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.

This particular section investigates fictional and imaginative renderings of “America” against the backdrop provided by manuscripts, ephemera, and other artifacts in several online and physical archives, including Hornbake, the Library of Congress, LUNA: Folger Digital Image Collection, 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 and online.

Required Texts:
- Swift, Jonathan. *Gulliver’s Travels*
- Ulrich, Laurel Thatcher. *A Midwife’s Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812*.
- Swift, Jonathan. *Gulliver’s Travels*
- Ulrich, Laurel Thatcher. *A Midwife’s Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812*.
- Selected poetry by such authors as Anne Bradstreet, Philip Freneau, Edward Taylor, and Phyllis Wheatley. Available on ELMS.

Contexts (for final projects):
- Banneker, Benjamin. *Almanac for the Year of Our Lord 1793*.
• Voltaire, Candide, or, Optimism. 1759 and 1762. via Project Gutenberg.
• Library of Congress, Maps, Maryland, 1700-1799.

Resources for Research & Inquiry:
• Special Collections, Hornbake Library (finding aid, Archives UM)
• Library of Congress, with such resources as their Digital Collections and info for researchers
• National Archives
• Enoch Pratt Free Library, Baltimore
• Early English Books Online, via UMD Libraries Database
• Wing Catalog, 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)

Schedule is subject to change.

FINAL EXAM: Tuesday, May 19, 4-6 pm

Week 1: Introductions, Mapping the Course, and Mapping the Americas: What can we glean about people’s notions of America from the maps they made? What arguments do these archival maps contain? What do they suggest about what people thought was worth knowing, or the sorts of information they needed to communicate and share about these spaces? What do they assume about their audiences?

• Tu Jan 28: Introductions, Mapping the Course. Review the syllabus. Examine such mapping traditions available and emergent in the sixteenth century as T/O maps, planispheres, portolan charts, and mercator projections to talk about conventions of graphic representation, assumptions about the world, sorts of information sought and communicated.
• Thu Jan 30: In class: selections from Hakluyt’s Voyages. Acclimate to the language, garner key concepts, review generic conventions in travel narratives. Examine Map, “Maryland, 1700-1799” from the Library of Congress and assess shifts in mapping and surveying technology, assumptions about audience, and knowledge about Maryland. Students, in pairs, will examine and report in class upon examples of mapping and travel narratives from the eighteenth century to help widen our collective perspectives.

Week 2: Aphra Behn, Oroonoko. With study questions to guide reading and discussions, students will read and evaluate the novel and consider the sorts of information Behn provides about the people and places she describes. What can we discover about her possible seventeenth-century sources from the Folger and the Library of Congress? How does she engage with travel narratives and other possible resources at her disposal? What is the relationship between this narrative and efforts to recruit people to come to the Americas?

• Th 6 Feb: Oroonoko continued. Discussion: How do archival materials we’ve discovered shift or enhance our understanding of Oroonoko?
• Fri 7 Feb: Blog Post 1 due, 11:59 on ELMS. Choose from pre-selected sets of primary resources and write a 250-500 word blog post for the course Google site, linked to the online archival materials, to share their findings with the class. Evaluation criteria.

Week 3-4: Jonathan Swift, Gulliver’s Travels. Again, with study questions to guide reading and discussions, students will read and evaluate the novel and consider the roles of satire, social critique, and fantasy in this text. How do far-away places help writers offset or contrast issues at home? What happens when people use those points of critique or departure to shape the social structures they put into place?
Students, in research groups, will spend a session in the Maryland Room, and then the week that follows working with a second assigned archive, to determine what sort of information they can discover that relates to these questions: What events were occurring at the time of Swift’s composition of *Gulliver’s Travels* that informed the issues with which he grapples? How are other artists, in art, literature, or music, rendering the “fantastic” at this moment? How do these aesthetics reflect this moment? How do these creations inform people’s notions of “America” at the beginning of the eighteenth century? Once again, each student will write a 250-500 word posting for the course Google site, linked to online materials, to share their findings with the class.

- **Tu 11 Feb** *Gulliver’s Travels* due. Quiz. Discussion. Set up research groups.
- **Th 13 Feb** Meet in Maryland Room. Due: Archives Worksheet, by 11:59 pm.
- **F 14 Feb** Recitations due by 1:00 pm.
- **Tu 18 Feb** *Gulliver’s Travels* and the Archives, continued. Identify together potential lines of inquiry; assign archives and tasks.
- **Th 20 Feb** *Gulliver’s Travels* and the Archives, continued. Refine search terms, share search strategies, discuss obstacles and preliminary discoveries.
- **Fri 21 Feb** Blog post 2 due, 11:59 pm on ELMS. Summation of one aspect of *Gulliver’s Travels* research finding.

**Week 5: Equiano, The Life of Olaudah Equiano.** This memoir makes arguments that offer social critique of a different sort than those that emerge in *Gulliver’s Travels*. What materials do the archives offer to enrich our understanding of this narrative? What can we discover about events associated with the history that Equiano relates? What aspects of “America” emerge in this memoir?

- **Tu 25 Feb** *Equiano’s Life*. Discussion day one.
- **Th 27 Feb** *Equiano’s Life*. Discussion day two, with a consideration of archival issues. Which themes emerge that you think will be especially productive in the archives thus far? What do the archives reveal?
- **Fri 28 Feb** Blog post 3 due. Postings this week need to select one small segment of this text and compare it to one very focused aspect of readings or materials from earlier in the course.

