

# INTRODUCTION TO LITERARY RESEARCH

LITT 2123:001

MWF 11:20 am - 12:35 pm

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## Course Description:

This course introduces students to the evaluation and use of scholarly literary resources. Students conduct directed research in order to understand selected primary works within critical and cultural contexts.

Prerequisite: LITT 2114: Literary Interpretation. Open only to LITT majors and minors.

This course has two essential goals. Students should:

- **Learn to apply course material** (e.g., produce writing that demonstrates your ability to integrate effectively literary research methods, tools and texts)
- **Learn to analyze and critically evaluate ideas** (e.g., critically evaluate a range of literary research methods, tools and texts)

Other important goals for this course include:

- **Developing skill in expressing yourself in writing** (e.g., sharpening your critical writing and analysis skills, particularly in regard to your writing about literature and incorporating scholarly sources)
- **Developing specific skills, competencies, and points of view needed by professionals in the field** (e.g., this course provides foundational knowledge for careers related to literary studies.

## Required Texts:

- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (W.W. Norton), 3<sup>rd</sup> ed., ISBN:0393935841
- Diana Hacker, *A Writer's Reference* (Bedford/St. Martin's), 8th ed., ISBN: 1457666766 (7<sup>th</sup> ed. ok)
- Sedgwick Stories: The Periodical Writings of Catharine Maria Sedgwick (online at <http://sedgwickstories.omeka.net/>)

There are a number of other readings available on Blackboard in PDF format. Titles of these additional readings are listed in the schedule of readings and assignments.

## Assignments:

Participation (including homework and draft workshops): 5%

Position paper (various due dates): 10%

Library Resources Assignment (due W 2/1): 10%

Research Questions (due F 3/3): 15%

Recognizing Scholarship Assessment (Due

F2/10): 10%

*They Say, I Say* Literature Review (due F 3/24): 10%

*They Say, I Say* Thesis Proposal and Draft, 5-Source Annotated Bibliography (due F 4/14): 10%)

PowerPoint or Prezi Presentation (due 4/17, 19, or 21): 10%

Final Research Paper and Annotated Bibliography (F 4/28): 20%

*Grading Scale:*

100-93: A	82.9-80: B-	69.9-67: D+
92.9-90: A-	79.9-77: C+	66.9-63: D
89.9-87: B+	76.9-73: C	62.9-60: D-
86.9-83: B	72.9-70: C-	59.9 & below: F

**Description of Major Assignments (Detailed description for Sedgwick-related assignments only)**

*Class participation and homework*

*Position papers*

Each student will write a position paper using an assigned critical approach (described on the Purdue OWL “Literary Theory and Schools of Criticism” pages: <https://owl.english.purdue.edu/owl/resource/722/01/>). Your position paper will begin by explaining in a few sentences what kind of critical approach you are taking. Then you will use a passage (or passages if you are tracing a very focused motif or theme) and analyze it closely for the class using the critical approach you chose. The main passage you examine should come from the assigned reading for that day. What does that critical approach reveal about the passage(s)? The papers should be single-spaced and about 1 page long; please bring enough copies for the class and post your position papers on Blackboard by 11 am of the day of your presentation. You may use research in your position paper; please cite your sources in that case.

*Library Resources Assignment*

The purpose of this assignment is to familiarize you with Stockton’s Bjork Library and the wide variety of resource materials available to you. Successful completion of this assignment will help to prepare you for the Individual Research Questions you will be given later in the semester. You will print out a packet (located on the Course Content page in Blackboard) that lists a variety of resources. You will then locate those resources in the library and online and record information about them for your own future use.

*Recognizing Scholarship Assignment*

You will read the opening pages (or complete texts) of a number secondary sources on a selected primary text. Using intrinsic clues (such as information about the author, publisher or journal as well as the quality of writing and research itself) discuss the merits of the texts as scholarship. Discuss in what ways these sources may or may not be considered scholarly. The essay you write should have a title, an introductory paragraph and conclusion, 1-2 paragraphs of discussion per source, and a list of works cited.

*Research Questions*

You will receive and complete up to 7 distinct research questions. Answering the questions requires extensive time in Stockton's library, including but not limited to online databases. Most of the

questions cannot be adequately researched using the web.

If you do find answers using the web, you are required to verify the answer using the resources of the Stockton library. Failure to verify web answers with print/database sources will result in points being deducted. You will submit answers and a thoughtful description of your research process in a well-written format. Students frequently ask whether this research can be completed at local community libraries. The short answer is no. Other college libraries will provide many of these answers, but most local libraries do not have the reference sources or academic focus needed to complete this level and type of research.

