San José State University
Department of English & Comparative Literature
English 201, Materials & Methods of Literary Research, Fall 2019

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Office Hours:	M 4.30-6.30 & by appointment
Class Days/Time:	M 7.00-9.45
Classroom:	BBC 221

MYSJSU Messaging

You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Course Format: Seminar**.** This course satisfies SJSU's Graduation Writing Assessment Requirement (GWAR).

Course Description

This course introduces you to the basic elements of research materials and methods in literary studies. We will review basic research techniques and learn about standard professional tools/techniques including how to find sources, use databases, compile bibliographies, work with manuscripts and scholarly editions, analyze, contextualize, and interpret literary works, write research proposals, conference papers, document and format research articles etc. We will also consider how English literary studies have been historically defined and institutionalized as a field, how literary canons and literary histories are constructed and contested, and how digital technologies and globalization are reshaping the field today. The activities and assignments in the course are intended to give you a deeper understanding of the field of English literary studies and to equip you with the professional tools you will need as a graduate student.

Course Materials: (available in Canvas):

1. Harner, James. *Literary Research Guide*, MLA, 2008.
   https://oncomouse.github.io/literary-research-guide/

2. Johns Hopkins Guide to Theory & Criticism:
   https://litguide-press-jhu-edu.libaccess.sjlibrary.org/index.html
3. MLA style guide: https://daytonastate.edu/cwc/files/Codex-MLA8.pdf
4. A primary literary work from the list below. (please get my approval to select a work outside this list):

   - The Thousand and One Nights/Arabian Nights
     - https://en.wikipedia.org/wiki/One_Thousand_and_One_Nights#History:_versions_and_translations
   - Chaucer -The Canterbury Tales
     - https://quod.lib.umich.edu/c/cme/CT
   - Shakespeare – Hamlet
     - https://www.folgerdigitaltexts.org/html/Ham.html
   - Shelley – Frankenstein
     - https://archive.org/stream/Frankenstein1818Edition/frank-a5_djvu.txt
   - Steinbeck – Of Mice and Men
     - https://www.pearsonschoolsandfecolleges.co.uk/secondary/literature/14-16/newlongmanliterature14-18/samples/takeapeek/9780582827646_prelims_1-20webop.pdf
   - Morrison -- Beloved
     - https://is.muni.cz/el/1421/podzim2005/AJ25022/beloved.pdf

MA Program Learning Outcomes

1. Students will demonstrate an appropriate level of expertise in literary history, literary theory, and rhetoric.
2. Students will demonstrate high-level proficiency in literary research and in the synthesis of research.
3. Students will demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.
4. Students will demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline and d) write under time constraints.
5. Students will demonstrate a reading knowledge of at least one foreign language.
6. Students preparing for teaching careers will receive the appropriate instruction.
7. Students will be prepared for further graduate study.

Course Student Learning Objectives

a. Demonstrate familiarity with materials and methods of literary research
b. Demonstrate familiarity with major theorists/critics/texts associated with major schools

c. Understand and use the key concepts and terms associated with major schools of literary criticism.
d. Apply different critical theories to analyze various literary texts and cultural/artistic products.
e. Communicate ideas/analysis in cogent, critical language, both orally and in writing.

One Unit Course Credit Enhancement:

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. Specifically, the following 1-unit enhancement is integrated into this course: Research & information literacy (10% of course grade).

Students will not only be introduced to standard resources, databases, and documentation style guides used by scholars to conduct literary research and write scholarly articles for publication, they will also be guided in the techniques of writing research proposals and preparing annotated bibliographies. Following MLA guidelines and my guidance, students will draft a research proposal as well as an annotated bibliography in advance of their seminar paper. Under my supervision, students will peer review the proposals and bibliographies. In addition, I will have individual conferences to provide detailed comments on their proposals and seminar paper outline. Based on the feedback from peer review and individual conference, students will revise their proposal and annotated bibliography before submitting them along with the final seminar paper.

Assignments (more information including guidelines and rubrics provided in Canvas and in class). All assignments must be submitted in Canvas on dates indicated in the schedule. Unless you have received prior permission from me, late assignments will be automatically reduced one letter grade for each late day and no assignments will be accepted beyond a week after the due date.

Your chosen primary work will form the basis for all assignments (except research exercises).

