FALL 2009 Course Proposal:
GER 389K.1 Fundamentals of Scholarship = x-list CL382
Instructor: Katherine Arens
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Office: Burdine 320; Hours W 9-11 and by appointment

Description:
This course is designed for beginning graduate students, to introduce the various branches of literary, linguistic, and cultural studies today, in the context of the national literatures and for comparative literature.

The first section of the course focuses on today's professions of teaching and research in languages and literature; it introduces literary, linguistic, and cultural studies as professions and as areas of scholarship. Intertwined with this introduction of the major subject areas will be systematic work on bibliographic and reference sources, professional organizations, journals, and conferences. The goal of this introduction is to aid students in developing efficient research strategies and to familiarize them with basic reference tools; students will work on evolving their own lists of professional tools as they go along.

The second section of the course is an introduction institutions of higher education, and how they function and will affect your career. The third section of this course introduces major streams of literary and cultural theory (including some kinds of linguistics), as they can be used to analyze the texts and artifacts at the basis of literary, linguistic, and cultural studies.

Throughout the course, students will be working on entries on the Texas Theory Wiki (http://www.laits.utexas.edu/wiki/theory), as practice in research and basic writing, and in order to familiarize themselves with basic areas of literary, linguistics, and cultural studies.

Assignments and Grading:
Personal Bibliographic Wiki Page = 10% of grade
CV and Personal website on WEBSPACE = 10% of grade
3 Wiki articles @ 10% each = 30% of grade
Set of Wiki annotations = 5% of grade
Two précis, due as indicated on syllabus = 2 x 5% of grade = 10% of grade
Two end of semester portfolios = 25% of grade
Online comprehensive final = 10% of grade

**NOTE: for assignments other than the in-class final, full credit will be given for appropriate work done on them, not for any “correct” or exhaustive answer. Conversely, points will be deducted for answers that do not address the full scope of the assignment, or that simply do not make an appropriate attempt to identify and fulfill the tasks set in the assignments.
More time spent will not necessarily mean a better grade, since you will be graded on quality and logic rather than on sheer quantity.
BUR 234, TTH 12:30-2 pm

WEEK 1: CLASSES START AUGUST 26; Thursday = Aug. 27
TH Introduction to the Course
Introduction to all course materials, assignments
CV and webpage how-to

WEEK 2: 1, 3 September
PART I: FINDING YOURSELF, FINDING OUR STUFF
TU Basic Bibliography Tools and Skills: Establishing Your Credibility
Note: as you read for the next weeks, don't forget you are to be working on
Assignment 3 as you go along: start doing your wiki pages for the group.
READING: "Minimum Bibliography" handout in your class materials

TH Linguistics, Philology, Applied Linguistics
Readings
"Understanding Language," Introduction to Scholarship (III), 3-69
-Sommer, "Language, Culture, and Society"
-Hopper, "Linguistics"
-Byrnes, "Language Acquisition and Language Learning"
Finegan, "Linguistics," Introduction to Scholarship (II), 3-27
Baron, "Language, Culture, and Society," Intro. to Scholarship (II), 28-52
Lehmann, "Linguistics," Introduction to Scholarship (I), 1-28
Byrnes, ed. Learning Foreign and Second Languages, 1 (rec. 262-95)
Background:
David Eddington, "Linguistics and the Scientific Method," Southwest
Modern Language Journal: Special Issues: A Century of Language Teaching and
Research, Parts 1 & 2 = Vol. 84, #4 (Winter 2000) and Vol. 85, #1
(Spring, 2001)
Kramsch, "Second Language Acquisition, Applied Linguistics, and the Teaching
of Foreign Languages, Modern Language Journal, 84, #3 (Fall 2000):
311-26

WEEK 3: Sept. 8, 10
TU Intro to LIBRARY and Wiki
Guest: Shielo Winchester, PCL

TH Composition and Rhetoric, Teaching/Pedagogy
"Forming Texts," Introduction to Scholarship (III), 73-139
-Jarrett, "Rhetoric"
-Bartholomae, "Composition"
-Bernheimer, "Poetics"
Lunsford, "Rhetoric and Composition," Intro. to Scholarship (II), 77-100
WEEK 4: Sept. 15, 17
TU  Wiki Discussion: What topics and names belong in these areas?
    Discussion about what you have to do to write your Wiki Pages on Linguistics / Applied Linguistics; what topics and strategies you will use.

TH  Bibliography and Reference Strategies: Linguistics Areas
    Class presentation of Basic Strategies for Bibliography based on the "Minimum Bibliography"

WEEK 5: Sept. 22, 24
TU  Literary Studies, Classical and Canonical
    "Reading Literature and Culture," Introduction to Scholarship (III), 143-170
    -Marcus, "Textual Scholarship"
    -McGann, "Interpretation"
    Scholes, "Canonicity and Textuality," Intro. to Scholarship (III), 138-158
    Marshall, Literary Interpretation," Intro. to Scholarship (II), 159-182
    Culler, "Literary Theory," Introduction to Scholarship (II), 201-235
    Lipking, "Literary Criticism," Introduction to Scholarship (I), 79-97
    Hernandi, "Literary Theory," Introduction to Scholarship (I), 98-115
    Background
    PMLA: Special Millennium Issue, 115, # 7(December 2000) --SKIM!!

