



ENGL 680: Introduction to Literary Research
Spring 2020 Wednesday 4:00-6:50 G18 Colson

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Overview

English 680, Introduction to Literary Research, is designed to introduce students to the research and writing skills necessary for advanced study in English. While research and writing skills will continue to be developed in other courses, this course provides an explicit foundation for understanding the expectations for and forms of research. The Graduate Program Committee has specified that ENGL 680 cover three areas:

Research methods: locating, evaluating, and incorporating information from a variety of primary and secondary sources

Genres of academic writing: understanding the expectations conventions of academic genres

Textual studies: understanding the technologies of the transmission of texts

We will work on these areas using Thomas Jefferson's *Notes on the State of Virginia* as a common text for the first two-thirds of the course. In the final third of the course, you will use the skills you've developed to work on a conference-length final project in textual studies on a text of your choice, subject to my approval.

Required texts

MLA Handbook for Writers of Research Papers. 7th ed. MLA, 2009. 978160329024

Thomas Jefferson, *Notes on the State of Virginia*. Ed. William Peden. 1955. U of North Carolina P, 1996. 9780807845882

Thomas Jefferson, *Notes on the State of Virginia*. Ed. Frank Shuffelton. Penguin, 1999. 9780140436679

William Proctor Williams and Craig S. Abbott. *An Introduction to Bibliographical and Textual Studies*. 4th edition. MLA, 2009. 9781603290401

Several journal articles or book chapters as listed on the schedule: articles available electronically through WVU libraries; book chapters PDF sent as attachments.

Policies

Late work. Except for extraordinary circumstances, late work will not be accepted. If you must miss class, email me before class, attaching the work that is due that day.

Absence. If you must miss class (for contagious illness, emergency, etc.), please notify me ahead of time and provide documentation. For every unexcused absence, your final grade will be lowered by one letter. We will follow WVU policy for cancellation on account of weather.

Inclusivity. West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with the Office of Accessibility Services (304-293-6700).

Sexual Misconduct. West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence. (See BOG Policy 44.) It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the Title IX Coordinator.

Assignments and grading. Note: all work must be documented using MLA style. Further specifications for each assignment will be given separately.

Quiz on Williams and Abbott. 5 points (out of 100 points total for the semester)

Research assignments as follows:

1. Enumerative bibliography of *Notes on Va.* and report on the dissemination of *Notes* in pre-1800 periodicals. 10 points
2. Excerpt from *Notes* prepared for a classroom anthology, with commentary. 10 points
3. Annotated bibliography of primary sources on a topic from *Notes*. 5 points
4. Report on the place of *Notes* in literary history. 10 points
5. "Meta" book review for final project. 10 points

Final project on the transmission of a text, consisting of the following:

- Abstract and annotated bibliography for final paper. 5 points
- Presentation of project. 5 points
- Final conference-length paper (8 pp. plus works cited). 40 points

Books at Wise Library. For the first part of the course, many of the books you'll need are in the reference section (non-circulating). The following books from the circulating section have been placed on course reserve:

Kevin Hayes, ed., *Oxford Handbook to Early American Literature*.

Frank Shuffelton, ed., *Cambridge Companion to Thomas Jefferson*.

Graduate Writing Studio. The Graduate Writing Studio assists any master's or doctoral student in the development of the professional skills necessary to complete their graduate programs successfully and prepare for future positions within and beyond the university. Professional and friendly consultants work one-on-one with writers on all aspects of their academic and professional writing. The Studio also offers writing groups, writing retreats, and occasional workshops. To make an appointment, call 304-293-5788, visit the website <https://speakwrite.wvu.edu/writing-studio>, or drop by G02 Colson Hall.

Date	Topic	Reading	Work Due
1/15	Course intro		
1/22	Library orientation (Lynne Stahl); Textual studies	Williams and Abbot	
1/29	Textual studies: from ms to print	Williams and Abbot cont'd. Shuffelton ed., <i>Notes</i> Peden ed., <i>Notes</i>	In-class quiz on W & A
2/5	<i>Meet @ 4:00 in Rare Book Room.</i> Textual Studies: editions and forms of print	Shuffelton ed., <i>Notes</i> Peden ed., <i>Notes</i>	RA1: bibliog of <i>Notes</i> and report on periodical dissemination
2/12	Textual studies: book history & periodical studies	Robert Darnton, "What is the History of Books?' Revisited," <i>Modern Intellectual History</i> 4.3 (2007): 495-508. https://dash.harvard.edu/handle/1/3403039 Meredith McGill, "Literary History, Book History, and Media Studies," in, ed. Hester Blum (U of Pennsylvania P, 2016), 23-39, 176-79. PDF. Robert Levine, "Why We Should Be Teaching and Writing about <i>The Literary World's</i> 1850 'Hawthorne and His Mosses,'" <i>J19</i> 5.1 (2017): 179-89.	RA2: anthology excerpt of <i>Notes</i> with apparatus
2/19	Contexts for research: literary histories; citation patterns	Eric Slauter, "History, Literature, and the Atlantic World," <i>Early American Literature</i> 43.1 (2008): 153-86. Alison Games, "Atlantic History and Interdisciplinary Approaches"; Bryan Waterman, "From Text/Context to 'Situatedness';" Eliga Gould, "Atlantic History and the Literary Turn"; Elizabeth Dillon, "Atlantic Practices," <i>Early American Literature</i> 43.1 (2008): 187-210.	
2/26	Contexts for research: formulating research questions	Eric Slauter, "Revolutions in the Meaning and Study of Politics," <i>American Literary History</i> 22.2 (2010), 325-40. (cont'd. next page →)	RA3: annotated bibliography of primary sources on a

		<p>Michael Rothberg, "Quantifying Culture?" <i>American Literary History</i> 22.2 (2010), 341-46.</p> <p>Franco Moretti, "Graphs, Maps, and Trees—1," <i>New Left Review</i> 24 (Nov./Dec. 2003), 67-93.</p> <p>Jeffrey Binder, "'The General Practice of the Nation': Whitman, Language, and Computerized Search in the Nineteenth-Century Archive," <i>American Literature</i> 88.3 (2016): 447-75.</p>	topic from Notes
3/4	Academic genres: book reviews	Sample book reviews (photocopied)	RA4: place of Notes in literary history
3/11	Academic genres: abstracts; annotated bibliographies; conference papers	Sample abstracts, annotated bibliographies (photocopied)	
3/18	Spring break		
3/25	Final project: preliminary presentation		RA5: "meta" book review
4/1	Textual studies revisited: iterations and fluid texts	<p>John Bryant, "Rewriting <i>Moby-Dick</i>," <i>PMLA</i> 125.4 (2010): 1043-60.</p> <p>Meredith McGill, "Echocriticism: Repetition and the Order of Texts," <i>American Literature</i> 88.1 (2016): 1-29.</p>	
4/8	Final project: presentation of abstracts		Final project: abstract + annotated bibliography
4/15	Individual conferences		Final project: outline/plan
4/22	Peer workshop on drafts	Drafts (in class)	Final project: copies of draft for workshop
4/29	Final project: presentation		Final project: presentation

Final draft of paper due Monday, May 4