



FALL 2021 | ENGL 460 | ARCHIVAL RESEARCH METHODS
SUSTAINABILITY IN C 18 TRANSATLANTIC LITERATURE

Tu/Th 5-6:15 pm | Classroom: Tawes 0201

Dr Karen Nelson | knelson@umd.edu

[Set an appointment](#) | Office: Tawes 2120B M/Tu/Th 10-4 | Office hours: M-F 10-4

ENGL 460 introduces approaches for performing archival research in English studies; explores how researchers develop their scope and practices of study; investigates how to access and use archival materials electronically and on site to further research questions. [Course overview](#) | [Google site](#)

This section examines how authors of trans-Atlantic literature in English in the long eighteenth century critique, represent, or engage with issues of sustainability. Popular literary genres such as georgics, travel narratives, drama, poetics, and novels tell stories about land and water use, labor, food supply, famine, environmental stewardship. Life writing, manuscripts, newspapers, ephemera, and other artifacts provide context. These materials emerge via several online and [possibly] physical archives, including Hornbake Special Collections, the Library of Congress, and the Enoch Pratt Free Library.

Learning Outcomes:

- Hone your skills in textual analysis, including archival details such as marginalia or draft variants
- Learn how archival collections and research questions mutually shape one another
- Become proficient in accessing and using archival materials
- Increase your knowledge and understanding of 18th-century literature and culture
- Expand your awareness of current and historic critical conversations in 18th-century studies
- Develop authority as a scholar and critic

Methods: Hands-on. Explore virtual, campus, and area archives. Discover materials that relate to and are in conversation with the literature, letters, and life-writing we read together. Write and discuss to sharpen analysis. Share discoveries in class zoom sessions and an online publication.

Required Texts:

- Dominique, Lyndon J., ed. *A Woman of Colour: A Tale Anonymous*. Broadview, 2007. ISBN 9781551111766
- Gunn, Giles, ed. *Early American Writing*. NY: Penguin Books, 1994. ISBN 9780140390872
- Woodard, Colin. *American Nations: A History of the Eleven Rival Regional Cultures of North America*. NY: Penguin Books, 2011. ISBN 9780143122029

The remainder of required reading is available via ELMS and includes Aphra Behn, *The Widow Ranter*, along with poetry from various authors such as Anne Bradstreet, William Cowper, Philip Freneau, and Phillis Wheatley; narrative selections from Jonathan Swift, *Gulliver's Travels*; Gustavus Vassa [Olaudah Equiano], *The Interesting Narrative*; and life writing associated with Njinga Mbandi Ana de Sousa, Martha Ballard, Rosalie Stier Calvert, Sarah Kemble Knight, Benjamin Franklin, and others.

Schedule is subject to change. I will probably cut some of the assignments outlined here as we go along; I need to see how the class operates and what we are able to accomplish together. Deadlines are “targets” that will help you complete the work of the class in sequence and in a timely manner. I accept late work without penalty.

Week 1: Introductions, Historical Precursors, What's at Issue

- **Tu 31 Aug:** Introductions, **Commonplace Book workshop**, defining “archival research methods”; “sustainability”; and C18.
- **Thu 2 Sept:** Read: Syllabus; Course Overview; Woodard, “Introduction,” *American Nations*, 1-19 ([on ELMS](#)). In class: selections from travel narratives. Acclimate to the language, garner key concepts, review generic conventions. Notes & commonplace books.