1. **Bibliographies: 25% (Des 10 + Anno 15)**
   You will prepare two bibliographies: An analytical descriptive bibliography of 3 different editions of your primary text (10%), and an annotated bibliography of 10 works of criticism on your primary text published after 1950 (15%). (PLO 2)

2. **Research Exercises: 20%**
   You will complete 4 short research exercises (5% each) based on class discussions and assigned activities. You will submit these in Canvas on dates indicated in the schedule; you will also share/discuss these exercises in class. (PLO 1, 3, 7)

3. **Conference Paper Presentation: 25%**
   This is a 10-minute professional conference-style presentation in which you will answer a specific research question about your primary text using the methods/tools/techniques of computational, quantitative, distant reading, digital humanities, or textual criticism/scholarship. You will follow my guidelines and complete this individual

assignment in stages, beginning with formulating a research question, drafting a proposal, composing the paper, preparing a PPT/handout, and orally presenting/delivering your own paper as well as evaluating the delivery of two others. Score of components: research question and drafting a proposal (5%), written paper with abstract (10%), PPT/handout (5%), oral presentation/delivery + peer evaluation (5%). (PLO 2, 3)

4. **Seminar Paper: 30%**
You will write a publishable-quality research paper that presents a substantive study (5000 words) of a specific topic relating to your primary text. You will be required to cite and synthesize information from a minimum of 7 secondary sources (may be drawn from annotated bibliography). You will follow my guidelines and complete this individual assignment in stages that include brainstorming, researching, outlining, drafting, revising and editing. You will build on the research exercises, bibliographies, and conference paper presentation. Score of components: Proposal, Outline & Bibliography (5%), Rough Draft (5%), Complete Final Paper (20%). (PLO 2, 4).

Grading:

Bibliographies	25%
Research Exercises	20%
Conference Presentation	25%
Seminar Paper	30%

This course is letter graded

98-100	=	A+
93-97	=	A
90-92	=	A-
88-89	=	B+
83-87	=	B
80-82	=	B-
78-79	=	C+
73-77	=	C
70-72	=	C-
>70	=	F

The following statements have been adopted by the English department:

1. In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

2. Grading Policy: The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure. Courses graded according to the A,B,C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A,B,C, No Credit courses NC shall also substitute for W (Withdrawal) because neither NC nor W affects students' grade point average.

Classroom Protocol

Attendance & Participation: Regular attendance and active participation in class discussions are extremely important. Please arrive on time and stay for the entire class. You are responsible for all materials assigned, presented and discussed. You are encouraged to take notes in class, but you should have studied the materials before class begins. Poor attendance/participation will have negative effects on your final grade.
Since most classes will be based on group discussions, presentations and workshops it is crucial for you to keep up with the readings and take an active as well as thoughtful role in all classroom activities. Your questions, comments, insights, and interpretations are valuable no matter how outlandish they may seem. So, do speak up!

Conferencing: I encourage you to visit me in my office whenever you need to discuss something, whether it is an assignment or any other difficulty you may be having with the structure and format of the class. I am completely open to criticism and suggestions because the only way I can fix things is if I know what is wrong.

Submitting work: All work must be turned exactly as and when indicated in the schedule. All readings are listed against dates they will be discussed in class; so, when you come to class you should have already read the materials and be prepared to discuss them

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html . Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/ . Students should be aware of the current deadlines and penalties for adding and dropping classes.

University Policies

Academic integrity

Students should know that the University's Academic Integrity Policy is availabe at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted,

or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.
A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http:/www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff//.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/ .

Course Number / Title, Semester, Course Schedule

This schedule is subject to change with fair notice made available via canvas or mysjsu.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/26	**Orientation to the MA program** Introduction to Engl 201 Introduction to English Literary Studies: ➢ What we study: English/Comparative literature; text and work, text and context; the canon, canon formation, canon wars ➢ How we study: language and translation, analytical frameworks (historical; national), textual criticism and scholarship, literary criticism and theory ➢ Choosing your primary text **Homework:** ➢ **Research Exercise 1 Due in Canvas by 11:59 pm on 9/8**
2	9/2	**Labor Day No class**
3	9/9	**Sources & Resources** **Overview** ➢ Harner, James. *Literary Research Guide*, MLA, 2008. https://oncomouse.github.io/literary-research-guide/ ➢ SJSU King Library Resources https://libguides.sjsu.edu/english https://libguides.sjsu.edu/c.php?g=230087&p=1527093 https://library.sjsu.edu/tutorials/alphabetical-list-tutorials ➢ Databases: PMLA, JSTOR, MUSE etc. ➢ https://litguide-press-jhu-edu.libaccess.sjlibrary.org/index.html ➢ Open Access: https://hcommons.org/about/ https://hcommons.org/core/ **Workshop:** The Bibliography (kinds, uses, formats) **Readings for discussion** ➢ https://bibsocamer.org/publications/bibliography-defined/ ➢ https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html ➢ Belanger: descriptive bibliography ➢ Stokes: descriptive bibliography

