

ENGLISH 704 . RESEARCH METHODS . SPRING 2007  
38-704-001



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Office Hours on Tuesday 1-4:45

*All other times by appointment. I am available before and after class to answer questions.*

## Description

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The catalogue description of this course is:

Examination of the many print and electronic bibliographic research sources in English. May include readings on computing technologies, theories of textual transmission, history transmission, history of scholarship, and history of English studies.

I have designed this course to address textual transmission and the history of scholarship in English. This focus should give you a better idea of the types of research that are possible to complete the thesis and perhaps carry you forward toward the PhD. Therefore, you will read about the state of the field in *Redrawing the Boundaries*. You will also renew your acquaintance with peer-reviewed resources to help you build your knowledge of your field for the thesis. Our star piece this semester is preparing a piece for publication, the diary of Preston Reynolds (1903).

## Book Purchases

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William Proctor Williams and Craig S. Abbott. *An Introduction to Bibliographical and Textual Studies*. New York: MLA. 3<sup>rd</sup> edition. ISBN: 0873522680

Stephen Greenblatt and Giles Gunn. *Redrawing the Boundaries*. New York: MLA. ISBN: 0873523962

Joseph Gibaldi. *MLA Style Manual*. New York: MLA. 2<sup>nd</sup> edition. ISBN: 0873526996.

This book is required by the English Department Graduate Program.

Mary Shelley. *Frankenstein*. Dover Publications; N.e. of 1831 Ed edition. ISBN: 0486282112

You may substitute any other version of the 1831 edition.

Mary Shelley. *Frankenstein: The 1818 Text Contexts, Nineteenth-Century Responses, Modern Criticism* (Norton Critical Editions). ISBN: 0393964582

You must purchase this edition; note that it is the 1818 text.

## Attendance

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I expect you to attend all class sessions. Graduate education is a pre-professional qualification and your diligence, attention to detail, collaboration, and hard work should exceed that of an undergraduate.

After 3 missed hours of class, your final grade will be lowered. I will lower it one full grade for each additional 3 hours of class missed, with partial grades for additional single hours. 9 hours of absence in a graduate class equals a failing grade.

Public and private school vacations fall in the month of April. I expect that many of you have plans. This will count as your 3 hour absence. Plan ahead.

Snow storms and ice storms will be handled by alternate means. On foul weather dates, please check D2L for further instructions.

For serious medical concerns that are handled through the Dean of Students' Office, these rules may be suspended. However, for any serious medical excuse, please supply a dated, signed excuse from a doctor.

Babysitting: Children are welcome in class as long as they work quietly. If you find yourself with a babysitting issue, feel free to bring your child with a silent toy (no Gameboys), coloring, and snacks.

## Assignments

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*Due dates for assignments may be altered slightly as the semester progresses; however, all changes will be announced and discussed in class and a notice will be placed in D2L.*

### D2L Discussions. 10%

Every week, by Monday evening, you will be responsible for posting a commentary on D2L about the readings. Commentaries are posted in the Discussion area. This commentary should be approximately 100 words in length and should raise a **question** about the reading (and answer the question with your speculation); **apply** the reading to research you are doing; or **define** a term that has been introduced.

Please print these commentaries out prior to class on Tuesdays, so that we can use them to shape discussion.

### Research Skills for English Majors:

[#1a, 1b, 1c]. These assignments are worth 5% each for a total of 15%.

Research Skills for English Majors:

Unit 1 [1a], Primary Sources: due February 6. There are several exercises attached to Unit 1. Choose exercise 2, 3, 4, or 10 (in which you should identify a book in our special collection at Polk Library). You need to write up an explanation of what you have discovered, but I will leave the format open, as long as it is thorough and complete. For example, you will want to refer back to the language of the unit and the directions that it provided; you will also want to provide an account of your thought process (without becoming tedious).

Unit 2 [1b], Secondary Sources: due February 13. Choose one Unit 2 one exercise from this list: 1 or 3.

Unit 3 [1c], Texts in Context: due February 27. For Unit 3 use one of these exercises, rather than those which are online:

- You have found a hiterhto unknown letter by Thoreau that internal evidence proves was written between 1849 and 1856. It is dated simply “Friday, May 5.” What was the year? Define the term “internal evidence.” Identify your source and how you located that source.
- What was the first full-length critical study of Langston Hughes? Identify how you found the source. Order the book. Provide a date, author, publisher, and an indication of its contents.