**Week 6: Life Writing: Diaries, Letters, Journals.**

- **Tu 3 Mar** Quiz: Calvert, Knight, Ulrich selections. Read selected sources to glean a sense of the sorts of materials available, and discuss these and the threads they see emerging. By end of class, select one source from which to read more.
- **Th 5 Mar** Reports: More on Life Writing. In groups, students will seek primary sources related to these texts. What is available online? What happens when we excerpt select or excerpt materials? What sorts of information do editors privilege? What do you, as a reader, wish you knew more about to understand this text more fully? Where might you look to discover this information, from the archives you’ve encountered thus far this semester?
- **F 6 Mar** Blog post 4 due. Focused response to one of the questions explored in the course of the week.

**Week 7: Poetry.** In addition to reading the poems assigned to the group, students will use archival resources such as the Wing catalog to see how poetry was printed in the eighteenth century. Was it compiled into miscellanies, included as part of broadsheets, gathered into single-author volumes? What seemed to be most possible then? Which authors are most anthologized now? How have fashions in poetics shifted over the centuries? Students will select one poem or author and trace a bit of the publication history for postings this week.

- **Th 12 Mar** Poetry: In Search of Popular Authors, Popular Poems, Publication History.
- **F 13 Mar** Blog post 5 due. Make a focused argument about a bit of publication history.

**SPRING BREAK. NO CLASS:**

- **Tu 17 Mar** Spring Break. No Class.
- **Th 18 Mar** Spring Break. No Class.

**Week 8: Thomas Jefferson's Commonplace Book.** We will be especially interested in thinking about issues of literary canon and the archives we create with anthologies and collections as we begin our discussion of Jefferson’s text. How do our evaluative criteria inform our decisions, as we collect and compile information? What sorts of things does Jefferson include that surprise us? Which texts does he omit that we expect to see? What informs his selection?

- **Tu 24 Mar** Jefferson’s Literary Commonplace Book. Quiz and Discussion.
- **Th 26 Mar** The Commonplace Book and the Archives.
Weeks 9-13: “Envisioning America:” Research and Reporting. For the remainder of the semester, students will work in research groups to generate materials for their final project. Students might select one component from Jefferson’s *Literary Commonplace Book* to examine with more care. They might identify a less-known text that seems to recur in Jefferson’s book, read it, and discuss why it captures his imagination. They might use the archives, as we have earlier in the semester, to discover information about the issues Jefferson grapples with at a particular moment, or over the course of his collection. They might return to one of the maps or travel narratives or texts 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 discussions surrounding these explorations and in individual conferences.

- **Tu 31 Mar.** Develop lines of inquiry, keywords for searches, research groups.
- **Th 2 Apr. [instructor at conference]** Library Activity in McKeldin Library. Meet with Patricia Herron, Humanities Research Librarian, to set up shared course reserves and begin book and journal research. Find one secondary source for your own use. Due at the end of class.
- **F 3 Apr, 11:59 in ELMS:** Research proposal (No more than one page, including research question, possible primary resources, secondary source (book), archives you plan to explore, key search terms.)
- **Tu 7 Apr.** Class discussion: Return to Hakluyt’s *Voyages* and *Gulliver’s Travels*. What does the research you’ve done thus far over the course of the semester make you want to revisit? What questions emerge for you, now?
- **Th 9 Apr.** Research group sessions. Focus on online archives. Expand your search.
- **Friday, 10 April:** Due at 11:59 in ELMS: a request for one primary source in the special collections archive.
- **Tu 14 April.** Return to Special Collections to work with archival materials.
- **Th 16 April.** 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.
- **F 17 April.** 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 21 April.** 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 23 April.** 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.
- **F 24 April, 11:59 pm in ELMS.** Posters due.
- **Tu 28 April.** Discussion and workshop: Rethinking the Canon of C18 Literature via the Archives.
- **Tu 28 April.** Discussion and workshop: Rethinking the Canon of C18 Literature via the Archives.
- **Th 30 April.** Discussion and workshop: Anthologizing C18.
- **F 1 May, 11:59 pm in ELMS.** *Archive Review* due.
- **Tu 5 May.** Bibliography Workshop. Due at end of class: preliminary draft of bibliography.
- **Th 7 May.** Discussion and workshop: Our Online Edition.
- **Tu 12 May.** Review, generate study questions for final exam. **Final projects due.**
- **Tu 19 May, 4-6 pm:** **Final Exam**, two hours, in classroom.

**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 examination (10%).
- Mini Projects: Recitation, Library Activity, Special Collections Activity, Archive Review (10% in sum)
- Participation (discussion and in-class assignments, 20% in sum)
- Postings: 6. 1-2 pp or 250-500 words apiece. (5% each, 30% in sum)
- Quizzes (10%)
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

Note that attendance will radically affect the class participation grade. You will be quizzed at the beginning or end of each class period. Most classes also include a graded activity or in-class assignment. Students with more than three unexcused absences will be unable to earn an A in participation, and since participation and quizzes cannot be made up, absences will impact those grades as well. 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, come 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 related to diversity and inclusion in your English courses or as part of the English department community—or if you have suggestions for improving diversity, inclusion, equity, and access in the department—please contact our Diversity, Inclusion, Equity, and Accessibility (IDEA) Committee at: englishidea@umd.edu.

Additional Assignment Information

Papers, Projects & Reports | Evaluation Criteria | Archive Review | Quizzes | Readings | Recitation | Report | Study Questions | Final Project | Final Examination

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:

- 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 the online Google site; 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, explanation 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. 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 come to my office in 2120 Tawes 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 13 September at 1:00 pm. Make an appointment.

Report. You will be assigned a book, on reserve at McKeldin, for which you will need to provide an on-line evaluation. 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 a text mentioned in Thomas Jefferson’s Literary Commonplace Book. 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 text 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 Exam: A standard in-class examination. You can expect to see identification, short answer, and two essays. You will have choices. We may generate some of the questions together in the review session, and/or I may pull unused questions from online study guides