Week	Date	Topics, Readings, Assignments, Deadlines
		Workshop: ➢ Review Homework Research Exercise 1 ➢ Begin descriptive bibliography of primary text (bring 3 editions to class). http://faculty.goucher.edu/eng241/an_introduction_to_descriptive_bibliography.htm **Homework:** ➢ **Revise and Submit Descriptive Bibliography in Canvas by 11:59 pm on 9/15** ➢ **Start working on annotated bibliography of criticism**
4	9/16	**Formalism 1: New Criticism**. **Readings for discussion** ➢ https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=193 ➢ New Criticism ➢ New Criticism's history ➢ Eliot "Tradition and Individual Talent" ➢ Ransom "Criticism Inc" **Workshop**: ➢ Bring draft of Annotated bibliography of criticism to class https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html **Homework:** ➢ **Revise and Submit Annotated Bibliography of Criticism in Canvas by 11:59 pm on 9/22**
5	9/23	**Formalism 2: Stylistics & Discourse Analysis** **Readings for discussion** ➢ https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=248&query=stylistics ➢ https://www.thoughtco.com/stylistics-language-studies-1692000 ➢ https://www.llas.ac.uk/resources/gpg/2755.html#toc_1 ➢ https://www.lancaster.ac.uk/fass/projects/stylistics/sa1/example.htm ➢ https://en.wikibooks.org/wiki/William_Wordsworth_We_are_Seven/Stylistic_analysis **Workshop:**

Week	Date	Topics, Readings, Assignments, Deadlines
		➢ Research Exercise 2: write a one-page NC-style close reading OR a stylistic discourse analysis of a passage from your primary text. **Homework:** ➢ **Revise and Submit Research Exercise 2 in Canvas by 11:59 pm on 9/29**
6	9/30	**Formalism 3: Structuralism & Semiotics** **Readings for discussion** ➢ https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=247&query=structuralism ➢ https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=238&query=semiotics ➢ Saussure: https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=233&query=structuralism ▪ Russian Formalism: https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=227&query=structuralism ▪ Narratology: https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=189&query=propp ▪ Propp: Intro & Ch 2 ▪ Archetypal Criticism o https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=14&query=frye **Workshop:** ➢ Research Exericse 3: Write a one-page structuralist analysis of your primary text **Homework:** ➢ **Revise and submit Research Exercise 3 in Canvas by 11:59 pm on 10/6**
7	10/7	**Formalism 4: Quantitative and Computational Approaches** Readings for discussion ➢ Distant Reading: https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=297&query=quantitative ➢ Quantitative Formalism (Stanford Lit Lab Pamphlet 12)

Week	Date	Topics, Readings, Assignments, Deadlines
		➢ The Canon: Measuring prestige and popularity (Stanford Lit Lab Pamphlet 17) Workshop: ➢ Getting started on Conference Paper Presentation ➢ Review guidelines and rubric
8	10/14	**Digital Humanities: Guest lecture/workshop by Prof. Kathy Harris** **Readings for discussion** **Section One**: general intro • Definition of Digital Humanities in Wikipedia (written & edited by all of us in DH): https://en.wikipedia.org/wiki/Digital_humanities • Matthew K. Gold, "Introduction" *Debates in the Digital Humanities* (2012): https://dhdebates.gc.cuny.edu/read/untitled-88c11800-9446-469b-a3be-3fdb36bfbd1e/section/fcd2121c-0507-441b-8a01-dc35b8baeec6#intro • Matthew Kirschenbaum, "What is Digital Humanities" *Debates in the Digital Humanities* (2012): https://dhdebates.gc.cuny.edu/read/untitled-88c11800-9446-469b-a3be-3fdb36bfbd1e/section/f5640d43-b8eb-4d49-bc4b-eb31a16f3d06 • Kathleen Fitzpatrick, "The Humanities Done Digitally" *Debates in the Digital Humanities* (2012): https://dhdebates.gc.cuny.edu/read/untitled-88c11800-9446-469b-a3be-3fdb36bfbd1e/section/65e208fc-a5e6-479f-9a47-d51cd9c35e84#ch02 • Lauren F. Klein & Matthew K. Gold, "Introduction" *Debates in the Digital Humanities* (2016): https://dhdebates.gc.cuny.edu/read/untitled/section/14b686b2-bdda-417f-b603-96ae8fbbfd0f • Matthew K. Gold & Lauren F. Klein, "Introduction" *Debates in the Digital Humanities* (2019): https://dhdebates.gc.cuny.edu/read/untitled-f2acf72c-a469-49d8-be35-67f9ac1e3a60/section/0cd11777-7d1b-4f2c-8fdf-4704e827c2c2#intro

