

**COURSE DATA****Data Subject**

<b>Code</b>	44238
<b>Name</b>	Research methods in English literary studies
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2196 - M.D. in Advanced English Studies	Faculty of Philology, Translation and Communication	1	First term
2243 - M.D. in Advanced English Studies	Faculty of Philology, Translation and Communication	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2196 - M.D. in Advanced English Studies	15 - Research methods in english literary studies	Obligatory
2243 - M.D. in Advanced English Studies	15 - Research methods in English literary studies	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
ALONSO RECARTE, CLAUDIA	155 - English and German
FERNANDEZ-CAPARROS TURINA, ANA	155 - English and German

**SUMMARY**

The purpose of this subject is to familiarise the student with the methods and resources used for research in English Literature. It is of a highly practical nature and aims to put her or him into contact with the tools necessary to carry out literary research. It stems from the fact that Literature does not exist as an autonomous entity but rather is found within a socio-political, cultural, ideological and aesthetic context which conditions its reception at different moments and in different places. To this aim, the student is introduced to the search for information resources in connection with different critical perspectives from which different literary genres can be analysed. Throughout the course, the student is familiarised with the bibliographical and electronic resources needed for literary research, including reference works,



specific glossaries, consultation of catalogues from research libraries, use of databases of literary texts corresponding to different periods and genres, and periodicals relevant to different areas of specialisation.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

There are no specific requirements for the course, although a high proficiency in written, oral and communicative skills in English is highly recommended.

## OUTCOMES

### 2196 - M.D. in Advanced English Studies

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.
- Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.
- Ability to publicly present from an advanced and more complex perspective than that of undergraduate studies experiences, ideas, or reports within the field of English Studies.
- Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.
- Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.
- Ability to interpret and analyze texts that represent the linguistic and cultural diversity of contemporary English-speaking societies. Students should be able to reflect on their significance, considering their sociolinguistic, historical, political, and cultural contexts, as well as the impact of globalization on culture, within the field of English Studies.



- Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.
- Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.
- Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

## LEARNING OUTCOMES

Upon completion of the subject, the student will be in a position to identify the most suitable methods and information resources for literary research. She or he will have become familiar with bibliographic catalogues, databases, glossaries, reference works and periodicals specialised in different areas of English literature.

## DESCRIPTION OF CONTENTS

### 1. Conceptualizing the Literary Academic Field

- 1.1. Introduction: Literature and the professional sphere
  - 1.1.1. Literature and education
  - 1.1.2. Literature and publishing houses
- 1.2. The nature of literary research
  - 1.2.1. Connecting professional skills to types of research
  - 1.2.2. Becoming a competent researcher:
    - Conceptualizing and understanding the meaning and implications of expected research standards in the field of literature
    - Identifying and conceptualizing basic skills
    - Methods and strategies for the improvement of skills
    - Identifying the researchers basic tools
    - Self-assessment of ones critical knowledge, skills and tools
- 1.3. Literary fields of research
  - 1.3.1. Current trends in the study of literature
  - 1.3.2. Literature, culture and politics
  - 1.3.3. The relevance of interdisciplinary studies
  - 1.3.4. Assessing the relevance of developing didactic skills
  - 1.3.5. Becoming a specialized researcher: identifying, justifying and assessing ones commitment to a specific field of research



## **2. The Literary Researchers Tools**

### 2.1. Bibliographical and IT resources in literary studies

#### 2.1.1. Bibliographic catalogues and electronic databases for English literary studies

#### 2.1.2. Glossaries

#### 2.1.3. Reference works

#### 2.1.4. Periodicals, journals, magazines and newsletters specialized in different areas of English literature

#### 2.1.5. Archives and archival collections

### 2.2. Assessing types of publications: Indexed journals, national and international publications

### 2.3. Associations, societies and organisations

### 2.4. Perspectives on national and international conferences

**PRACTICE:** Searching the web for relevant publications and associations within specific (sub)fields of literary research

## **3. Critical Perspectives in Academic Writing**

### 3.1. The role of critical perspectives in academic writing

3.2. Engaging in current critical literary and cultural positions: feminism, ecocriticism, transatlantic studies, comparative literature, cultural studies, film studies, masculinity studies, animal studies, age studies, childrens literature, etc.