- Much important biographical data is now available online. Using the Polk Library indexes, Voice of the Shuttle, and Literary Resources on the Net, review one reliable biographical resource and discuss uses for literary research of biographical data.

## **[2] Evaluating web resources. 5%. Due February 20**

While Wikipedia can be useful (although not reliable) for quick checking facts and Google is terrific for quickly locating information (although not reliable), as scholars, we need to discover reliable, accurate, and verifiable information that adheres to standards of professional ethics. Using *Frankenstein* as our subject, we will refresh our memory on how to judge a webpage. If you are a teacher, consider how you may use such an exercise with your students or, if you already do this project, contribute your ideas.

## **[3] A Critic's Life. 10%. Due March 6**

This assignment has a number of parts to it. Select one of the critics whose work you read as part of the "Modern Criticism" section of *Frankenstein / 1818*. 1) Obtain the most recent biographical information possible on that critic (dates, education, teaching positions and institutions; remember to cite the sources of your information); 2) Create a bibliography of at least 3 notable works (presented in MLA format); 3) Select one of the book-length works and locate 1-3 scholarly reviews of the work; 4) In a short, summative essay, describe the focus of this scholar's work, any apparent schools of criticism that he or she works with (to the extent that you can discern this), and summarize the critical reception of this work through reviews. As an appendix, please describe your process for finding each source of information; this may be a matter of a sentence or a short paragraph, depending on what you did.

The purpose of this exercise is to help you gain familiarity with significant critical names, to help you envision what the life of the scholar looks like, and to begin to verify informational sources.

## **[4] Annotated Bibliography on *Frankenstein*, with cover essay. 20%. Due March 13.**

The best annotated bibliographies are not just random accumulations of entries, but focused initial explorations of ideas. Your approach to seeking information may be biographical, historical, thematic, critical . . .

1) The bibliography must have 5 entries from peer-reviewed resources (either books, book chapters [also called "book articles"], or articles). Absolutely no open-web resources (.com, .net) are allowed: none, nothing, nil, not. Annotations should be descriptive of the content and critical approach of the piece, not evaluative (such as "hard to read"), approximately 25-50 words each. Make sure you consult your *Style Manual* for proper formatting. For proper annotated bibliography format see <http://www.lawrence.edu/library/guides/annotated.shtml>.

2) The Cover Essay should be 5 pages, double-spaced, and should include: a) an identification of the trends in scholarship that are evident in *Frankenstein* or Shelley studies, a) a rationale for selecting the limited number of texts that you are presenting in your bibliography, and c) a glimpse at the author of these critical pieces (new scholar? sage?).

The purpose of this assignment is to acquaint you with the process for creating that thorny, but significant, part of your thesis: the review of literature.

One option for this assignment might be to focus on a school of criticism (psychoanalysis and *Frankenstein*, for example). Another might be to include (in the works of the Research Skills website) “works of criticism spread out over time. Hand in a list [. . .] spread over three time periods.”

### **[5] The Preston Reynolds Project: Portfolio and Final Article.**

**30%. Due at various times.**

The Preston (“Pick”) Reynolds diary is a well-known document in the Wisconsin Historical Society archives. Reynolds’ diary has long been coveted by archivists because of its colorful prose and illustrations. Composed in 1903, as Reynolds and his friends “Pucks” Anderson, “Chub” Fowler, and Sid Jackson canoed down the Wisconsin River to the Mississippi, this delightful primary source document is filled with details about “life on the Mississippi.”

Our class will provide a service to the Wisconsin Historical Society by creating: a) a typed, accurate transcription of page text for the digital collection and b) an annotated article “publishing” the diary for the *Wisconsin Historical Journal*. This is “real” scholar’s work!

Your job is to initially and individually read and type the Reynolds’ text [5] and then begin assembling reliable, historically-accurate research for the annotations [assembled into Portfolio 5A-E]. Finally, after discussing the best way to proceed, we will produce the final version of the text for publication.

Remember that you may list this collaborative research work on your vita as a publication.

You may find that you will need to use the UW Oshkosh Archives to complete this project. You may request items through the archivist, Joshua Ranger. Many materials may already be online. The hours of the archives are Monday-Friday 9-12 and 1-4. On Tuesday evenings, the archives are open 6-10pm. They have no weekend hours.

