

INTRODUCTION TO LITERARY RESEARCH

LITT 2123:001
Spring 2019
MW 3:35 – 5:25 pm
C-103



“Blue stockings” (1844)

Image Source: <https://tinyletter.com/abrioux/letters/newsletter-the-bluestocking-bulletin-feb-2016>

Dr. Deborah Gussman (she/her)

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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 and Materials:

- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (W.W. Norton), 3rd ed., ISBN:0393935841
- Diana Hacker, *A Writer's Reference* (Bedford/St. Martin's), 8th ed., ISBN: 1457666766 (7th 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.

University Policies:

Academic Honesty

Dishonesty of any kind will not be tolerated in this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and risk failing the course. Other sanctions may also apply and all cases will be reported to Academic Affairs. You are responsible for knowing this university policy:

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=17>

Please contact me if you have questions.

Accommodation for Students with Special Needs

Stockton University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations should contact the Learning Access Program located in J-204 (609-652- 4988). More information can be found at

<http://www2.stockton.edu/wellness/lap.html>

Preferred Pronouns/Names

To encourage a more open and inclusive campus environment, Stockton allows students to use a first name different than their legal first name on certain university records. If you wish to use a name or preferred pronoun other than what appears on the roster, please do not hesitate to let me know. Students who wish to have a preferred first and/or middle name appear on class rosters may request this by completing the form on www.stockton.edu/preferredname, or by clicking on the preferred name logo on the Go Portal.

Course Policies and Expectations:

Literary Research is one of the most demanding courses in the Literature program. Unlike a typical Literature class, where the bulk of the work consists of reading books and discussing them in class, much of the work of this course will take place outside of the classroom. Many of your assignments will require substantial time spent in the library and online doing research. You cannot complete this

class successfully without spending many hours in Stockton's library. You will need to plan your schedule accordingly, especially during the first half of the semester.

Attendance

Regular attendance is essential to your success in this course. On rare occasions, circumstances may arise that make it impossible for you to attend class. Accordingly, I permit each student to miss three classes without penalty. Please note that I make no distinction between an excused absence and an unexcused absence, so make sure to save your three absences for true emergencies. Your final course grade will be subject to a 2-point penalty per each additional absence. In other words, if your calculated course grade is 92%, but you missed 5 classes, your final grade would be 88%, a B+. If you are absent from class, you are responsible for obtaining notes and assignments you miss from a classmate. Lateness disrupts the learning experience of other students, so be sure to arrive on time. Two instances of lateness (or leaving before the end of class) will count as one absence.

Classroom Etiquette

Please be respectful and courteous to your instructor and fellow classmates. For obvious reasons, please silence cell phones and refrain from text messaging, checking email, listening to music, or surfing the web during class. This and other disruptive behavior (e.g. inappropriate language, leaving class frequently, sleeping in class) constitutes grounds for grade reduction and/or dismissal from class.

Late Assignments

One of your responsibilities in this course is to complete your work by the specified deadline. Deadlines for all assignments are listed on the syllabus, and you are expected to manage your time and priorities throughout the semester in order to successfully meet these deadlines. Except under exceptional circumstances, response papers will not be accepted late. Other assignments will be subject to a 5-point penalty per day late. In order to receive a passing grade in the course, all assignments for the class must be completed.

Blackboard

You will use Blackboard to access course readings, receive assignments, and communicate electronically with your classmates. Check Blackboard regularly for announcements, changes to the schedule, and any class cancellations. If you have trouble accessing or using Blackboard at any time during the semester, please contact the computer helpdesk by calling x4340 or emailing Student-Help-Desk@stockton.edu.

Office Hours and Email

I encourage you to meet with me during my office hours to discuss questions or concerns you have about the course readings, class discussions, and assignments, or to discuss your learning needs, performance on assignments, or broader questions about literature and culture. I will happily read and comment on thesis statements (between 1-3 sentences) via email. If you would like me to review a longer draft, drop by during office hours. I encourage you to visit Stockton's Writing Center as well: <http://intraweb.stockton.edu/eyos/page.cfm?siteID=70&pageID=2>

I check my email frequently during the workweek. I often respond to email immediately, but please allow a 24-hour time frame for my reply. Grades should be discussed in person during office hours or other arranged meetings.

Assignments:

Participation (including homework and draft workshops): 5%

Position paper (various due dates): 10%
 Reference Resources Assignment (due M 2/4): 10%
 Recognizing Scholarship Assessment: (Due W 2/13) : 10%
 Research Questions (due M 3/4): 15%
They Say, I Say Literature Review (due W 3/20): 10%
They Say, I Say Thesis Proposal & Draft, 5-Source Annotated Bibliography (due W 4/3): 10%
 PowerPoint or Prezi Presentation (due 4/8, 10, or 15) : 10%
 Final Research Paper and Annotated Bibliography (W 4/24): 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:

Class participation and homework

You are expected to come to class having completed the assigned reading and writing assignments, and you should be prepared to ask questions, share your insights, and participate in classroom discussions and other activities. Make sure to bring copies of your reading assignments to class with you. Failing to complete homework assignments, participate in class discussions, or bring reading assignments to class will negatively impact your participation grade.