Week	Date	Topics, Readings, Assignments, Deadlines
		Section Two: Decolonizing Digital Humanities • Roopika Risam, Chapter 2 "Colonial Violence and the Postcolonial Digital Archive," *New Digital* **Section Three**: Brief handouts/articles and projects on how a graduate student can be part of a DH project (skim these): • Types of DH projects • *The Bengal Annual: A Literary Keepsake for 1830* (created in British Romanticism: Bigger 6, Spring 2019): http://scalar.usc.edu/works/the-bengal-annual/index • "BeardStair: A Student Run Project," peer-reviewed article published in the *Journal of Interactive Technology & Pedagogy* authored by the grad students in my DH grad class, 2013: https://jitp.commons.gc.cuny.edu/beardstair-a-student-run-digital-humanities-project-history-fall-2011-to-may-16-2013/ • "How to Begin a DH Project" - an easy-to-follow series of brief presentations with questions: http://devdh.org/ • More projects: http://dhm280.afamiglietti.org/dh-projects/ **Workshop:** ➢ Consult Dr. Harris on ideas for simple DH approaches to your primary text. **Homework:** ➢ **Complete Research Exercise 4 and bring to next class**
9	10/21	**Textual Scholarship: Guest lecture/workshop by Prof. Nancy Stork** **Readings for discussion:** ➢ https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=250&query=textual%20criticism ➢ D.C. Greetham: Textual Scholarship. Introduction **Workshop:** ➢ Review Research Exercise 4 ➢ Consult Dr. Stork on ideas for applying textual criticism to your primary text. **Homework:** ➢ **Revise and Submit Research Exercise 4 in Canvas by 11:59 on 10/27**

Week	Date	Topics, Readings, Assignments, Deadlines
		➢ **Submit research question and proposal of Conference Paper in Canvas by 11:59 pm on 10/27**
10	10/28	Workshop: Preparing Conference Paper Presentation **Homework:** ➢ **Submit Written Conference Paper and PPT/Handout in Canvas by 11:59 pm on 11/3**
11	11/4	Oral Presentations of Conference paper **Homework:** ➢ **Begin researching ideas for seminar paper and start compiling a bibliography**
12	11/11	**Veterans day – no class**
13	11/18	**Intro to Literary Theory**: text to work; text to con-text **Readings for discussion:** ➢ New-Historicism: https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=194&query=new%20historicism ➢ Cultural studies: https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=65&query=cultural%20criticism **Workshop:** ➢ Begin proposal and bibliography for Seminar Paper
14	11/25	**Literary Theory: aesthetic and politics** Readings for discussion: ➢ Marxism: https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=176&query=marxism ➢ Race theory: https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=219&query=race%20theory ➢ Postcolonialism: https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=209&query=postcolonialism ➢ Feminism & Gender theory: https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-

Week	Date	Topics, Readings, Assignments, Deadlines
		bin/view.cgi?eid=118&query=gender%20theory ➢ Intersectional theory ➢ Ecocritcism: https://litguide-press-jhu-edu.libaccess.sjlibrary.org/cgi-bin/view.cgi?eid=84&query=postcolonialism **Workshop:** ➢ Revise proposal and bibliography of Seminar Paper ➢ Begin outline of Seminar paper **Homework:** ➢ **Submit proposal, outline and bibliography of Seminar Paper in Canvas by 11:59 pm on 12/1**
15	12/2	**Workshop:** ➢ Review proposal, outline, bibliography ➢ Begin drafting Seminar Paper **Homework:** ➢ **Submit draft of seminar paper in Canvas by 11:59 pm on 12/8**
16	12/9	**Workshop:** ➢ Peer edit draft of Seminar Paper ➢ Draft abstract of Seminar Paper
	12/13	**Submit Final Seminar paper in Canvas by 11:59 pm** **Final Paper must include the following in a single document:** **1. Abstract (300 words)** **2. Full Paper (5000 words max)** **3. Works Cited** **4. One-page summary of revisions based on peer edits/comments**