**PRACTICE:** Survey of textual analyses. Interpretation and critical exegeses of a selection of texts and excerpts following current critical frameworks.

### 3.3. The role of referees and reviewers in literature

**PRACTICE:** Shaping and expressing a critical perspective in accordance with a specific literary (sub)field. Mock-referee exercises.

## **4. Research Stays**

### 4.1. Defining the aims and purposes of a research stay

### 4.2. PRACTICE

4.2.1. Evaluating possible destinations for literary research: asking the right questions about the research center

4.2.2. Exploring funding options at a national and international level: scholarships, grants, and institutes and institutions of interest

4.2.3. Applying for a research stay

- Standard methods of contact

- Preparing a formal application: writing and presenting a literary research project for a short/long term research stay

### 4.3. Resourcefulness during the research stay

**5. Literary Research Projects and Research Groups**

5.1 Aims and scopes of a literary research project

5.2. Private and public research projects within the fields of literary and cultural studies

5.3. PRACTICE: Applying for a research project

5.3.1 Assessing the cultural and educational relevance of the project

5.3.2 Conventional structuring of a research project application:

- Summary
- Objectives
- Methodology
- Relevance within the field
- Critical evaluation of recent scholarship
- Prospective results
- Brief CV(s)
- Prospective schedule

5.4. Aims and scopes of a research group

5.4.1. Literary research and teamwork

5.4.2. Considering team research options: co-writing, co-editing, organization of seminars and/or conferences, etc.

PRACTICE: Writing a Call for Papers (CFP) for a conference or collection of essays

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	24,00	100
Development of group work	5,00	0
Development of individual work	5,00	0
Study and independent work	15,00	0
Readings supplementary material	15,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	3,00	0
Resolution of case studies	3,00	0
<b>TOTAL</b>	<b>75,00</b>	

**TEACHING METHODOLOGY**

Introduction of theoretical content through expository or master classes with IT support.





MD2 Talk in pairs or group discussion

MD3 Reading of relevant material (autonomous or though class discussion, information selection and concept relation, study, reading records, outlines and summaries)

MD5 Resolution of theoretical and practical problems (exercises, corpus collection for study, analysis of written, oral, visual, digital and/or multimodal texts from different genres)

## EVALUATION

### ASSESSMENT BREAKDOWN FOR THE FIRST CALL

Assessment of class attendance and participation	20%
Assessment of acquired skills from written and/or oral evidence	30%
Assessment of acquired skills through written and/or oral assignments	50%
	TOTAL: 100%

### ASSESSMENT BREAKDOWN FOR THE SECOND CALL

Assessment of class attendance and participation (This mark will be saved from the first call)	20%
Assessment of acquired skills from written and/or oral evidence (Students who have failed these activities in the first call may choose to repeat them for the second call)	30%
Assessment of acquired skills through written and/or oral assignments (Students who have failed these activities in the first call will have to	50%



repeat them for the second call)	
	TOTAL: 100%

## REFERENCES

### Basic

- Harner, James L. 2002. Literary research guide: an annotated listing of reference sources in English literary studies. New York: Modern Language Association of America.
- Knellwolf, Christa, and Christopher Norris (eds.). 2001. The Cambridge history of literary criticism. Volume IX: Twentieth-century historical, philosophical and psychological perspectives. Cambridge: Cambridge University Press.
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### Additional

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- Tymieniecka, Anna-Teresa (ed.) 2004. Mystery in its passions: literary explorations. Published under the auspices of The World Institute for Advanced Phenomenological Research and Learning. Dordrecht etc.: Kluwer Academic Publishers.
- Van Vuuren, Melissa. 2010. Literary research and the Victorian and Edwardian ages, 1830-1910: strategies and sources. Lanham, MD : Scarecrow Press.
- World literature today (Online Resource). Norman: University of Oklahoma Press
- Wisker, Gina. 2008. The Postgraduate Research Hanbook. 2nd. edition. New York: Palgrave MacMillan.