TH  Literary Studies, Historical and Material
    "Reading Literature and Culture," II (new), Intro to Scholarship (III), 171-208, 294-311
    -Gallagher, "Historical Scholarship"
    -Holquist, "Comparative Literature"
    -Venuti, "Translation Studies"
    Greetham, "Textual Scholarship," Intro. to Scholarship (II), 103-137
    Patterson, "Historical Scholarship," Intro. to Scholarship (II), 183-200
    Tanselle, "Textual Scholarship," Introduction to Scholarship (I), 29-52
    Lewalski, "Historical Scholarship," Introduction to Scholarship (I), 53-78
    Lefevere, Translating Literature
    Susan Bassnett & André Lefevere, Constructing Cultures, passim

WEEK 6: 29 September, 1 October
TU  Wiki Discussion: What topics and names belong in these areas?
    Discussion/Lecture to be sure you have the fields scoped out

TH  Bibliography and Reference Strategies: Classical Literary Studies
    Class presentation of basic resources
    •ASSIGNMENT 2 Due: CV and WEBSPACE page

WEEK 7: Oct. 6, 8
TU  Crossing Disciplines and Cultures: New Cultural Studies
    "Reading Literature and Culture," II (new), Introduction to Scholarship (III), 209-293
    -Franco, "Cultural Studies"
    -Donadet/Lionnet, "Feminisms, Genders, Sexualities:
    -Warren, "Race and Ethnicity"
Friedman, "Migrations, Diasporas, and Borders"
Gunn, "Interdisciplinary Studies," Intro. to Scholarship (II), 239-261
Bathrick, "Cultural Studies," Introduction to Scholarship (II), 320-340
Schor, "Feminist and Gender Studies, Intro. to Scholarship (II), 262-287
Gates, "Ethnic and Minority' Studies," Intro. to Scholarship (II), 288-302
Allen, "Border' Studies," Introduction to Scholarship (II), 303-319

Background
PMLA Forum on Interdisciplinary Studies, 111, # 2 (March 1996)
Denham, et. al, eds. A User's Guide to German Cultural Studies:
- Teraoka, "Multiculturalism and the Study of German Literature," 63-78
- Bammert, "Interrogating Germanness," 31-44
- Crew, "Who's Afraid of Cultural Studies," 45-61
- Kacandes, "German Cultural Studies," 3-28
- Chapter 32: Selected Annotated bibliographies, 529-536

TH Wiki Discussion: What topics and names belong in these areas?
Discussion/Lecture to be sure you have the fields scoped out

WEEK 8: Oct. 13, 15
TU Bibliography and Reference Strategies:
Cultural Studies, Interdisciplinary Studies

PART II: From Scholarship to Professional Practice
TH Your Career
Goodwin, "Fads and Fashions on Campus: Interdisciplinarity and Internationalization,"
Academic's Handbook, 73-80
Boice, Advice for New Faculty, passim
Budd, "On Writing Scholarly Articles," Academic's Handbook, 249-262
Lucas and Murry, New Faculty: A Practical Guide for Academic Beginners, passim
Goldschmid et al., The Chicago Guide to Your Academic Career, passim
Germano, Getting it Published, passim
Rowson, "The Scholar and the Art of Publishing," 273-285
Campbell, "Effects of the Networked Environment on Publishing and Scholarship,"
Academic's Handbook, 286-296
Excerpts from Symplode (on CD)
Urgo, "The Affiliation Blues"
Terry Caesar, "Affiliation in a Career of Specialization"
Di Leo, "On Being and Becoming Affiliated"

WEEK 9: Oct. 20, 22
TU Institutional Configurations
ENGLISH STUDIES: START HERE
(October 2000): 1136-1276 (includes three short other articles from the issue
on publishing and teaching)

FOREIGN LANGUAGES, READ AROUND IN THE FOLLOWING FIRST:
German Quarterly, Millennial Issue, 73, #1 (Winter 2000)
David Benseler et al., eds. Teaching German in Twentieth-Century America, all (passim)
George F. Peters. Teaching German in America (selections from)
Graff, “The Scholar in Society,” Introduction to Scholarship (II), 343-362
Pye, “University Governance,” Academic’s Handbook, 297-314
Colton, “The Role of the Department in the Groves of Academe,” Academic’s
Handbook, 315-333

• ONE WIKI PAGE DUE (see Assignment Three)