Weeks 2 & 3: Literary Precursors: More, *Utopia*, and Virgil, *Georgics*, translated by Dryden Archives (via UMD Libraries Databases): [Early English Books Online \(EEBO\)](#), [Eighteenth Century Collection Online \(ECCO\)](#) (public): Folger [LUNA](#), [Library of Congress](#)

- **Tu 7 Sept:** NO CLASS. Rosh Hashanah. In lieu of class, for the hour of your choice, visit a local park, preferably in person, to see what sorts of interpretive materials they offer and what claims they make about the land. Consider the topography, the flora and fauna, the “wild” and “cultivated” components. Text (907) 312-5085 [to find out the Native American land](#) you’re on. Complete a survey so we can begin to compile data re: the indigenous archive that the land provides.
- **Th 9 Sept:** More and Dryden: What are the issues? How do we define sustainability? How do these authors inscribe concerns we align with sustainability? What literary conventions begin to emerge here? What else do we inherit alongside these generic conventions?
- **Tu 14 Sept:** Hands-on part one: Evaluate Dryden editions. Hands-on part two: Explore the archives: Translations & resources in the Folger, Library of Congress, ECCO. What do the publication histories of the *Georgics* and *Utopia* look like for the long eighteenth century? Where and when do these texts emerge? What cultural contexts might frame their production?
- **Th 16 Sept: NO CLASS: Yom Kippur.**
- **Fr 17 Sept:** [Blog Post 1](#) due, 11:59 on ELMS.

Weeks 4 & 5: Pastoral and Anti-Pastoral Poetics. In ELMS.

Archives: [Eighteenth-Century Poetry Archive \(ECPA\)](#), [UCSB English Broadside Ballad Archive](#), Eighteenth Century Collection Online (ECCO), Internet Archives

- **[optional] M 20 Sept 12 pm Honorée Fannone Jeffers. Optional; [register here](#).**
- **Tu 21 Sept.** The Pastoral (Poetic) Landscape
- **Th 23 Sept. Special Collections in Hornbake.** Special Collections Research Quest due, 11: 59 on ELMS. [Virtual Archive Exhibit](#).
- **Tu 28 Sept.** Poetics & Sustainability.
- **Th 30 Sept MEET IN BOOKLAB: Print Workshop One: Printing Poetry; Orientation to BookLab; [Marbling](#)**
- **Fri 1 Oct** Recitation due on or before 1:00 pm. Use [Calendly](#) to schedule an appointment.

Week 6: Restoration Drama: Aphra Behn, *The Widow Ranter, or, the History of Bacon in Virginia*. [Project Gutenberg text](#) | [Critical Context](#) | Archive: [#VastEarlyAmerica](#)

- **Tu 5 Oct.** Drama & Sustainability
- **Th 7 Oct:** Read-Aloud; Representation & *The Widow Ranter*
- **F 8 Oct:** [Blog post 2 due](#), 11:59 pm on ELMS.

Week 7: Life Writing: Selections: Diaries, Letters, Journals, Memoirs, Petitions, Ads, Manumissions. ELMS and [Google Books](#).

- **Tu 12 Oct** Focus on land & water use, culture & cultivation, local & global supply networks, environmental stewardship
- **Th 14 Oct** Archival Resources Workshop: Expand the reach using various databases, including ECCO, LOC, Internet Archive, UCSB English Broadside Ballad Archive, Maryland Archives, and more.
- **F 15 Oct** [Blog post 3 due](#), 11:59 on ELMS.

Week 8: Almanacs & Miscellanies: Benjamin Banneker & Regional Print Cultures. In ELMS
[Critical Context](#)

- **Tu 19 Oct.** Discussion and archival exploration: regional print cultures; technologies & modes of C18 poetic transmission

- **Th 21 Oct: Print Workshop Two: Benjamin Banneker's *Almanac* and the Technologies of Colonial Print Culture [in our classroom]**
- **F 22 Oct:** [Blog post 4 due.](#)

