 JFSB)		
	No class: Continue working in library on project		
Th Oct 05	<b>Remembering Native Writers Project Presentations (10%)</b>		<b>Extra Post: General Conference Connections (+1%)</b>
T Oct 10	<b>Week 6: Native America</b>	Red Jacket (Seneca): "The Religion of the White Man and the Red" (pp. 1578-1579)	<b>Service Reflection 1 (2%)</b>
	Group 1 Presentation	Black Hawk (Sauk): "Life of Black Hawk" (pp. 1614-1638)	
	<b>Group Topic Presentation (25%)</b>	Seattle (Duwamish): "Speech of Chief Seattle" (pp. 1640-1642)	
Th Oct 12		John Rollin Ridge (Cherokee): "Oppression of Digger Indians," "The Stolen White Girl," and "A Scene Among the Rio de las Plumas" (pp. 1665-1672).	<b>Post 5: Native America (1%)</b>
T Oct 17	<b>Week 7: Spanish Americas</b>	John L. O'Sullivan or Jane McManus Storm Cazneau: "Annexation" (pp. 1723-1725)	
	Group 2 Presentation	Frederick Douglass: "The War with Mexico" (pp. 1731-1733)	
		U.S. Congress and United Mexican States: "Treaty of Guadalupe Hidalgo" (pp. 1734-1736)	
		Thoreau: "Resistance to Civil Government" (pp. 1979-1995), "Walking" (pp. 2051-2075)	
Th Oct 19		Valentin de Foronda: "Letter Concerning What a Prince Should Do with His Colonies Held at a Great Distance" (pp. 1680-1685)	<b>Post 6: Spanish America (1%)</b>



		<p>Jose Maria Tornel: "Relations between Texas, the United States of America, and the Mexican Republic" (pp. 1704-1709)</p> <p>Tales from the Hispanic Southwest: "La comadre Sebastiana," "Los tres hermanos," "El obispo," "El indito de las cien vacas" (pp. 1710-1719)</p>	
T Oct 24	<b>Week 8: Race &amp; Slavery</b> Group 3 Presentation	<p>Thomas Roderick Dew: "An Argument Upholding Slavery" (pp. 2078-2081)</p> <p>Thornton Stringfellow: "A Brief Examination of Scripture Testimony on the Institution of Slavery" (pp. 2088)</p> <p>U.S. Congress: "Fugitive Slave Act of 1850" (pp. 2093-2095)</p> <p>Chief Justice Roger B. Taney: "Dred Scott v. Sandford" (pp. 2098-2099)</p> <p>Mortimer Thomas: "Great Auction Sales of Slaves at Savannah, Georgia" (pp. 2100-2102)</p>	
Th Oct 26	<b>No Class: WLA</b>		
T Oct 31	<b>Week 9: Race &amp; Slavery cont.</b> Group 4 Presentation	<p>William Lloyd Garrison: "Declaration of Sentiments" (2122-2125)</p> <p>Lydia Maria Child: "The Duty of Disobedience to the Fugitive Slave Act" (pp. 2143)</p> <p>Frederick Douglass: "What to the Slave is the Fourth of July?" (pp. 2235-2239), "The Constitution" (pp. 2248-2250), and "The Heroic Slave" (pp. 2251-2279)</p>	
Th Nov 02		Frances Ellen Watkins Harper (pp. 2304-2320)	<b>Post 7: Race &amp; Slavery (1%)</b>
T Nov 07	<b>Week 10: The Cherokee Nation</b> Group 5 Presentation	<p>Daniel Heath Justice (Cherokee): POST PDF</p> <p>Andrew Jackson: "On Indian Removal" (pp. 2422-2423)</p> <p>United States Congress: "Indian Removal Act" (pp. 2424-2425)</p> <p>Chief Justice John Marshall: "Cherokee Nation v. Georgia," and "Worcester v. Georgia" (pp. 2426-2428)</p>	
Th Nov 09	<b>No Class: ASA</b>		
T Nov 14	<b>Week 11: The Cherokee Nation cont.</b>	Anonymous: "Cherokee Vision of Elohi" (pp. 2399)	<b>Service Reflection 2</b>

	Group 6 Presentation	John Ridge (Cherokee): "Letter to Albert Gallatin" (pp. 2402-2409)  Elias Boudinot (Cherokee): "An Address to the Whites" (pp. 2410-2418)  Cherokee Nation: "Constitution of the Cherokee Nation" (pp. 2419-2420)	(3%)
Th Nov 16		Cherokee Women: Petitions (pp. 2399-2401)  Tiya Miles: "Circular Reasoning" - POST PDF	<b>Post 8: The Cherokee Nation (1%)</b>
T Nov 21	<b>Week 12: Friday Instruction</b>		
W Nov 22	<b>No Classes</b>		
Th Nov 23	<b>Thanksgiving/National Day of Mourning</b>		
T Nov 28	<b>Week 13: The "Woman Question"</b>  Group 7 Presentation	Sarah Moore Grimke (pp. 2444-2450)  Angelina Grimke: "Letter XII. Human Rights Not Founded on Sex" (pp. 2452-2453)  Elizabeth Cady Stanton: "Declaration of Sentiments" (pp. 2477-2483)	
Th Nov 30		Fanny Fern: "Hints to Young Wives" (pp. 2464), "Male Criticism on Ladies Books" (pp. 2468), "Independence" (pp. 2471), and "The Working-Girls of New York" (pp. 2471-2472)  Jane Tompkins: "Sentimental Power: <i>Uncle Tom's Cabin</i> and the Politics of Literary History" - POST PDF	<b>Post 9: The Woman Question (1%)</b>
T Dec 05	<b>Week 14: Emerging American Poetics</b>	Student Choice by Topic Presentation Groups (pp. 3146-3390)	<b>Post 10: Conference Abstract (1%)</b>
Th Dec 07	<b>Conference Abstract Presentation (15%)</b>		
T Dec 12	<b>Week 15: In-Class Abstract Conference</b>  Conference Abstract Presentations cont.		
Th Dec 14			<b>Conference Paper (20%)</b>
F Dec 15	<b>Fall Exam Preparation (12/15/2017 - 12/15/2017)</b>		
Sa Dec 16	<b>First Day of Fall Final Exams (12/16/2017 - 12/21/2017)</b>		<b>Extra Post: Native Tutoring</b>

		(+1%)
M Dec 18	<b>Participation (10%)</b>	<b>Final Service Reflection (5%)</b>
T Dec 19		
Th Dec 21		

## Course Development Project Grant Proposal

### Name

This Fall I will be teaching ENGL 629R—Transnational Literatures. My goal in teaching this course is to invite my students to grapple with the intricate definitions, histories, and stories of nationhood, nationality, and nationalism within and around the United States. Thus, rather than staging the course as the literature between Eurowestern nations, this course introduces students to the variety of Indigenous literatures throughout the many nations of North America and the Pacific. In order to do this, I would like to begin the course with a field trip to the Navajo Nation. The purpose of this field trip is to begin our course by locating the longstanding traditions of transnational Indigenous literatures right here within and around Utah. By beginning at Bears Ears, our field trip will locate our study of Indigenous literatures within the ongoing transnational disputes over Indigenous lands. We will then travel to the border of the Ute and Navajo Nations. Our field trip will conclude with a service project and church service on the Navajo Nation, through which we will position ourselves as contributors (disciple-scholars) to the adaptive survival of local Indigenous communities rather than as mere literary critics of isolated cases of Indigenous aesthetics. The \$300 grant will be used to rent a BYU van and pay for a portion of the gas for our trip.