TH Policy and Institutional Frameworks
Carnegie Classifications: <http://www.carnegiefoundation.org/classifications/> and the
link to the article "Rethinking and Reframing the Carnegie Classification"
(2005), by Alexander C. McCormick and Chun-Mei Zhao
AAUP <http://www.aaup.org/aaup>
AAUW <http://www.aauw.org/>

WEEK 10: Oct. 27, 29
TU •Draft of Assignment 1 Due: make sure you have something in each
category, and be prepared to show and tell in class.
•ONE WIKI PAGE DUE (see Assignment Three)
TRANSITION TO PART III:
Introducing Précis and Final Portfolio: Staging Text Interps, theory to practice

PART III: Modeling a Text Interpretation, from Theory to Practice
TH Linguistics Text Interpretation, I: Theory
Corpus: any text passage (or searchable corpus)
Theory Source: Saussure’s Course in General Linguistics (class CD)
Making a Procedural Model: evolving concepts
Research Problems: what do you need to look up, and where

WEEK 11: Nov. 3, 5
TU Linguistics Text Interpretation, II
•Text: Edgar Allen Poe, The Purloined Letter, at

TH Literary Text Interpretation, 1: Poetics (text-imminent
interpretations)
Corpus: "masterpiece" of a genre or national voice
Theory Source: definition from Princeton Encyclopedia,
T. S. Eliot, " Tradition and the Individual Talent" (Adams.PDF on class CD)

Making a Procedural Model: evolving concepts
Research Problems: what do you need to look up.

WEEK 12: Nov. 10, 12
TU  Literary Text Interpretation, 2: Poetics

TH  Historicism, Positivist, or Geistesgeschichte Text Interpretation, 1
    Corpus: Text and the historical, sociological, etc. contexts in which it rests
    Theory Source: Hans Robert Jauss,
    "Literary History as a Challenge to L. Theory," 163-183 in Critical Theory Since
    1965 (Adams & Searle); Droysen, "Outline of the Principles of History" (class CD)
Making a Procedural Model: defining elements of history, "ideas" to pursue
Research Problem: bibliography and interdisciplinarity

WEEK 13: Nov. 17, 19
TU  Historicism, Positivist, or Geistesgeschichte Text Interpretation, 2
    ● Text: James Joyce, The Dead (class CD)
    ● Précis Due: use any other poetics or historicist to approach one of the texts

TH  NO CLASS DAY
    ● WORK ON 3RD WIKI PAGE)

WEEK 14: Nov. 24
TU  Cultural Studies or Interdisciplinary (emphasis on post-structuralism)
    Corpus: cultural practices, uses of texts within culture or discipline
    Theory Source: Michel Foucault, "What is an Author?,
    "Discourse on Language," 137-162
    Louis Althusser, "Ideology and Ideological State Apparatuses," 238-250
Making a Procedural Model: evolving concepts in interdisciplinary framework
Research Problems: what do you need to look up.

TH  THANKSGIVING

WEEK 15: Dec. 3, 5
TU  Cultural Studies Text Interpretation
    ● Text: James Joyce, The Dead (class CD)

TH  Concluding Discussion
    ● Précis Due: use any other cultural studies theory to approach one of the texts

OFFICIAL FINAL DATE: Monday, December 15, 9:00-12:00 noon
All work due in BY NOON (portfolios, third wiki page, etc.).
ASSIGNMENTS

Assignment 1. Personal Bibliographic / Professional Resources Wiki Page

Your mission is to establish your own professional profile wiki page, as a subset of the general bibliographic resources we talk about, and as a more specialized set of references. There will be a page in the wiki at a link with your name. This assignment is to be completed in the first 11 weeks of the semester. Its goal is to define how you and your chosen areas of academic study need to be integrated into the professional landscape of US academia.

The Texas Theory Wiki is found at <http://www.laits.utexas.edu/wiki/theory>. The password to edit pages is "theoryedit" (no "", but it is case sensitive); the password to upload pictures, etc., is "theoryupload".

PART I: Write a paragraph introducing yourself and your major interest area. If you are not sure about a specific interest, you might take the topic of a course you are in this semester as your area of focus. This is the reference point from which the validity and completeness of the subsequent sections of your wikipage will be evaluated.

PART II: As we go through the areas of literary, linguistic, and cultural studies as they are configured in the academy today, you will take up the four major areas represented in any department, and identify how each contributes or relates to your major area(s) and career goals, as the professional resources you will need to keep in your active repertoire.

Follow the pattern of the handout: "389 wiki page outline," attached to this syllabus. You must have entries in each section of this outline, and you must annotate each section in ways that clarify your choices.

Where that outline says "all four areas," it is understood that you will be finding items for

- Linguistics
- Applied Linguistics / Rhetoric & Composition
- Literary Studies (traditional)
- Cultural Studies or Interdisciplinary Studies (your inter-discipline)

The class will discuss each category in its own right, to exemplify how and why each set of resources is used, and when, as part of credible scholarship. As the class introduces the bibliography, reference, and information sources that you will have to master and have at your (mental) fingertips for credible professional work, add them to the appropriate sections of your page, with a brief commentary as to why there are there. Your job here is to assemble the set you may need for your own career. Your page may or may not include what is presented in class; your goal is to make the basic HOW-TO page for your career.