#### *PowerPoint Presentation*

You will complete research on an author whose work intersects with Sedgwick's body of work in some way (to be assigned). You will present your knowledge to the class through a PowerPoint (or Prezi) presentation. Individual presentations will take 8-10 minutes; specific instructions for the presentation can be found on Blackboard.

#### *They Say, I Say Literature Review\**

This project focuses on the "they say" part of the They Say, I Say equation. You will read five scholarly essays that together form a "conversation" on an issue (or issues) raised in Sedgwick's stories and/or the stories of one of her contemporaries with whom you will be comparing her work. You will write a 1200-word paper (4-5 pages) that summarizes the important points and positions in that conversation. Citations in the paper and bibliography should follow 2009 MLA guidelines. I will provide assistance in identifying appropriate essays.

\*Detailed They Say Literature Review assignment:

For this paper, you will be using the templates provided by Graff and Birkenstein in *They Say, I Say* to construct an overview of or "conversation" about an issue or issues related to Sedgwick's stories and/or one of the stories of her contemporaries with whom you will be comparing her work. This sort of overview is often referred to as a "literature review" and allows you and your readers to survey the lay of the land before venturing into new territory (ie. to know what others have argued about a particular text before developing your own argumentative thesis). It serves to prepare you to enter the conversation about a writer and a text as an informed participant.

Some of the issues and debates you are likely to encounter include issues relating to the form and values of the stories (ie. juvenile fiction, didactic fiction, the development of the short story form in the US, sentimental or domestic fiction, realism), the treatment of gender (especially around the issue of marriage or singlehood, women's roles in society, female vs. male authorship), the treatment of race and class difference and white privilege, the use of historical materials and attitudes towards the past, the role of nature and the natural world (sometimes vs. the city and urban life).

The topic you choose to work on for this paper will (in most cases) be the topic that you continue to research and write about for the rest of the term, so choose wisely. For this paper, you may use secondary sources that we have read for class if they relate to your topic, but you should also locate additional print or on-line sources in one of the following places: Stockton's journal collection in the library, or Academic Search Complete, JSTOR, The Literature Resource Center, MLA, and Project Muse databases].

In the paper, you should briefly summarize the stories and the issue on which you will be focusing (no

more than 2 paragraphs please). Then you will explain what the critics (or “they”) have to say about the issue. You will summarize the main claims being made in each of the articles, and include quotes that help to illustrate those claims. How you organize this section depends on what you discover in the criticism. If there is a series of developments in the criticism that occur over time, you might want to discuss the articles in chronological or reverse chronological order. If there are some agreements and disagreements among the critics about one or more issues, you might organize the paper in terms of those. If there are some prominent themes or issues that occur in the critical discussion, you might use those to organize your essay.

You are not providing your own argument about the stories or issues yet; nor do you need to explain which critics’ arguments you find most persuasive. You need only to present those arguments clearly and logically for now, and show the ways in which they develop a conversation.

A Note on Citations: The sources listed here are not formatted in proper MLA style. You will need to cite them properly in your Works Cited list.