Weeks 9 and 10: Novel: Jonathan Swift, *Gulliver's Travels*

- **Tu 26 Oct.** Discussion of Books 1 and 2. Pick a sustainability issue and track it in your commonplace book.
- **Th 28 Oct: NO CLASS. Instructor at conference.** Assess an online resource concerning Swift or C18 Eco Criticism. Some include [podcast on Swift's Dublin](#); [Teaching Guide to C18 Eco Criticism](#); [C17 & C18 Letters from Dublin podcast](#); browse the offerings of [BBC "In Our Time" for C18](#) and pick one that appeals
- **Tu 2 Nov.** Discussion of Books 3 and 4. How does your sustainability issue emerge here? Which issues emerge, for Swift, as related?
- **Th 4 Nov. Research Roundup:** Prep: Read an intro or article. In class: Work together to provide abstracts. Focus on the key issues for sustainability, and identify the relationship of this discussion to Woodard's "nations."
- **F 5 Nov** Blog post 5 due. Make a focused argument about a bit of publication history.

Week 11: Novella: Dominique (ed), *A Woman of Colour*. Archive: [Early Caribbean Digital Archive](#).

- **Tu 9 Nov:** Discussion, centering on commonplace books as starting point.
- **Th 11 Nov:** Sustainability topics; keywords; searching Special Collections.
- **F 12 Nov, 11:59 in ELMS:** Use your commonplace book to generate research questions (No more than one page, including possible primary resources, secondary source (book), archives you plan to explore, key search terms.), and a request for one primary source in the special collections archive. Blog post 6 due: Connect the dots.

Weeks 12-15: "Sustainability" Research and Reporting. For the remainder of the semester, students will generate materials for their final project. Students might select an issue or text related to shared readings to examine with more care. They might explore with more care a topic such as labor or water use and determine literary texts that expand upon those debates. They might identify a less-known text that builds on topics from the course, read it, and discuss how it engages with questions and concerns considered during the semester. They might use the archives, as we have earlier in the semester, to discover information about local policies and practices that respond to literary representations. They might return to the letters or poetics from earlier in the semester, and explore the ways in which the archives shift their understanding of its key elements.

One day will include a research exchange "poster" session, when students will present an online version of the key questions and findings they have for their project, so others can provide feedback and ideas for shaping the argument or for bolstering the archival searches. Some time will be spent in general discussion about how projects proceed. A class session will be spent in Special Collections to build those materials into these presentations. The final project will be a seven-to-ten page paper, or the equivalent, identifying key discoveries or observations. It might, also, take the form of a Wikipedia entry providing information about a less-well-known author or text, linking to the archival materials online. We will set the objectives more fully together in the course of the discussions surrounding these explorations and in individual conferences.

- **F 12 Nov:** Look through your commonplace book, and identify one or two entries that might launch your investigation. Due at 11:59 in ELMS: a request for one primary source in the special collections archive.
- **Tu 16 Nov.** Revisit your text: Look with more care at your focal text. Re-read it. Examine its original version, or look at the various editions in print. Test your emerging hypotheses to be sure you're viewing the source with accuracy.
- **Th 18 Nov. Special Collections** Return to Special Collections to work with archival materials.
- **Sun 21 Nov.** Due at 11:59 in ELMS: Project Status report: What are you finding? Where are the obstacles? What sort of scope emerges for your project? Which archives seem most useful? Which terms seem most productive or evocative? How might that shape your project?

- **Tu 23 Nov.** Pre-publication workshop. Move materials from blog posts to course website and add archival materials to virtual archive.
- **Th 25 Nov. NO CLASS. Thanksgiving.**
- **Sun 28 Nov, 11:59 pm in ELMS.** [Archive Review](#) due
- **Tu 30 Nov** Virtual Poster Session: Draft a poster (in class). How might you present your preliminary findings? Which sources seem central? Which concepts seem noteworthy? Work in groups to generate posters.
- **Th 2 Dec** Virtual Poster Session: Share your work. Students will circulate and make suggestions for archives and further exploration, and ask questions to help one another identify areas for investigation and clarification. Students will also identify themes that emerge across projects.
- **Sun 5 Dec, 11:59 pm in ELMS.** Posters due.
- **Tu 7 Dec. Final Synthesis Conversation: Commonplace Book entries; exam review.**
- **Th 9 Dec. Final Exam.**
- **Monday, 20 December, 4-6 pm: Final Exam slot. Final Project due at 6 pm.**