If you need more information on computer skills (e.g. Powerpoint, html, Excel), training classes, and (free or cheap), check out what is available through UT:

- <http://www.utexas.edu/its/bevoware/>
- <http://www.utexas.edu/its/training/>

Also check out PCL (Perry-Castañeda Library, the main library, and what it offers as training courses. Recommended is a library tour. Note that the campus will expect you to use software up to campus standards: MS- Office and operating systems that
are compatible with UT online resources. Conformity saves nerves; do NOT try cottage
ware or other software packages, the frustration will not be worth it long term.

Don't forget to figure out, for example, if you need special fonts and what the
standard are (for example, the Classics organizations have made specialized standard
fonts available; the MLA has editing software and recommends certain bibliographic
software -- the standard package is EndNote).

Overall, the result will provide a map for your professional world: the issues,
groups, resources, and requirements that will mark you as a credible, engaged scholar.

Full marks will be given for this assignment only if all sections are addressed and
annotated. If you do not know how to do annotations on bibliographies, consult Harner's
Compiling an Annotate Bibliography, included on the class CD.

Assignment 2: CV and personal website on WEBSPACE

On your class CD, there is an essay and example of a proper academic CV.

From your UT Direct page, you can claim your WEBSPACE account (really good
way to transfer files). In that directory, you can establish (or use) a file named www to
establish a personal webpage.

By the date indicated on the syllabus, you will have to post a one-page (or
longer) webpage introducing yourself, and attach to it as a download two versions of
your CV: one as a MS-Word document and one as a PDF. The page must include one
picture (not necessarily of you) and at least one hyperlink to another page, as well as an
e-mail utility (so you could be contacted by using a link on it).

You may NOT use the MS-Word converter to make that webpage. You must use
either basic HTML or a program like Dreamweaver (the industry standard for webpages),
which is available on computers in most campus labs.


I'll be happy to critique CVs before you post them. Don't forget to put all your
work experience, teaching, awards, etc.

Assignment 3: Help build the Wiki -- Mapping Scholarship in English, the
Modern Foreign Languages, Linguistics, and Cultural Studies

Part of the requirements of this course is that you must actually contribute to
scholarship, by contributing to the Class Wiki at
<http://www.laits.utexas.edu/wiki/theory> or to the Wikipedia
<http://www.wikipedia.org>. These contributions are a combination of annotations,
corrections (e.g. reorganizations, blocking in of pages missing), links, and original entries;
you will have to make a decision about which Wiki you contribute to, depending on your
area of interest and its representation on the main wiki.

•PART 1 of ASSIGNMENT 3:

Build THREE content pages in your major or minor area -- full-blown wiki pages,
either on the local wiki or Wikipedia.

If you don't have any ideas what topics you might contribute to, note that there
are lists on each portal page of topics, some not connected to pages -- these are pages
that it would be particularly nice to have added, either locally or to the Wikipedia. Feel
free to add to these lists, or to reorganize them, as need be.
The pages you research and write may be related in topic, but should reflect different approaches to the shared materials, requiring the use of different bibliographic sources (e.g. you may not do three "famous author/intellectual" pages, but you may do a "famous author" and then a "genre" pages referring heavily to that author, or "Noam Chomsky" and "Transformational-Generative Grammar"). Don't forget to link these three pages to your Personal Bibliographic Page and to at least one appropriate location on a Portal page. ALSO, make sure the page is linked logically to other pages on Wikipedia and/or the class wiki. If you place it on Wikipedia, make sure it is cross-linked to a handful of related pages (isolated pages can be eliminated by the editors). You may work in pairs, if the page content is complicated. Your goal is to practice the bibliographic techniques and use the resources we discuss in class.

Note, too, that even topics for which pages exist and are linked to the Portals pages may need reworking: "Noam Chomsky" has a page, but "Chomsky's Influence on Russian linguistics" does not. Interesting pages to add often deal with reception ("x in country y"), or with specific concepts that might link to more than one theorist ("linguistic sign" in Saussure and Barthes, for example, with sections on each). Specification makes a topic do-able and usable for determinate audiences.

Comparisons between the same topic or concept in two countries are also the materials for good WIKI pages (check out Wikipedia in different languages, for an idea). Even a translation of a Wiki article into another language, WITH UPDATES ON THE SECONDARY/PROFESSIONAL LITERATURE IN THE NEW LANGUAGE, is a very viable option - - this is particularly good for those of you in area studies not well known to Anglo-American scholars or readers, and a great service for international scholarship, if you remember to adjust the translation to accommodate the new audience's knowledge.