- John Austin. “The Collection as Literary Form: Sedgwick’s Tales and Sketches of 1835.” *Catharine Maria Sedgwick: Critical Perspectives*. Ed. Lucinda Damon-Bach and Victoria Clements. Boston: Northeastern UP, 2003. 158-169.
- Charlene Avallone. “Catharine Sedgwick and the ‘Art’ of Conversation.” *Catharine Maria Sedgwick: Critical Perspectives*. 192-208.
- . “Catharine Sedgwick and the Circles of New York.” *Legacy: A Journal of American Women Writers* 23.2 (2006): 115-31.
- Balaam, Peter. “‘Piazza to the North’: Melville Reading Sedgwick.” *Melville and Women*. Ed. Elizabeth Schultz and Haskell Springer. Kent, OH: Kent State UP, 2006. 60-81.
- Cphoon, Lorinda B. “‘A Just, a Useful Part’: Lydia Huntley Sigourney and Catharine Maria Sedgwick’s Contributions to The Juvenile Miscellany and The Youth’s Companion.” *Enterprising Youth: Social Values and Acculturation in Nineteenth-Century American Children’s Literature*. Ed. Monika Elbert. New York: Routledge, 2008. 3-17.
- Lucinda Damon-Bach, “Inspiration or Competition: Catharine Sedgwick’s Influence on Nathaniel Hawthorne,” *Nathaniel Hawthorne Review*, Vol. 41, No. 1 (Spring 2015).
- Thomas H. Fick, “Catharine Sedgwick’s ‘Cacoethes Scribendi’: Romance in Real Life,” *Studies in Short Fiction*, Vol. 27, No. 4 (Fall 1990): pp. 567-576.
- Mary Kelley, “Negotiating a Self: The Autobiography and Journals of Catharine Maria Sedgwick.” *The New England Quarterly* 66.3 (1993): 366-98.
- Maglina Lubovich, “Married or Single?": Catharine Maria Sedgwick on Old Maids, Wives, and Marriage.” *Legacy* (2008) Vol. 25, No. 1, pp. 23-40.
- Robbins, Sarah. “Periodizing Authorship, Characterizing Genre: Catharine Maria Sedgwick’s Benevolent Literacy Narratives.” *American Literature* 76.1 (2004): 1-29.
- Maria Carla Sanchez, “Prayers in the Market Place: Women and Low Culture in Sedgwick’s ‘Cacoethes Scribendi.’” *ATQ*, Vol. 16, No. 2 (2002)
- Andrew J. Scheiber. “Mastery and majesty: Subject, object, and the power of authorship in Catharine Sedgwick’s ‘Cacoethes Scribendi.’” *ATQ*, Vol. 10, Issue 1 (Mar 1996).
- Sister Mary Welsh. *Catharine Maria Sedgwick: Her Position in the Literature and thought of Her Time Up to 1860*. Washington, DC: Catholic University, 1937. (Various chapters posted on Blackboard –cite individual chapter if relevant.)
- Mary Templin. “‘Dedicated to Works of Beneficence’: Charity as Model for a Domesticated Economy

in Antebellum Women's Panic Fiction." *Our Sisters' Keepers: Nineteenth-Century Benevolence Literature by American Women*. Ed. Jill Bergman and Debra Bernardi. Tuscaloosa, AL: U of Alabama P, 2005. 80-104.

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Some of Sedgwick's contemporaries (for comparison):

Louisa May Alcott  
Alice Cary  
Lydia Maria Child  
Rose Terry Cooke  
James Fenimore Cooper  
Caroline Healy Dall  
Fanny Fern (Sara Willis)  
James Hall (1793-1868)  
Frances Ellen Watkins Harper  
Nathaniel Hawthorne  
Washington Irving  
Caroline Kirkland  
Sara Jane Lippincott  
Herman Melville  
Alice Neale  
John Neale  
Fitz James O'Brien  
James Kirke Paulding  
Elizabeth Stuart Phelps  
Edgar Allan Poe  
William Joseph Snelling  
E.D.E.N Southworth  
Horace Binney Wallace  
Nathaniel Parker Willis

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Some periodicals in which Sedgwick and her contemporaries published:

American Metropolitan Magazine (1849)  
The Atlantic Souvenir (1830)  
Autographs for Freedom, ed. Julia Griffiths (1858)  
The Boy's and Girl's Library (1844)  
Columbian Lady's and Gentleman's Magazine (1846)  
Graham's Magazine (1844)  
The Juvenile Miscellany (1828, 1829, 1832, 1834)  
The Magnolia, edited by Henry W. Herbert (1836)  
The Offering (1834)  
The Rover: A Weekly Magazine of Tales, Poetry and Engravings, Also Sketches of Travel, History. (1844)  
Sartain's Union Magazine (1847, 1848, 1849, 1850)

Southern Literary Messenger (1838)

The Token (1831 and 1832 issues have a lot of well-known writers in them)

The Token and Atlantic Souvenir (1833, 1834)

United States Magazine and Democratic Review [edited by John L. O'Sullivan] (1841, 1842)

The Youth's Keepsake (1831)

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*They Say, I Say Thesis Proposal/Draft (2-3 pages) with Preliminary Annotated Bibliography* This project focuses on both sides of the *They Say, I Say* equation. It asks you to introduce what you have to say by situating it in what “they say.” You’ll write the opening pages for your final critical research essay. This opening should establish your topic and your thesis in the context of the critical conversation on the issue it addresses. Additionally, you will turn in a preliminary annotated bibliography of at least 5 appropriate scholarly sources. Citations in the paper and bibliography should follow 2009 MLA guidelines. We will workshop this draft in class.