### **[6] Bring it Home: Using Primary Source Research in the Classroom.**

**10%. Due May 8**

This is an open-format assignment: paper, binder, webpage, PowerPoint (or all four). While you might find yourself doing primary research for your thesis, if you teach (and remember that, after the

MA you are eligible to teach college or university writing and literature courses) you might want to introduce your students to a project.

Of course, this will have an oral component: you'll have to share your project!

## **Electronic Resources, Computer Labs, and Email**

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### **Computer Labs**

We will be spending several class sessions in the Radford Hall Instructional Computing Lab. The dates are noted on the syllabus; please transfer them into your agenda.

This lab is located in the basement of Radford Hall (the building where the Health Center is located). The instructional lab is located to the right of the doors, in its own, enclosed area. Please wait in the lab or near it until I arrive.

You will need to know your campus email address (the part before the @uwosh.edu; this is called your username) and your network login password (initially, this will be your student ID number or your social security number).

D2L is accessed from any computer through the UW Oshkosh home page. You will need your username and password to access the pages.

### **Electronic Resources**

If you transfer work from your home computer to the lab, please note that the work should be saved as an MSWord document (.doc) or as rich text format (.rtf). Any other document files will not open.

To use Universal Borrowing or Interlibrary Loan, you will need your campus ID number.

### **Email**

I will communicate all assignment clarifications, updates, and class information reminders through your campus email account. (I also post updates to D2L, so please make sure you check D2L regularly.)

Please make sure that you check your campus email account; it also contains information on scholarships and safety on campus.

### **Response Time**

Please allow me 24 hours to return your email message during the work week. If I am traveling, I may not have access to email for a period longer than 24 hours.

## Weekly Due Dates

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*Due dates may change as time progresses; however, all changes will be discussed and announced in class and on D2L.*

**January 30**     Introductions

Review of Thesis Requirements: where do you get ideas, what are the requirements for the proposal and the thesis, how do you position your work within the field of English Studies (literature review and bibliography)?

Documentation review (MLA formatting)

Primary and Secondary Sources, What are primary sources?

*Repair to the Radford Hall Instructional Lab*

Types of libraries

How to post to D2L

### *Part I*

#### *Texts & Contexts:*

#### *Building the literature review and bibliography of secondary works*

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**February 6**     **Reading:**

*Redrawing the Boundaries*: Introduction (1-11), Medieval Studies (12-40), Renaissance Studies (41-63)

Research Skills for English Majors [[www.arts.uwaterloo.ca/%7Erses/RSEShome.html](http://www.arts.uwaterloo.ca/%7Erses/RSEShome.html)]: Unit 1, Primary Sources (Sections Introduction, 1, 2, 3; Demo 1 [Library]; videos of Ted McGee, Julia Mamolo, and Katherine Acheson )

Post to D2L by Monday

**Assignment due [#1a]**: Select exercise 2, 3, 4, 10 from Unit 1 Exercises. See our own assignment descriptions for more details directions.

**The Radford Lab Experience for February 6**: Useful sites in English Studies (Voice of the Shuttle, Romantic Circles, Literary Resources on the Net)

February 13 **Reading:**

*Redrawing the Boundaries*: Romanticism (100-129), Victorian Studies (130-153)

*The Art of Literary Research* (excerpt / “Some Scholarly Occupations 61-88): E Reserve

Research Skills for English Majors [[www.arts.uwaterloo.ca/%7Erses/RSEShome.html](http://www.arts.uwaterloo.ca/%7Erses/RSEShome.html)]:  
Unit 2, Secondary Sources (Sections Introduction, 1, 2, 3; video of Andrew McMurry;  
 Demo 4 [MLA International Bibliography])

Post to D2L by Monday

**Assignment due [#1b]**: Research Skills for English Majors Exercise from Unit 2 (1 or 3)

Finding resources using computer search technology: Polk Library (Marisa Finkey)  
 6:30pm

February 20 **Reading:**

*Frankenstein* 1818 text (Norton edition, complete the novel)

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Composition and Revision section of the Norton edition: Read essays by M. K. Joseph (157) and Anne K. Mellor (160)

Post to D2L by Monday

**The Radford Lab Experience for February 20:** Evaluating *Frankenstein* websites  
 [Assignment #2 to be completed in class]

February 27 **Reading:**

Research Skills for English Majors [[www.arts.uwaterloo.ca/%7Erses/RSEShome.html](http://www.arts.uwaterloo.ca/%7Erses/RSEShome.html)]:  
Unit 3, Texts in Context (Sections Introduction, 1, 2, 3; Demo 5 [*The Oxford English Dictionary / OED*] and Demo 6 [The Internet])