The goal of this assignment is to help you become familiar with names, terms, and histories of the areas in which you are most interested, while practicing good research, documentation, and writing habits. Be sure you look at the handout on what constitutes a good Wiki page. Each section doesn't have to be long, but it needs to be precise and well-documented.

For full marks on a new page, a Wiki page that you contribute must have all the elements on the "Successful Wiki Page" handouts. Minimal standards will be correct bibliography, use of paper and electronic sources, and entries for each part of the Wiki page. Part of the challenge on a wiki page is to judge its length and focus. If pages look unwieldy, or if the Portal Pages seem to be organized in ways not accommodating what you want to do, consult with the instructor. The Theory Wiki's Structure needs to change to accommodate its users.

•PART 2 of ASSIGNMENT 3:

Provide substantial annotations to the lists of bibliographic and reference resources on the class wiki's Portal Pages, or to existing wiki pages. These annotations should consist of "user's guides," or "caveats," or additions to the reference materials involved. Prior classes have added full pages with basic materials for Italian studies (excerpted from their own Personal Bibliographic pages), or updated the availability and overage notes on these resources to make them current.

Part of the challenge on a wiki page is to judge its length and focus. Flag to the instructor if a page is starting to look unwieldy, and we will discuss breaking it up.
How many annotations do you do for full credit? 3 short ones (on individual entries), or one extended one (see the page on Italian studies as a model, or some combination of the two. Link each to your personal page on the class Wiki

**Assignment 4: two précis, teaching use of theory**

See attached Précis descriptions. Each has two sections: one, an analysis of a theory text that you will use as a model to set up an interpretation -- an analytic précis, focused on a single theory text. Then the second section identifies what kind of text that theory might go well with, what research you’ll need to do, and then set up an interpretive précis.

In the last few weeks of class, we are modeling précis along major methodological lines. You are to read a different theory essay from one of the schools, and try to apply it to one of the texts. Due as indicated on the syllabus. Use any essay in the assigned categories from class CD or Adams/Searle. Anthology.

**Assignment 5: End of Semester Portfolio**

1) Your complete Personal Bibliographic Wiki page, with your professional profile and resources, all properly edited; your webpage with a CV.

2) TWO completely documented bibliography searches (see attached directions); these may be the “back ends” of papers you are doing for other courses.

**On-Line Timed Final**

Three hour exam; mostly short answer, on bibliography/reference, area studies and theory issues, and professional resources.

Please come prepared to identify significant items of bibliography, major names, concepts, etc., and to know when and how they are used. You will always have choices. Be sure you look at the bibliographic handbooks (Richardson, etc.) and Harner’s *Guide to Annotated Bibliographies* to see what constitutes a proper identification of a reference source.

This examination will be run as a Blackboard examination. Be prepared to follow directions and to work on a stable line. You will only be allowed to log in once. You may use your books and notes.
Portfolio Assignment: Final

The second part of your portfolio is asset of two different research design projects, start to finish.

The two general topics are as follows:

a) Take a major author or linguistic theory and figure out an abstract for a conference entitled "New Approaches to X".
b) Take an issue in teaching a content area or in cultural/interdisciplinary framework, and figure out an abstract for a conference entitled "New Vistas on X."

In each case, you need to model and document a complete and credible research and project design. Including false starts, as indications of what you checked. (Note that there is a handout on the department website on how to write an abstract.) One or both of these searches may apply to a paper you are writing this semester.

This assignment will require you to work step by step through the following categories, ending up with an actual abstract. Your goal is to document how you work with a topic using reference materials, figuring out what needs to be researched in content to make your topic work, evolving a theoretical or methodological basis for your work, and then making an abstract that will be professionally situated.

The answers you give will be a supplement to your personal profile page; each bibliographic source or sources should be noted in proper MLA or APA format, and an annotation about why it is appropriate. Be sure to check what assets you might add to the general WIKI pages, as well. Note that this assignment will require you to use handbooks like Harner, Richardson or Blinn.

1. Specify the TOPIC:
   Make a general statement of what you're going to work on.

2. Identify the REFERENCE WORKS that apply to the topic area, and why you picked each. Remember that this might include a history book or sociology of a group.

3. Identify the SOURCE OF CONTENT for that topic: corpus, best/critical edition, website, museum catalogue, etc. Tell me any details that substantiate that status.

4. Identify your MODEL FOR RESEARCH DESIGN, usually an analysis method or theory. Note that, if you are doing literary and cultural studies, the essays in Adams/Searle anthology and/or on your class CD are a good start.

5. Identify the HANDBOOK or REFERENCE SOURCE amplifying the approach (or, in the case of recent theory, an essay exemplifying how to use it).

6. Identify the BIBLIOGRAPHIC DATABASE(S) you will need to consult to research the topic and the research design/theory.

7. Identify any SPECIALIZED BIBLIOGRAPHIES (e.g. monographic bibliographies) that contribute to your research in either dimension of your project.

