ENGL 5302.001: Bibliographic and Research Methods - Fall 2013
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Office Hours: Monday, 3-4 p.m.; Tues. and Wed., 12-2 p.m., or by appointment
Class Sessions: Monday 7-9:30 p.m., Bay Hall 201

This course addresses research and scholarship methods in literature, composition and rhetoric, linguistics, and cultural studies, including aspects of culture relevant to Borderland studies. Through readings, presentations, faculty interviews, and research projects, we will consider the following:

• What major issues, theories, and questions motivate English studies? What are the connections and gaps among the study of rhetoric/composition, literature, and Borderland studies?
• How does one conduct research on vital problems in a given field? What methods do we have of accessing information and scholarship, and using them to produce new arguments?
• What are the best professional practices of writing, publishing, and teaching? What are the institutional frameworks for producing work and sharing it with other scholars? How has/hasn't the "digital age" changed the work that we do?

Student Learning Objectives: Upon successful completion of this course, students will be able to:
• Understand and evaluate current issues and research methods in English studies.
• Apply advanced research skills to graduate-level scholarly inquiry and argumentation.
• Understand existing frameworks for disseminating and contributing to scholarly knowledge.
• Apply and continue developing skills in critical research, critical writing, and public speaking.
• Master documentation conventions appropriate to English studies.

Graduate Expectations: Bona fide graduate-school behavior is distinguished in at least five ways:*  
• Students read assignments on time, completely, to the last page, and come to class with serious responses and a willingness to discuss them.
• Students do not assume that an assignment is legitimate only if it is graded. The work is done for its own sake.
• Students expect to attend every class, and make home arrangements to ensure that this happens.
• Students approach all readings and coursework with an open mind and a spirit of curiosity. They work to understand ideas and texts prior to attacking or dismissing them.
• Students assume that open and equitable discussion is the soul of a graduate seminar. Everyone participates. Rather than expecting the professor or other students to originate or maintain discussion, students take on the responsibility to contribute their share.

Required Textbooks:
• Kingsley Amis, Lucky Jim (ISBN 978-1590175750)

Other books will be put on library reserve. Two are listed as "recommended" in the bookstore: James Harner's Literary Research Guide and the Penguin Dictionary of Literary Terms and Literary Theory.

Note: Library books are not your property. Do not write in them, even in pencil. I certainly understand the realities of a budget, but if you must write in a book, you need to buy your own copy (http://abebooks.com), or photocopy the portions you wish to annotate.

* Adapted from the English M.A. Handbook (bit.ly/english_ma_tamucc), with some Epsteinian amendments. I strongly recommend "bookmarking" the M.A. Handbook, which also includes the Comprehensive Exam lists.
Required Assignments (adapted, with thanks, from Drs. Mary Beth Davis and Molly Engelhardt).

*** These assignments are designed to build on each other; it will help to think of them as interrelated. You are welcome to use writing from any of the smaller assignments in your final paper.

In addition to the below assignments, engaged, prepared participation in each class is expected. Insufficient participation or preparation may result (with advance warning) in a grade penalty.

The Big Kahuna: your seminar paper, and a shortened conference-length version of it. Remember: these are interrelated assignments—you may use writing from the conference paper in your final essay. The paper can address any topic of your choosing, from this class or otherwise, provided that you identify a valuable research question and pursue it using rigorous scholarly methods.

• Conference paper: suitable to be delivered in 20 minutes (~2000 words). Produce a first version of the ideas from your seminar paper in a presentable conference paper that articulates your research question and makes a well-developed argument. Sample conference papers will be distributed. During the last class session, you will present your conference talk;

  **the time limit is strict. Practice the paper beforehand** to keep it within the time limit. No PowerPoint required.

• Seminar paper: 3500-4000 words, in MLA format. A sustained argumentative development of the ideas from your conference paper, with the methods, critical apparatus, and close reading fleshed out. Word count does not include Works Cited page or endnotes (preferred over footnotes), which should be used to identify critical background that demonstrates a depth of reading in the field.

• Abstract: An abstract of no more than 300 words (absolute fixed limit) explaining the topic, argument, and methodology of your argument, and its contribution to the field. In addition, identify 4-5 "search keywords" (not included in the word count) that you would attach to your abstract; i.e. what search keywords would help an eager researcher locate your paper?

Research Exercises: The following assignments—again, interrelated—will guide you toward the "big kahuna." Note the process here: formulate a question; identify critical trends and "gaps"; fill the gap by producing your own well-supported argument. Further details TBA. They will be due in this order:

• Resource Investigation: articulate a research question of interest to you; find ≥ 25 sources (you need not have read each one) relevant to an issue, theory, problem, etc. related to literature, cultural studies, linguistics, rhetoric/composition, or Borderland studies. Write a 1200-word explanation of your research process and deliver a short presentation to the class.