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). 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 noon 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 sources on the web you need to verify them 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.

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 MLA 8th edition (2016) 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
M 1/14	See Blackboard for instructions.	
W 1/16	Course Overview. Introduction to Critical Approaches. In-class writing.	Read: Purdue OWL, "Literary Theory and Schools of Criticism" and "Moral Criticism, Dramatic Criticism" (Bb) Reference Resources assignment given. (Bb)
M 1/21	No class—Martin Luther King, Jr. holiday	
W 1/23	Introduction to Catharine Sedgwick and position papers	Read: Kalayjian, "Catharine Maria Sedgwick" (SS); Sedgwick, "Life is Sweet" (SS); Purdue OWL, Literary Criticism: Formalism (Bb) Recognizing Scholarship assignment given.
M 1/28	Class meets in the Library, Room E-221 (classroom on the Upper Floor) with Ms. Heather Perez Special Collections Librarian, and Library Instructor. Introduction to library resources and databases.	Pages 1, 2, and 8 of Reference Resources due in class. Read and discuss first 3 articles in Recognizing Scholarship folder on Bb.
W 1/30	Discuss sample Recognizing Scholarship packet (Twain) and evaluating sources. Review of citation mechanics and plagiarism issues.	Read sample Recognizing Scholarship packet (Bb)
M 2/4	Discuss Sedgwick's stories.	Read: Sedgwick, "Cacoethes Scribendi" (SS) and Purdue OWL, Literary Criticism: Psychoanalytic criticism. Position papers on Psychoanalytic criticism due. Reference resources assignment due in class.
W 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)
M 2/11	Individual Research questions handed out. Strategies for approaching research	Read: Purdue OWL, "Conducting Research: Researching Literature and Libraries" (Bb) Finishing up Recognizing Scholarship. Beginning work on

	questions. Evaluating research materials; how to discover trends or focus in criticism, strategies for approaching questions.	Research Questions.
W 2/13	Evaluating research materials: how to identify standard/authoritative editions and biographies, strategies for approaching questions.	Recognizing Scholarship Assignment due in class.
M 2/18	Discuss Sedgwick's stories.	Read: Sedgwick, "The Little Mendicants" (SS) and Purdue OWL, Literary Criticism: Marxist criticism. Position papers on Marxist criticism due. Read: Sedgwick, "The Canary Family" and "New York Fountains and Astor Baths" (SS) and Purdue OWL, Literary Criticism: Ecocriticism. Position papers on Ecocriticism due.
W2/20	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.
M 2/25	Using secondary sources in your own work. Troubleshooting on Research questions assignment.	Your answer to one of your Research Questions (your choice) due in class. Read: John Austin, "The Collection as Literary form: Sedgwick's Tales and Sketches" (Bb) and TSIS 1-51
W2/27	Discuss Sedgwick stories.	Read: Sedgwick, "Crescent Beach" (SS) and Purdue OWL, Literary Criticism: Structuralism and Semiotics. Position papers on Structuralism and Semiotics due.
M 3/4	Summarizing and paraphrasing secondary sources. (In-class exercise). They Say, I Say Literature Review assigned.	Read, TSIS, Ch 15, Entering Conversations about Literature, 184-201. Read: Purdue OWL, "Paraphrasing and Summarizing" (Bb)
W 3/6	Discuss Sedgwick stories and criticism.	Read, Koppleman, Introduction to "Old Maids" (Bb). Read Sedgwick, "Old Maids" (SS) and Purdue OWL, Literary Criticism: Postmodern criticism. Position papers on Postmodern criticism due. Research questions due in class.
3/9-17	SPRING BREAK	Enjoy your break
M 3/18	Discuss Sedgwick and Nathaniel Hawthorne	Read: Sedgwick, "Magnetism among the Shakers" (SS) and Hawthorne, "The Shaker Bridal" (Bb) Read: Lucinda Damon-Bach, "Inspiration or Competition: Catharine Sedgwick's Influence on Nathaniel Hawthorne"

