

HONR.1087 Research Venture Lyceum

Editorial Research: Preparing an Annotated Edition of Two Seventeenth-Century Texts of Encounter between English Missionaries and the Wampanoag People of New England

Spring, 2026

Tuesdays, 9:30-10:30 a.m.

Dr. Stevens

Relevant Fields:

This Lyceum is for students interested in pursuing research in the following fields: literature, history, religious studies, and Native American & Indigenous studies.

Preferred Educational Level:

Honors students at all levels are eligible for this research venture, but students at a sophomore level will get the most out of it.

Description:

Students in this research venture will be contributing to the preparation of an annotated edition, under contract with Broadview University Press, of two documents published in London to promote Puritan missionary efforts among the Wampanoag peoples of southern New England. They will receive general credit in the acknowledgements for their work, and they will receive authorial credit for prefaces they write to supplementary readings.

Tears of Repentance; or, A further Narrative of the Progress of the Gospel amongst the Indians in New-England (1653)

Indian Dialogues, for their Instruction in that great Service of Christ, in calling home their Country-men to the Knowledge of God, and of themselves, and of Jesus Christ (1671)

Outcome: Each student will prepare for publication a short contextual reading that will accompany the two main texts in this edition. This work will include a brief introduction that sets the reading in historical context and explains its relevance to the main texts, as well as explanatory annotations.

Each student also will mark up a section of each main text, highlighting words and sections that require explanation for a typical college student, as well as historical references and figures requiring explanation. As time permits, the student will draft annotations for each highlighted word, figure, historical event, or concept.

Students who contribute to this project will be listed in the acknowledgements section of the edition, and they will be listed as authors of the introductions to their contextual readings.

Office hours are by appointment. Please email Dr. Stevens: LMS0181@auburn.edu. My office is 118 Cater Hall. I generally respond to emails within 24 hours.

Credits and Course Requirements:

This course fulfills 1 credit hour. This course is pass/fail; 80% final average or higher is passing.

Policies and Resources:

Attendance: Students are expected to attend all classes, arrive at class prepared, and engage actively in discussions. Students who have more than one unexcused absence will not receive a grade of “Satisfactory.” Absences will be excused for illness or serious illness of an immediate family member, death of a family member, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in an intercollegiate athletic event, subpoena for a court appearance and religious holidays. Please contact me in advance for any other reason.

For classes with guest speakers in particular, students are asked to be gracious hosts and respectful listeners to the alumni, faculty, and staff who have volunteered their time.

Students should also check their email and Canvas announcements regularly.

Accommodations & Accessibility

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during my student hours to discuss their accommodations. If you have a conflict with my student hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the [Office of Accessibility \(Links to an external site.\)](#), 1228 Haley Center, 844-2096 (V/TT).

Academic Honesty

We will follow the university’s [Academic Honesty Code \(Links to an external site.\)](#) in this course. In addition, any member of the Honors College who either is found to have committed an act of academic dishonesty by the University’s Academic Honesty Committee, or who did not contest accusations of academic dishonesty made by an academic college (and who waived in writing a review or hearing within the academic college), is subject to immediate dismissal from the Honors College. This dismissal will result in the loss of any Honors award, scholarship, or distinction on the diploma and/or transcript.

[taken from [Honors College Handbook, Academic Year 2020-2021 \(Links to an external site.\)](#)]

Course Schedule:

All readings should be completed *before* the week in which they are listed, and assignments turned in on the day on which they are listed.

Week 1: Introduction

Look at sample Broadview Editions

Discuss Research for literary editing

Every student will be assigned one Contextual Reading Appendix that will be their main contribution to the project.

Week 2:

Readings: Broadview proposal, readers' reports, and contract

Web sites for Wampanoag Mashpee Tribe, Wampanoag Tribe of Gayhead (Aquinnah), other Indigenous nations in Southern New England.

Bring in marked-up printout of contextual reading: highlight words that need annotations.

Each student will briefly summarize their contextual reading.

Brief orientation to Oxford English Dictionary (OED)

Week 3:

Readings: *Tears of Repentance*

Secondary reading on basic features of Puritanism

Assignment: Turn in transcribed copy of contextual reading with footnotes for all words needing explanation or definitions. (Use the OED for those definitions).

Each student will briefly discuss relationship of their contextual reading to *Tears*.

Brief orientation to the Oxford Dictionary of National Biography (ODNB) and Dictionary of American Biography (DAB).

Exchange marked up and annotated contextual reading with another student.

Week 4:

Readings: *Indian Dialogues I*

Assignment: turn in response to classmate on their annotations and markups. Additionally highlight words that you think need more annotation.

Bring in assigned section of *Tears* with markups for terms that you think need annotation.

Each student will briefly discuss relationship of their contextual reading to *Indian Dialogues I*

Week 5:

Readings: *Indian Dialogues II*

ODNB & DAB, John Eliot, Metacomet (Philip)

Maps of New England

Bring in assigned section of *Indian Dialogues I* with markups for terms that you think need annotation.

Discuss relationship of contextual readings to *Indian Dialogues, II*

Week 6:

Readings: *Indian Dialogues, III*

Sections from Stevens, *Friday's Tribe* (photocopy)

Sections from Jill Lepore, *The Name of War* (photocopy)

Bring in assigned section of *Indian Dialogues II* with markups for terms that you think need annotation.

Week 7: Secondary Sources

Readings:

Sections from Lisa Brooks, *Our Beloved Kin* (photocopy)

Sections from Kristina Bross, *Dry Bones* (photocopy)

Bring in assigned section of *Indian Dialogues III* with markups for terms that you think need annotation.

Week 8: Indigenous-centered research

Reading: Kelly Wisecup, Alyssa Mt. Pleasant and Caroline Wigginton. "Completing the Turn: An Introduction to the Joint Forum on Native American and Indigenous Studies Materials and Methods." *The William and Mary Quarterly* 75, no. 2 (2018): 207-236 and *Early American Literature* 53, no. 2 (2018): 407-44.

Lisa Brooks, *Our Beloved Kin: Remapping a New History of King Philip's War*
<https://ourbelovedkin.com/awikhigan/index>

Week 9: Returning to Annotation

Consult ODNB for biographies of all relevant figures for your contextual reading
Bring in list of all biographies read for the contextual reading.

Turn in first draft of introduction to contextual reading.
Exchange first drafts with classmates.

Week 10:

Bring in response to classmate's first draft with constructive feedback.

Week 11:

Second draft of introduction and annotations to contextual reading.

Week 12:

Revisions to markups and annotations to your section of *Tears*.
Third draft of introduction and annotations to contextual reading.

Week 13:

Revisions to markups and annotations to your section of *Indian Dialogues I*

Week 14:

Revisions to markups and annotations to your section of *Indian Dialogues II*

Week 15:

Revisions to markups and annotations to your section of *Indian Dialogues III*
Final Reflection Paper due.

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