8. READ your theory source or relevant section(s) of the handbook.

9. Set up a PRÉCIS, applying the theory/method to the content.

10. WRITE a 250-word abstract.

11. Provide a 5-10 item BIBLIOGRAPHY in appropriate format (noting which stylesheet you use).

12. Identify which CONFERENCE(S) of professional organization(s) the proposed paper might fit (and, if relevant, which sub-sections), and why.

13. Identify which professional JOURNALS (at least two, a first and second choice), would be likely to accept an expanded version, and why.
Format for Précis

There is a difference between a text's facts and the strategy used to present those facts. A "précis" (pray-see) reflects this difference. It is designed to reflect the structure of a text's argument, not just the text's contents. A précis is one typed page long.

No matter what type, a précis has four sections:
1) A statement about the text's FOCUS. This is the main issue that the text addresses.
   **You write** a concise statement (1-2 sentences) of that focus.
   Likely alternatives:
   - issues or problems
   - representative concerns of a group, or its interlocked set of beliefs
   - institutions/systems
   - events and their characteristics or repercussions
   E.G.: "The structure of the mind and how it relates to behavior in the social world."
   What not to do: Do not include journalistic commentary, or examples, or evaluations -- just state what the topic is.

2) A statement of LOGIC and GOAL (its Intent), which will introduce a CHART
   WITH HEADINGS encompassing the text's data in two parallel columns of notes
   (usually with page references to the reading).
   **You write** a sentence describing the logic pattern (E.g., "By examining the sources of ______, the author shows the consequences of ________."); "In order to __________, the text correlates the ______ and ________ of social behaviors."
   Typical verbs indicating such logic: compare, contrast, link causally, cause, follow from...

3) A matrix of information, organized under two column headings as argument logics which the text systematically correlates with each other. Under these headings, you typically add three or four examples which fit the content of the text into its form.
   Typical logics of argumentation:
   - characteristics of a model, role, event + what they imply/yield/cause
   - stages in an event or process + what they imply/yield/cause
   - sources, conditions, or restrictions on a contexts + what they imply/yield/cause
   - participants in interest groups + what they imply/yield/cause
   - effects, goals, purposes to be realized + how (plan, mechanism)
   - compare/contrast any of the above elements in two systems/for two classes of data

4) A paragraph (ca. 3 sentences) indicating the IMPLICATIONS of the information pattern—CONCLUSIONS ABOUT WHAT IT MEANS IN THE BIGGER PICTURE AND WHY I SHOULD CARE ABOUT IT. This is not a description of the information pattern or focus, but rather an extension of the covert statement implied by the information pattern and argument structure. That is, what is this text/précis good for, especially as seen from the outside? In setting the argument up this way, what is being hidden, asserted, or brushed aside? What is new or old-fashioned about the correlations made? Who would profit most by this arrangement?

Grading

- clear focus = + 1
- logic statement clear = + 1
- information pattern clear and pertinent = + 1
- consistency (does logic match information match focus match implication?) = + 1
- implications (are they pertinent, well-expressed, well-thought-out? do they follow from the development of the argument, or come from nowhere?) = + 1

TOTALS: + 5 = A = 90; + 4 = B = 85; + 3 = C = 75; + 2 = D = 65; + 1 = F = 50

Assignments are one page long; top grade is 90 (unless extraordinary synthesis happens in the implications).
Analytic, Synthetic, and Interpretive Précis: Three Rhetorical Genres

While the précis format given on the previous page applies to all types of analysis, it may nonetheless be used for several other purposes, reflecting different purposes for the writer and reader.

An analytic précis aims at recreating the focus, strategy/goal (intent), and information of one particular text. You, as the writer, intrude only at the level of evaluation (in the implications). Your job is to present and assess the claims made by a particular text as text-generated criteria, and then to specify the (outside) contexts in which those claims are valid, dangerous, useful, etc.

A synthetic précis sets up a comparison/contrast between two (or more) texts. Its focus is the/an issue shared by the two texts. However, it is up to you, the writer, to specify (as the strategy/goal statement) on which grounds and to what end the comparison will be carried out. The information pattern will be drawn from the text; the implication is again provided by you, in terms of "why do this comparison."

An interpretive précis uses one text to read another (applies one systematic strategy to a text). That is, you pretend to be the writer of one text, and read another as s/he would; at the conclusion, you step out of the role-play, and evaluate the relation between the two points of view. It places a still higher burden on you as writer: you must specify the focus (the interpretive issue that the précis will address, and the strategy/goal of how you will explicate that issue -- all before you start. The information pattern will often be arranged as an "issue/example" format, with the issues drawn systematically (i.e., in recognizable form) from the strategy text and the examples also systematically drawn from the text to be interpreted. An interpretation will not be successful if either text is treated willfully (e.g., against the spirit of its internal organization). Your implication is, again, directed at explaining why you bothered to set up this interpretation this way -- what it is good for.