W 3/20	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. They Say/I Say Literature Review due on Blackboard by midnight F 3/22.
M 3/25	Discuss Sedgwick stories AND Review annotated bibliography guidelines and MLA citation	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. ALSO look at: articles on annotated bibliographies in the Citing Sources folder (Bb)
T 3/26	Preceptorial Advising Day: No classes.	
W 3/27	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. Read: Sedgwick, "The Patchwork Quilt" (SS) and Purdue OWL, Literary Criticism: Critical Race Theory. Position papers on Critical Race Theory due.
M 4/1	Thesis workshop	Bring to class 2 copies of TSIS Thesis Proposal and Draft/Annotated Bibliography – work on thesis proposals
W 4/3	Preceptorial Advising Day: No classes.	TSIS Thesis Proposal and Draft/Annotated Bibliography due on Blackboard.
M 4/8	Powerpoint presentations	Everyone working on final papers
W 4/10	Powerpoint presentations	Everyone working on final papers
M 4/15	Powerpoint presentations	Everyone working on final papers
W 4/17	Class attends Visiting International Scholar lecture: Dr Tatiani Rapatzikou on "Writing Unconventionally: Literary Experimentation and Innovation" in CCMR5 .	Everyone working on final papers. Dr. Rapatzikou's talk presentation will draw on various examples from North American literary production in an attempt to comment on how page layout, typography, design and technology contribute to the making and telling of a story. At the same time, attention is going to be paid to how unconventional writing practices expose the experimental dynamics of literary practice as well as the role book materiality plays in shaping the literary experience.
M 4/22	Draft workshop.	Bring two copies of final paper to class.
W 4/24	Last Day of Class, class Post-mortem.	Final papers due on Blackboard by midnight.

LITERATURE PROGRAM and PROGRAM-RELATED EVENTS

You may earn **extra credit** for attending **one** of the outside events listed below and writing an event review (2 points added to your final grade). Instructions for the event review are posted on Blackboard. The review must be posted to Blackboard no later than 2 weeks after the event or by the last day of class, whichever comes first. Be sure to sign in for Ultra Credit if you attend a Visiting Writers reading or submit your ticket stub. Events are free unless otherwise indicated.

Raquel Salas Rivera

Monday, January 28, 2:10pm-3:25pm

Campus Center Theatre

Rivera, poet laureate of the City of Philadelphia for 2018-2019 will read from their poetry collections.

Steel Magnolias

Stockton Performing Arts Center

Friday, Feb 8, 7:30 pm

"Steel Magnolias" remains one of the great stories of female empowerment and resilience. Presented by The L.A. Theatre Works national tour. Tickets required and may be purchased at the Stockton PAC.

The Love of the Nightingale

Stockton Experimental Theatre

Wed. Feb. 13th – Sun. Feb. 17th (Wed. -Sat. @ 7:30 pm, Sat. and Sun. matinees @ 2:00 pm)

A timely and timeless update of the ancient Greek myth of Philomela, The Love of the Nightingale finds two sisters separated by marriage and miles until terrible circumstances reunite them.

Tickets required and may be purchased at the Stockton PAC.

Peter E. Murphy

Thursday, February 21, 6:00pm-8:00pm

L-112

Murphy will read from several recently published books of poetry and nonfiction.

Poetry of Warrior Writers

Campus Center Theatre

Sat., Feb 23, 4:00 pm

Experience a transformative night of powerful and insightful poetry written and performed by veterans. Warrior Writers is a national non-profit. Their mission is to create a culture that articulates veterans' experiences, build a collaborative community for artistic expression, and bear witness to war and the full range of military experiences. Tickets required and may be purchased at the Stockton PAC.

Bryon MacWilliams

Tuesday, March 20, 5:00pm-7:00pm

Board of Trustees Room

MacWilliams will read from his account of local resident, Laura Oberlender, who survived the Holocaust by living in a haystack for more than a year. Cosponsored with The Sara & Sam Schoffer Holocaust Resource Center.

Lauren Wilkinson

Tuesday, April 9, 6:00pm-8:00pm; L-112 (additional information soon!)

A Midsummer Night's Dream

Wed. Apr 10 – Sun. Apr 14 (Wed. -Sat. @ 7:30 pm, Sat. and Sun. matinees @ 2:00 pm)

Stockton Performing Arts Center G/A

Shakespeare's beloved comedy captivates with the intertwined stories of four lovestruck teenagers, six bumbling actors, one royal wedding, and the infinite magical realm of the fairies.

Tickets required and may be purchased at the Stockton PAC.

Stockpot

Thursday, April 18, 4:30pm-7:00pm

L-Wing Art Gallery

Annual reading by contributors to Stockton's Literary journal

Tim DeMarco & Thorsten Nagelschmidt

Tuesday, April 23, 6:00pm-8:00pm

L-112

Demarco will read excerpts from his English translation of Thorsten Nagelschmidt's novel *Was kostet die Welt (For What It's Worth)*.

Nota bene:

The Stockton Student Senate has requested that all faculty include the following important information on our syllabi. If you find yourself a victim of sexual misconduct, including sexual assault, domestic violence, dating violence, and/or stalking, the following resources are available to you at Stockton and in Atlantic County.

CONFIDENTIAL RESOURCES:

WGSC Hotline: 609-849-8473

Counseling Center: 609-652-4722

Avanzar: 1-800-286-4184

Avanzar (www.avanzarnow.org) is the county domestic violence/sexual assault program.

NON-CONFIDENTIAL RESOURCES:

Stockton Police: 609-652-4390

Student Rights and Responsibilities: 609-626-3585

Title IX Coordinator, Valerie Hayes: 609-652-4693