#### *Final Paper: Research, Annotated Bibliography & Essay*

You will write a 7-8-page research essay on two short stories: one by Catharine Maria Sedgwick and another by one of her contemporaries (see Blackboard for a preliminary list) that engages with one of the critical conversations we have explored this semester and includes your own close reading of key passages from the text. This paper must include a works cited page. In addition, you will submit an annotated bibliography with at least 10 appropriate scholarly sources. The essay itself must incorporate the work of at least five of these scholarly sources. Articles from websites will not be accepted as scholarly sources unless you have cleared them with me first. This is the culmination of the course; it should be a work of substance.

### **SCHEDULE OF READINGS AND ASSIGNMENTS**

\*Note: This syllabus is subject to change. Any changes to the syllabus will be posted to Blackboard. (Bb=Blackboard; SS=Sedgwick Stories website)

DATE	CLASS TOPICS and ACTIVITIES	ASSIGNMENTS
W 1/18	Class overview	Reference Resources assignment given. (Bb)
F 1/20	Introduction to Critical Approaches. In-class writing.	Read: Purdue OWL, “Literary Theory and Schools of Criticism” and “Moral Criticism, Dramatic Criticism” (Bb)
M 1/2	Class meets in the Library, Room E-221 Introduction to library resources and databases.	Pages 1, 2, and 8 of <b>Reference Resources</b> due in class.
W 1/25	Discuss articles on Recognizing Scholarship. Complete worksheet on Ebsco articles (in class exercise)	Recognizing Scholarship assignment given. Read: first 3 articles in Recognizing Scholarship folder on Bb.
M 1/30	Introduction to Catharine Sedgwick and position papers.	Read: Kalayjian, “Catharine Maria Sedgwick” (SS); Sedgwick, “Life is Sweet” (SS); Purdue OWL, Literary Criticism: Formalism (Bb)
W	Discuss sample Recognizing	<b>Reference resources assignment due in class.</b>

2/1	Scholarship packet (Poe) and evaluating sources and begin review of citation mechanics and plagiarism issues.	Beginning work on Recognizing Scholarship Review sample Recognizing Scholarship packet (Bb)
F 2/3	Discuss Sedgwick's stories.	Read: Sedgwick, "Cacoethes Scribendi" (SS) and Purdue OWL, Literary Criticism: Psychoanalytic criticism. Position papers on Psychoanalytic criticism due.
M 2/6	Discuss literary criticism on Sedgwick's "Cacoethes Scribendi"	Read: Fick, "Catharine Sedgwick's 'Cacoethes Scribendi': Romance in Real Life" (Bb) and Scheiber, "'Mastery And Majesty: Subject, Object, And The Power Of Authorship In Catharine Sedgwick's 'Cacoethes Scribendi'" (Bb)
W 2/8	Individual Research questions handed out. Strategies for approaching research questions. Evaluating research materials; how to discover trends or focus in criticism, strategies for approaching questions. Review of citation mechanics and plagiarism issues	Read: Purdue OWL, "Conducting Research: Researching Literature and Libraries" (Bb) Finishing up Recognizing Scholarship. Beginning work on Research Questions.
F 2/10	Evaluating research materials: how to identify standard/authoritative editions and biographies, strategies for approaching questions. Review of citation mechanics and plagiarism issues	<b>Recognizing Scholarship Assignment</b> due in class.
M 2/13	Discuss Sedgwick's stories.	Read: Sedgwick, "The Little Mendicants" (SS) and Purdue OWL, Literary Criticism: Marxist criticism. Position papers on Marxist criticism due.
W 2/15	Discuss Sedgwick's stories.	Read: Read "Dogs" and "Country Pleasures" (SS) and Purdue OWL, Literary Criticism: Reader-response criticism. Position papers on Reader-Response criticism due.
F 2/17	Discuss literary criticism related to Sedgwick	Read: Ashworth, "Susan Warner's The Wide, Wide World, Conduct Literature, and Protocols of Female Reading in Mid-Nineteenth-Century America" (Bb)
M 2/20	Using secondary sources in your own work. Trouble-shooting on Research questions assignment.	<b>Your answer to one of your Research Questions (your choice) due in class.</b> Read TSIS 1-51
W	Discuss Sedgwick stories.	Read: Sedgwick, "Crescent Beach" (SS) and Purdue