Requirements and Grades

Grades will be based on:

- Final Project: research paper in the form of a contribution to an on-line reader's guide (includes research proposal, research report, "poster" presentation of preliminary findings, bibliography, and 7-10 pp research paper or the equivalent, 20% in sum)
- Final Synthesis and Commonplace Book (10%).
- Mini Projects: Recitation, Special Collections Activity, Archive Review (10% in sum)
- Participation (discussion and in-class assignments, 20% in sum)
- Postings: 5. 1-2 pp or 250-500 words apiece. (25% in sum)
- Postings, revised and posted to shared space (5% in sum)
- Quizzes (10% in sum)

Additional information about these assignments is included in this document, below, and is available on ELMS.

All course-related policies follow University of Maryland guidelines, available here:

<http://www.ugst.umd.edu/courserelatedpolicies.html>

Course preparation outside of class should average two to three hours of study for every hour in class. Regular attendance and participation in class are the best ways to grapple with the readings under consideration in this course.

If you are having trouble with the course materials or the workload, talk with me or send email as soon as you recognize the problem. If an assignment overwhelms you, we need to develop a plan of action together. Submitting other people's efforts as your own will submarine you, both in the short and the long term. Avoidance will cause different sorts of complications for you. It is my job to help you with academic issues or concerns; I can also direct you to myriad resources on campus.

If you experience issues or have suggestions related to diversity and inclusion in this course or your other English courses or as part of the English department community, please contact the Chair of our CAARES Committee (Committee of Anti-Racism, Accessibility, Respect, Equity and Social Justice) at englishcaares@umd.edu. Please recommend ways to improve the effectiveness of the course for you or other students or student groups.

I strive to create a community of care and respect for one another in this classroom. Part of that climate includes masking. President Pines has provided clear expectations to the University that wearing a mask indoors is required for everyone, regardless of vaccination status. Face coverings over the nose and mouth are required while you are indoors at all times. There are no exceptions. Students not wearing a mask will be given a warning and asked to wear one or will be asked to

leave the classroom immediately. Students who have additional issues with the mask expectation after a first warning will be referred to the Office of Student Conduct for failure to comply with a directive of University officials.

Additional Assignment Information [see ELMS for more complete details]

[Papers, Projects & Reports](#) | [Evaluation Criteria](#) | [Archive Review](#) | [Quizzes](#) | [Readings](#) | [Recitation](#) | [Report](#) | [Study Questions](#) | [Final Project](#) | [Final Synthesis](#)

Papers, Projects, and Reports: Unless otherwise indicated, typed, double-spaced, with 1" margins, in a "standard" 12-point font (Arial, Calibri, Cambria, Helvetica, Times, or the like). Number the pages. Include the title on the first page. Your name should not appear in the file name, the body text, or as part of the page header.

Evaluation Criteria for most written work is described more fully in rubrics in ELMS, but essentially consists of:

- Thesis and exigence: 20%
- Proof: 20%
- Analysis: 20%
- Argument and organization: 20%
- Stylistics: 20%

[Archive Review: At some point in the course of the semester, you need to visit a physical archive (such as the Library of Congress, Archives II, or the Enoch Pratt Free Library) on your own, and seek materials related to your project. We will discuss together in class the sorts of things you will need to do to prepare, and ELMS includes a template for this review. Due on or before 22 November.]

Postings: 250-500 word reports on topics as assigned, due as part of the units throughout the semester. These should be your own work, but they may emerge from discussions with others as you research together. They will link to archives or resources you explore in class. These are short, and they need to be very focused, so you will need to offer your thesis at the outset, one concrete example from whatever your proof text or resource is, and analysis that clarifies how and why you want us to read these materials as you do. These are due in ELMS; you may link to your previous work or the work of others, especially if you generated the ideas or analysis in conversation with your classmates. Additional prompts will be available in ELMS for individual postings.