[A creative précis exists, as well-- usually as an outline for an original essay. The writer uses it as an organizer for rhetorical strategy and for information generally drawn from many sources, without particular address to the argumentation of those sources because an original argument is being made.]

How do I turn these into essays, and what kinds of essays are they?

An analytic précis turns into something like a good book review or proposal evaluation -- the introduction introduces the central issue and the rhetorical tactic that the source text (issue, or party) uses, together with the writer's goal of bothering to explain these. The body of the paper fleshes out the execution of the text's logic, and presents interim evaluations that set up the big evaluation that is the conclusion of the piece.

A synthetic précis resolves a conflict in the favor of one party or another, or shows how the two positions are totally compatible (despite their seeming differences in terminology). The introduction for its essay version must state the basis for the comparison, and the strategy through which the comparison is stated. It will end with a hint as to why this comparison is illustrative or important. The body of the paper must contain a balanced presentation of comparable points (each comparison introduced in terms of the more general overview). The conclusion must decide which side wins -- in terms of a stated set of outside needs/problems that the information addresses.

An interpretive précis applies a point of view to a text explicitly. The introduction to the essay version must state which systematic point of view will be applied to what issue (who you are playing, and why), why that point of view was chosen, how the point of view will be applied (strategy/goal of the evaluation), and hint at what the goal of the particular interpretation will be. The body of the paper must contain a running dialogue between the p.o.v. and the textual information -- it must move stepwise through the p.o.v. and re-interpret the text's data through that lens -- no matter your individual preferences as writer. You will therefore have two levels of critique in the paper: first, a decisive critique of one writer from the p.o.v. of the chosen role, and second, your suggestions about what bringing these two other voices together has achieved. You must interject a decisive critique of both p.o.v.'s as part of the work's final implications (only correctives can be hinted at as it goes along, or foreshadowing of a larger objection that will be dealt with in detail after the immediate analysis is concluded -- don't subvert the voice you're playing at being until you're through).

[A creative précis will set up an op/ed piece or any literary essay, like Robert Benchley's -- the writer is only responsible for the fictive universe set up by the précis, even in the implication. And the implications disappear -- there is no outside, except in the mind of the readers.]
BIBLIOGRAPHY ISSUES:  My WIKI Page

1. General Professional Profile:  Areas of Interest
   1a. Links to My Wiki-Pages
   1b. Links to Wiki-Pages that I have corrected/added to, with annotations on what I did.
       **NB: Be sure to add these to the resources pages on the class Wiki, as well, reorganizing where necessary.

2. General and Specialized Catalogues / Reference Pages / Online Resources

3. Professional Survival:
   3.1 Style Sheets and Writing Guides
   3.2 History of Profession
   3.3 Professional Help and Standards for Professional Practice

4. Reference Books:
   4.1 General
   4.2 Reference Standards (entries for all four areas of the standard department)
   4.3 Specialized references (for YOUR major and minor areas of interest)

5. Databases and Sources for Secondary/ Professional Literature
   5.1 General (comprehensive, in all four areas)
   5.2 Specialized in my field(s)
   5.3 Sources for Book Reviews
   5.4 Minimal Interdisciplinary Sources (specify the discipline you are most likely to have to consult to back up your work)

6. JOURNALS
   6.1 Broadest / most prestigious in your major field
   6.2 Teaching related in your field
   6.3 Area studies, more minor

7. Professional Organizations
   7.1 General Professional Organizations (national and international professional organizations that encompass your field in its broadest setting)
   7.2 More specialized organizations
   7.3 Cultural and Area Studies (professional organizations with regular conferences and/or journals that reflect your interdisciplinary interests)
   7.4 Professional organizations with regular conferences and/or journals where you can find for present information on teaching in your fields

8. Important Conventions

9. Important Listservs (for professional information, reviews, etc.)

10. Skills and training needed (especially computers, languages, etc.)
1) You have brought with you a paragraph describing your areas of specialization and an image.

Now launch your web browser and go to the class wiki page:
Wiki URL: <http://www.laits.utexas.edu/wiki/theory>

Pop open the "Basic Editing" link from the left-hand navigation bar. We will read through a few basic commands.

THE MOST IMPORTANT:
- Paragraphs: for a new paragraph, use a blank line.
- Use \ (single backslash) at the end of a line to join the current line to the next one.
- Use \ \ (two backslashes) at the end of a line to force a line break.
- Use \ \ \ (three backslashes) at the end of a line to force 2 line breaks.
- Use [[<<]] to force a line break that will clear floating elements.
- -to indent text, -< hanging text (more hyphens = bigger indent)
- Lists: * for bulleted, # for numbered, :term:definition for definition lists
- Emphasis: "italics", "bold", """"bold italics"", @@typewriter@@ (monospaced)

**NOTE THAT THESE ARE SINGLE QUOTATION MARKS DOUBLED.**
- References: [[another page]], [[http://www.example.com]], [[another page I link text]], [[#anchor]]
- Separators: !, !!! for headings, ---- for horizontal line
- Other: [+big+], [++bigger++], [-small-], [--smaller--]

2) Go to your class's home page from the link in the left-hand navigation bar.
   - On the page you find, click on the link with your name, to open a window.
   - Hit the "edit" link on the upper right of the page. The program will ask you for a password:
     - Password to edit: theoryedit
     - Password to upload: theoryupload

   - Note the basic formatting commands at the bottom of the editing window, with links to more detailed editing directions.