• Bibliographic Essay: Provide a brief historical survey of the most influential scholars, writings, and lines of inquiry in the field related to your research question. Write an essay identifying and synthesizing how this question has been debated over the last (say) 50 years or so. How have approaches to this problem shifted or evolved? Who have been the "major players" in the debate, and why? I suggest addressing at least 1-2 influential articles, books, thinkers, etc. from each of the last five decades (or so). Consider your audience to be someone interested in, but relatively new to, the question you've decided to engage. I don't have a specific length in mind, but to discuss the field with rigor and depth I imagine you'll need at least 1500 words or so, plus Works Cited (MLA format). For more on the Bibliographic Essay genre, see <bit.ly/bibessay>.
• "Footnote trail" Exercise. From one of your sources, find a footnote, reference, or citation that you find curious or worth pursuing. Then pursue it. For example, say that you look in Ryan Reynolds's essay and find the following (completely fictitious) footnote:


To follow the trail, you could then find the Marcher essay, and see in what context she discusses Hiram Randolph's letter. What other sources does Marcher cite? You could then go look at a few of them, to see what they say, how they differ from Marcher and Reynolds, etc. Ideally, you would go straight to the primary source—Randolph's letter—and think about it in relation to these discussions thereof. The endgame is an essay of \( \geq 1200 \text{ words} \), using at least 4-5 different sources, discussing how these different materials build on each other. How are these writers/critics reshaping or conversing with writers before them? How is the meaning of the original/primary source being reshaped by the critical conversation?

• Research Proposal + Annotated Bibliography: continue reading in your sources from the resource investigation and footnote trail exercise, and keep finding new sources. Identify a gap or open question in the research that can help you formulate your own approach. The proposal (~1000 words) should explain your argument; address the research you’ve done; speculate as to what your argument will add to that research; and consider why this argument is important. For the bibliography (MLA style): annotate at least seven sources with 2-3 sentences each, summarizing the source's main ideas and its potential contributions to your research. You may reuse sources from previous assignments, but your annotations of the sources will now specify how these sources will help you work toward your research proposal.

• "Chicago, Chicago, that toddling town": From any of the above assignments, pick six sources from which to make a bibliography correctly formatted in Chicago or APA style. Choose a diversity of sources (books, articles, primary documents, web sources, etc.).

Portfolio: For more or less every class session, you will write short responses addressing a specific aspect of the reading or responding to a faculty interview. Keep these writings in a portfolio, which you bring to each class. Writings are to be done by the dates assigned; I'll collect the portfolio only at the end of term, but may ask you to talk about it or share it with others during class. Keep an electronic copy and a hard copy of all writings. Clearly label all writings as indicated on the schedule (A, B, C, etc.).

Teaching Presentation: An oral presentation on the day's readings. Engage the class in productive discussion on the issues raised in the readings by formulating focused yet open-ended questions to help us understand and analyze the approaches being discussed. Teach the material through a mixture of lecture and discussion. Guide us through the material in a way that will help us digest the material, argue about it, and form our own conclusions.

Write an Assignment: In mind of our discussions about professional methods, write an assignment suitable for an undergraduate English class (topic of your choosing), which you think would help with their research and/or writing skills in a way that could be assessed. This is an open-ended task: it may be written for any course (literature, rhet/comp, etc.) and may take any format (a writing assignment, an oral assignment, or something else—be creative). Include: (1) the assignment sheet you would distribute to your students, and (2) a 1000-word explanation of your teaching goals for the assignment: give us context for what course you'd be teaching, what text/issue you’d address, why this assignment would be useful, and how you would assess it. Include these materials in your portfolio (though they will be graded as a separate assignment).
Course and University Policies:

Safe Zone: Professional etiquette and civility are expected. Respect the diversity of the classroom. Personal attacks or hate speech are unacceptable on any grounds, including (but not limited to) race, gender, class, sexual/affectional orientation, religion, age, or disability.

Because of the nature of this class as an introduction to the discipline, I want this class to be a safe space for discussing the challenges of being a grad student and scholar. Of course, it can't become a fifteen-week therapy session (I'm "not that kind of doctor"), but no one is born knowing how to be a grad student. If you have a question, ask it; if someone else asks a question, respect it. Within reasonable limits, concerns shared in the classroom should stay in the classroom.

Office Hours/Email: You are encouraged to contact me at any time to discuss course material, paper ideas, etc. Appointments aren't necessary to meet during office hours; if you'd like to meet outside of office hours, I do ask that you schedule a time. Email is the best way to get in touch with me quickly. Finally: while I am not much for extreme formality, I do appreciate when emails are written with a reasonable degree of professional etiquette. Short of stuffiness.