*Frankenstein / 1818* (Norton edition; 169-204):

Contexts (read all): Mary Shelley (169), Percy Shelley (175), Byron (180),  
 Polidori (182). Nineteenth century responses (read all; 185-204)

*Redrawing the Boundaries*: Feminist Criticism (251-270), Gender Criticism (271-302)

*February 27 continued on next page . . .*

Post to D2L by Monday

**Assignment due [#1c]:** Research Skills for English Majors Exercise for Unit 3 (use one of the assignments in our assignment listing rather than those online)

**The Radford Lab Experience for February 27:** The Library of Congress American Memory Project

March 6

**Reading:**

*Frankenstein / 1818* (Norton edition; 205-330):

Modern Criticism (real all; 205-330). This section includes essays by Christopher Small, George Levine, Ellen Moers, Gilbert and Gubar, Barbara Johnson, Mary Poovey, Gayatri Spivak, William Veeder, Anne Mellor, Susan Winnett, Marilyn Butler, Lawrence Lipking

*Frankenstein* 1831 text (complete the text; use Dover edition or other)

Post to D2L by Monday

**Assignment due [#3]:** A Critic's Life assignment due.

March 13

Meet in Library Foyer, 5pm: Introduction to archival work with Joshua Ranger, UW Oshkosh archivist

**Reading:**

*An Introduction to Bibliographical and Textual Studies*. Introduction (1-13), Editorial Procedure (87-121)

Post to D2L by Monday

**Assignment due [#4]:** Annotated Bibliography on *Frankenstein* due, with cover essay.

**SPRING BREAK**

***Part II***  
***Primary Sources & Archives***

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March 27

**Reading:**

The travel diary of Preston Reynolds (online at <http://digicoll-stage.library.wisc.edu/WI/Browse.html#author>)

*March 27 continued on next page . . .*

Read sample articles from Wisconsin Historical journal (E Reserve)

*An Introduction to Bibliographical and Textual Studies: A Text and its Embodiments* (54-67), Textual Criticism (68-86)

**Assignments due:**

Typed transcription of Reynolds text (we will workshop these versions) [#5]

Portfolio of Research A: Reliable and accurate background information--rivers in Wisconsin; local history of river settlements; local businesses; train travel [#5A]

April 3

**Reading:**

*Redrawing the Boundaries: New Historicism* (392-418)

Why We Travel, Pico Iyer (online at *Salon*:

<http://archive.salon.com/travel/feature/2000/03/18/why/print.html>)

“For a History of Travel,” Eric Leed (E Reserve)

*Cambridge Companion to Travel Writing* (excerpt TBD)

Post to D2L by Monday

**Assignments due:**

Portfolio of Research B: Reliable and accurate background information--canoe styles, types, uses (historical); identifying unfamiliar words in Reynolds text [#5B]

April 10

**Reading:**

*Life on the Mississippi* (excerpts TBD)

<http://etext.virginia.edu/toc/modeng/public/TwaLife.html>

*Redrawing the Boundaries: American Literary Studies to the Civil War* (209-231), African American Criticism (303-319)

Post to D2L by Monday

**Assignments due:**

Portfolio of Research C: Reliable and accurate background information—steamships, paddlewheels, barges [#5C]

**The Radford Lab Experience for April 10:** *The Oxford English Dictionary*, Digital Libraries and Collections

April 17

**Reading:**

*Redrawing the Boundaries*: American Literary and Cultural Studies since the Civil War (232-250), Cultural Criticism (419-436)

Post to D2L by Monday

**Assignments due:**

Portfolio of Research D: Reliable and accurate background information—clamming and button-making and use [#5D]

April 24

**Reading:**

*Redrawing the Boundaries*: Composition Studies 466-481), Composition and Literary Studies (482-520)

Post to D2L by Monday

**Assignments due:**

Portfolio of Research E: Reliable and accurate background information—Lancaster, Wisconsin records on Chub's arrest [#5E]

May 1

**Reading:**

*Redrawing the Boundaries*: Postcolonial Criticism (437-465)

Post to D2L by Monday

Final, edited copies of Preston Reynolds due for publication: Footnotes, Annotations, Introduction [#5F]

May 8

**Assignment due [#6]:**

Bring it Home: Using Primary Source Research in the Classroom.