2/22		OWL, Literary Criticism: Structuralism and Semiotics. Position papers on Structuralism and Semiotics due.
F 2/24	Discuss Sedgwick stories.	Read Sedgwick, "Old Maids" (SS) and Purdue OWL, Literary Criticism: Postmodern criticism. Position papers on Postmodern criticism due.
M 2/27	Discuss Sedgwick criticism and contemporaries.	Read, Koppleman, Introduction to "Old Maids" and Lubovich, "Married or Single?: Catharine Maria Sedgwick on Old Maids, Wives and Marriage" and Frances EW Harper "The Two Offers". (Bb)
W 3/1	Troubleshooting research questions. <b><i>They Say, I Say Literature Review</i></b> assigned.	Completing, revising and proofreading research question assignment. TSIS, Ch 15, Entering Conversations about Literature, 184-201
F 3/3	Summarizing and paraphrasing secondary sources. (In-class exercise).	Read: Purdue OWL, "Paraphrasing and Summarizing" <a href="https://owl.english.purdue.edu/owl/resource/563/1/">https://owl.english.purdue.edu/owl/resource/563/1/</a> <b>Research questions due (in class.)</b>
M 3/6	Discuss Sedgwick stories.	Read: Sedgwick, "Might versus Right" (SS) and Purdue OWL, Literary Criticism: New Historicism/Cultural Studies. Position papers on New Historicism/Cultural Studies due.
W 3/8	Discuss Sedgwick criticism	Read: Read: John Austin, "The Collection as Literary Form: Sedgwick's Tales and Sketches of 1835" (Bb)
F 3/10	Individual research/ Literature review.	Working on <b>Literature review</b> .
3/11- 19	Spring Break	Enjoy your break!
M 3/20	Discuss Sedgwick stories	Read: "The Slave and the Slave Owner" and "The Irish Girl"(SS) and Purdue OWL, Literary Criticism: Postcolonial criticism. Position papers on Postcolonial criticism due.
W 3/22	Discuss Sedgwick and Nathaniel Hawthorne	Read: Sedgwick, "Magnetism among the Shakers" (SS) and Hawthorne, "The Shaker Bridal" (Bb)
F 3/24	Discuss Sedgwick and Hawthorne stories	Read: Sedgwick, "Mary Dyre" (SS) and Hawthorne, "Mrs. Hutchinson" (Bb) <b>Literature Review due on Blackboard by midnight.</b>
M 3/27	Discuss Sedgwick criticism	Read: Lucinda Damon-Bach, "Inspiration or Competition: Catharine Sedgwick's Influence on Nathaniel Hawthorne"
W 3/29	Discuss Sedgwick and Everett stories	Read: Sedgwick, "A Sketch of a Bluestocking" (SS) and [Edward Everett] "My Wife's Novel" (Bb) and Purdue OWL, Literary Criticism: Feminist criticism. Position papers on Feminist criticism due.
F 3/31	Discuss Sedgwick stories	Read: Sedgwick, "The Bridal Ring" (SS) and Purdue OWL, Literary Criticism: Gender studies and queer theory. Position papers on Gender studies and queer theory due.

M 4/3	Discuss Sedgwick stories	Read: Sedgwick, "The Canary Family" and "New York Fountains and Astor Baths" (SS) and Purdue OWL, Literary Criticism: Ecocriticism. Position papers on Ecocriticism due.
W 4/5	NO CLASS: PRECEPTORIAL ADVISING	
F 4/7	Discuss Sedgwick stories AND Review annotated bibliography guidelines and MLA citation	Read: Sedgwick, "The Patchwork Quilt" (SS) and Purdue OWL, Literary Criticism: Critical Race Theory. Position papers on Critical Race Theory due. ALSO look at: articles on annotated bibliographies in the Citing Sources folder (Bb)
M 4/10	Thesis workshop	Bring to class 2 copies of TSIS Thesis Proposal and Draft/Annotated Bibliography – work on thesis proposals
W 4/12	Thesis workshop	Bring to class 2 copies of TSIS Thesis Proposal and Draft/Annotated Bibliography – work on thesis proposals
F 4/14	No class (unless needed for snow day make-up)	<b>TSIS Thesis Proposal and Draft/Annotated Bibliography due on Blackboard.</b>
M 4/17	Powerpoint presentations	Everyone working on final papers
W 4/19	Powerpoint presentations	Everyone working on final papers
F 4/21	Powerpoint presentations	Everyone working on final papers
M 4/24	Draft workshop.	Bring two copies of final paper to class.
W 4/26	Draft workshop	Working on final papers.
F 4/28	Last day of class, class post-mortem.	Final papers due on Blackboard