Academic Misconduct: English graduate students are expected to "conduct themselves in accordance with the highest standards of academic honesty" (Graduate Catalog). Any incident of academic misconduct will result in an automatic F for the course, and will be referred to the Judicial Affairs Office with a recommendation for formal disciplinary action. Academic Misconduct includes cheating, plagiarism, repeat submission of coursework, complicity, misrepresentation, and falsification of sources or data, in addition to "any behavior specifically prohibited by a faculty member in the course syllabus or class discussion" (Student Code of Conduct, III.1). Please remember that "accidental" plagiarism is still plagiarism; ignorance of the rules is not an excuse. If in doubt about what you're doing, it is your responsibility to speak with me before submitting the assignment.

Late Work: Extension requests will be granted if—and only if—requested at least 48 hours prior to the deadline. Email me with a proposed alternate due date; once that date is agreed on, I'll hold you to it. Without an extension granted in advance, unexcused late work will be severely penalized.

Attendance: As stated above, there are no "free skips." You are expected to attend every class.

Veterans/Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom, or on campus, please contact the Disability Services office for assistance.

Academic Advising: Upon entering the MA Program in English, each student is assigned a faculty mentor by the Graduate Coordinator. You should meet with your faculty mentor every semester to develop a degree plan and monitor your progress toward graduation. Your faculty mentor can also answer questions and provide information about the comprehensive examination, other degree requirements, Ph.D. programs, and career opportunities. To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts (Driftwood 203E; 361.825.3466).
Assessment:

In this class we are writers of scholarly argument. Our aim is to produce rigorous, well-researched, well-developed, historically substantiated, and (as appropriate) theoretically sophisticated arguments that are clearly organized and written in clean, tight prose.

The assignments will be weighted as follows:

35% = "Big Kahuna"
20% = Portfolio
25% = Research Exercises
10% = Write an Assignment
10% = Teaching Presentation

The "big kahuna" projects will be assigned one total grade. Though the seminar paper will weigh the most heavily among those assignments, the grade will be assigned cumulatively to all three elements.

I do not grant Incompletes without written notice of a severe medical or family emergency from the Division of Student Engagement and Success (studentaffairs.tamucc.edu).

Grade Appeals: As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site <www.tamucc.edu/provost/university_rules/index.htm>. For assistance and/or guidance in the grade appeal process, students may contact the Division of Student Engagement and Success.

Schedule:

***** This schedule is subject to change! In fact it is almost certain to change.

BB = Reading on Blackboard
Booth = The Craft of Research
Mann = Oxford Guide to Literary Research
Nicholls = Introduction to Scholarship in Modern Languages and Literatures

Sept. 9 (M)    Introductions. Discuss Resource Investigation.
               In class: How to "Gut" a Critical Book

Sept. 16 (M)   Booth, 9-67; Mann, "Preface" (xiii-xx) and "Wisdom" (275-81).
               Chs. 1-2 of MLA Handbook.
               Portfolio Response A:
               Using chapter 3 of Booth for guidance, begin to articulate a research question or problem. Write 750 words explaining the issue you want to explore, and engaging with some of the questions Booth advises you to ask in section 3.3. Begin doing some preliminary researches by following the advice in 3.1.3.
Sept. 23 (M)  Booth, 68-101; Mann: Preface, chs. 1-3. From Nicholls: Sommer and Robbins essays. **Teaching presentation.**

**Portfolio Response B:**
- What do Robbins and Sommer each mean by the term "society"? It's an enormously general term (in fact I often urge less advanced writers to avoid it, because of how broad it is!). What theories, ideas, concepts, or categories do they offer to define this term or help us, as scholars, to narrow it down? 750 words.

Sept. 30 (M)  Faculty Interview: TBA. *(Linguistics)*
Mann, chs. 4-6. From Nicholls: Hopper and Byrnes essays.

**Portfolio Response C:** What is language? Yes, seriously. 750 words.

Oct. 4 (F)  **Resource Investigation due by 11:59 p.m.** Upload to BB "Resource Investigation" forum.

Oct. 7 (M)  Brief presentations of Resource Investigations. 5 minutes apiece.
Discuss Footnote Trail assignment. Review Mann chs. 3 and 6. From Nicholls: Jarratt, Bartholomae. **Teaching presentation.**

**Portfolio Response D**—two tasks (1000 words total):
- Respond briefly to the faculty interview from last week. What did you learn; what questions did it raise; what might it teach you about your own scholarship?
- Respond to the Jarratt and Bartholomae readings by putting the two together. Jarratt's essay is largely theoretical (about theories of rhetoric), Bartholomae's largely pedagogical (about the teaching of rhetoric). What might Jarratt's theoretical discussion offer Bartholomae's discussion of writing pedagogy?