Quizzes: Will happen at the beginning of class each time we have reading assigned, and will happen at the end of class on other days. Will primarily be drawn from study questions available online, although will also include text identification, explication exercises, and a quick question to help synthesize work in class. With the study questions and your reading more generally, you may decide to generate a reading "notebook." It may be a password-protected blog, a Word or Google document, or a more traditional written notebook or commonplace book. You are welcome to use these notes in the quizzes, with one caveat: they must be in printed form as you refer to them. You cannot have access to a computer or to the internet during quizzes.

Readings: Complete assigned readings before the class day for which the quiz is listed. You are responsible for the whole text on the first day and may need to re-read. Study questions will be available on ELMS.

Recitations. During your recitation appointment, you will set up a ZOOM appointment to recite 14 lines (or the equivalent) of a portion of an 18th Century text of your choosing. You may select something we are reading in class, but you need not. If you want to learn a sonnet, for example, that would fulfill this assignment. You will need to be able to interpret the text as well as recite it, and I will ask why you've chosen the text with which you are working. You may also use this appointment to discuss reading strategies or other concerns. These are due by 25 September at 1:00 pm. Make an appointment.

Report. You will select an introduction or essay for which you need to provide a synopsis. Your goal is to help those not reading the book know what's in it and what might be useful for our collective understanding of this set of archives and eighteenth-century materials. You especially will assess such components as its key argument(s), its critical framework(s), and the key texts with which it engages.

Study Questions will be available on ELMS. They may consist of simple identifications, ask you to identify key characters, define terms, assess themes. They may provide questions that will help you craft your postings or connect your readings across the course. You may decide to generate a reading notebook with your response to these questions and with your own notes on the text. You may use a printed version of notes for quizzes, but you may not access the internet for quizzes or tests, so if you record them online, you will want to print them to use in class.

Final Project. Research paper (or the equivalent) exploring one aspect of literary sustainability as defined in the class. Final version, equivalent to 7-10 pp. of formal writing or 2,000-3,000 words excluding works cited. Includes research proposal, research exercise, research report, "poster" presentation of preliminary findings, bibliography, and 7-10 pp research paper or the equivalent, 20% in sum

Learning Goals: For the topic you choose, you will need to:

Identify genre | Attend to form | Consider meaning | Analyze style and language | Assess aspects of historical significance | Scrutinize the text's strategies of representation | Explicate perspective or perspectives operating within the text

For this final project, you will also need to:

Conduct research | Identify productive and legitimate sources | Show effective use of research tools | Distinguish your own argument from those made by other scholars | Engage primary sources with critical understanding

Here, you will offer a sustained argument about the text and its relationship to the themes we have identified together over the course of the semester. You will need to grapple with primary sources. You might build upon discoveries you've made in earlier papers, or you might broaden your scope or head in another direction entirely.

Final Synthesis Conversation: In lieu of a final standard in-class examination, we will look over stand-out entries from Commonplace Books. You can expect to present one or two entries to help us look back over the semester and consider the threads that emerge from our readings.

Resources for Research & Inquiry:

SEE ZOTERO LIBRARY FOR MORE COMPLETE LIST:

- Special Collections, Hornbake Library ([finding aid](#), [Archives UM](#))
- [Library of Congress](#), with such resources as their [Digital Collections](#)
- [National Archives](#)
- [Enoch Pratt Free Library](#), Baltimore
- Early English Books Online, via [UMD Libraries Database](#)
- ECCO, via [UMD Libraries Database](#)
- [LUNA](#): Folgers Shakespeare Library Online Resources
- PBS Online Resource Bank: [Benjamin Banneker's Almanac](#)
- The Eighteenth Century Common. ["The Great Forgetting: Women Writers Before Austen"](#) Podcast Series. (free online resource)