Oct. 14 (M)  Faculty Interview: TBA. *(Rhetoric/Composition/DigHum)*. Read:
- Mann chs. 9, 12, 13.
- Unsworth, "Scholarly Primitives" ([http://people.lis.illinois.edu/~unsworth/Kings.5-00/primitives.html](http://people.lis.illinois.edu/~unsworth/Kings.5-00/primitives.html));
- Read one (or more) of the essays available at [http://dlsanthology.commons.mla.org/](http://dlsanthology.commons.mla.org/)
- Look around on [http://CompPile.org](http://CompPile.org) and explore.
No Portfolio response due; focus on the footnote trail assignment.

Oct. 18 (F)  **Footnote Trail Assignment due by 11:59 p.m.** Upload to "Footnote Trails" forum.

Oct. 21 (M)  Brief presentations of Footnote Trails. 5 minutes apiece.
Discuss Bibliographic Essay assignment.

**Teaching Presentation.** Readings: From Nicholls: Donadey/Lionnet essay. Shohat, "Area Studies, Gender Studies, and the Cartographies of Knowledge" (BB) Foucault, excerpt from *History of Sexuality, "What is an Author?"* (BB).

**Portfolio Response E**—two tasks (1000 words total):
- As before, respond to the faculty interview from last week.
- Foucault has had an enormous influence on the field as a whole, and on gender and queer criticism in particular. Why do you think that is? What does his critique of the "author-function" have to offer gender critics, including feminist rhetoricians, linguists, literary critics, or cultural critics? Use the Donadey/Lionnet and Shohat essays to trace aspects of "Foucauldian" thought.
Oct. 28 (M)  **Faculty Interview (Literature).**  
Readings: From Nicholls: Marcus, McGann, Gallagher essays.  
W.B. Yeats, "The Circus Animals' Desertion" (find online)  
**Portfolio Response F (750 words):**  
Quoting "The Circus Animals' Desertion," McGann writes that Yeats "reminds us that all literature's ladders start with the materials, means, and modes of textual production. If you are after flesh and blood in interpretation, you begin with...the history of a work's production...and a history of a work's reception" (164). What does he mean? How do McGann's, Marcus's, and Gallagher's approaches help us do this, in a way that sheds new light on literary texts?

Nov. 4 (M)  **Faculty Interview TBA. (Borderlands)**  
Mary Louise Pratt, "Arts of the Contact Zone" (find online, using MLA database).  
Emily Hicks, "Border Writing as Deterritorialization" (Blackboard)  
**Portfolio Response G—two tasks (1000 words total):**  
- As before, respond briefly to the faculty interview from last week.  
- Use the Pratt and Hicks essays, and/or the essays from Nicholls, to think about the **interdisciplinarity** of Border Studies: in other words, to think about the intersections among different disciplines, methods, and modes of thought (sociology, anthropology, literary theory, rhetoric/composition, etc.) in analyzing what a "border" really signifies.

Nov. 8 (F)  **Bibliographic Essay Due by 11:59 p.m. Upload to Blackboard forum marked "Bib Essays."**

Nov. 11 (M)  **Brief presentations of Bib Essays. Discuss Research Proposal/Annotated Bibliography.**  
**Portfolio Response H:**  
Respond briefly to the faculty interview from last week. 500 words.

Nov. 18 (M)  **Lucky Jim**, finish.  **Teaching presentation.**  
Discuss MLA vs Chicago formatting.  
**Portfolio Response I:**  
Perform a rhetorical analysis/"close reading" of a passage from **Lucky Jim**. 
Analyze how its use of language develops a particular idea, issue, or theme of the novel. **Be prepared to share these close readings in class.** 750 words.

Nov. 25 (M)  **Research Proposal/Annotated Bibliography due before class. Upload to "Proposals/Bibs" forum.**  
**Bring in 2-3 abstracts from articles you've found during your research.**  
In class: discuss "Write an Assignment" Assignment, abstracts.  
**Portfolio Response J:**  
What makes for an effective abstract? How do scholars summarize a 25-page argument in so short a space? What elements of an article are included in an abstract, and what aspects are left out? How are they put together rhetorically? 300 words.
Dec. 2 (M)  *Chicago assignment due in class.*
Before class: read excerpt from Robert Scholes, *The Rise and Fall of English* (BB). Look at graduate handbook, including exam lists. In class: Grad student interview (developing an M.A. thesis; comprehensive exams). **Portfolio Response K:**
Reflect on your development as a researcher and scholar this semester. How has your thinking about the field most changed? At what have you most improved? Where do you think you may still need improvement? What research tasks did you find most helpful in your development? What is the one research skill you wish we'd discussed more (or at all)? At least 750 words (preferably more).

Dec. 9 (M)  *Conference papers due in class. Presentations of conference papers.*
Please bring two copies: one to present and one to turn in.

Final Essay Due Date TBA, with abstract and Portfolio (including "Write an Assignment").