   - Copy the formatting from the "Sample Personal Page" onto your personal page.
   - Begin entering your paragraph, and experiment with formatting.
     - IF YOU DO NOT SAVE, WHAT YOU DO WILL BE LOST.
     - DO NOT USE THE BACK BUTTON, OR WHAT YOU DO WILL BE LOST.

3) Create a Link to Your Personal Bibliography Page on this page.
   - Name the page 08-389biblioyournam (leave the 08-389biblio as is) and give the link a better title on the page; this will create a page for your class Wiki Project for the end of the semester
   - Copy the formatting from the "Sample Personal Bibliography Page" onto this new page.
   - Change at least the title of this page to a new temporary title

**NOTE: Do not put anything that you do not have copyright permission for on this site. Do not edit the sidebar; send the wiki wrangler a message if you think something there needs to be changed.**
A Successful Wiki Page: Criteria for Wiki Assignments

A successful wiki page . . .
- Starts with a TITLE and an INTRODUCTION --offering a summary of the major issue and purpose of the page, in one or two paragraphs, max.
- Has, if it's about a person, issue, or institution, a thumbnail bio or timeline in a box on the right-hand side.
- Has after the introduction a table of contents of each section, indicating the relation of topics and sub-topics
- Often has a "related topics" box, showing where the topic exists among others normally around it; often has footnotes annotating texts with major contributions.
- Is almost always told in chronological order.
- Has links to other pages from all the major concepts in the text
- Is edited collaboratively and politely, supplementing and querying authors to come to a common

A well-formed wiki page has documentation as part of its end matter (note that this documentation supplements the article, not replaces it):
- Notes to the text, in proper MLA format
- Sources: where primary literature exists in online archives
  - where significant secondary literature exists online
- A bibliography of the text sources for the article (in proper MLA style)
- A "see also" section that includes complete information:
  - Introductions and reference books on the article topic
  - Practice: where you find examples of the topic in use, such as professional organizations, conferences, list-servs, and journals dealing with the topic
  - Standard critical discussions of the topic
  - Sources for bibliographic information on the topic (bibliographic data bases)
    - NOTE THAT I WILL EXPECT BRIEF ANNOTATIONS ON THE "See also" section, since that contributes to your final class project

How to Make A Wiki:
http://en.wikipedia.org/wiki/Main_Page

Wiki for pictures: http://commons.wikimedia.org/wiki/Main_Page
Wiki Dictionaries: http://www.wiktioary.org/
Wiki Free Library: http://wikisource.org/wiki/Main_Page
Wiki ethic: http://meta.wikimedia.org/wiki/Wikicracy
Wiki Maps: http://www.giswiki.org/
**NOTE: Those not in German should seek out the parallels in your own national literatures; some alternatives given. Germanists should know the major general sources outside German for general area studies. Note that there is a handout on Scandinavian Studies.

Your Minimum Bibliography Sources

FOR ELECTRONIC SOURCES AT UT, LOG IN AT:
<http://www.lib.utexas.edu/indexes/index.html>
For Area Studies, see also
<http://www.lib.utexas.edu/indexes/subjectpopup.html>

TO FIND BIBLIOGRAPHIC SOURCES SYSTEMATICALLY
James L. Harner. Literary Research Guide
Larry L. Richardson, Introduction to library Research in German Studies
W. Wortmann, Guide to Serial Bibliographies
Hansel, Bücherkunde für Germanisten
Blinn, Informationshandbuch Literaturwissenschaft
Raabe, Einführung in die Bücherkunde zur deutschen Literaturwissenschaft

1. Print Catalogues: Where to find what to buy (NOT for bibliography)
   • Books in Print (global)
   • Verzeichnis lieferbarer Bücher
   • Amazon.com (plus national varieties)
   • Used Books:
     o Amazon Marketplace
     o Advance Book Exchange (abe.com)
     o Powell’s.com
     o Alibris.com
     o Harrassowitz (Antiquariat and general dealer)

2. Library Catalogues: Where books are
   • OCLC: Online Computer Library Center, Incorporated (AKA WorldCat AKA Library of Congress)
     o OCLC: WorldCat Union List of Periodicals
   • Deutsche Nationalbibliothek <http://www.dnb.de/eng/sammlungen/index.htm>
     o Zeitschriftendatenbank (ZDB)
     o Deutsche Nationalbibliografie online (Katalogdatenbank ILTIS)
     <http://dnb.d-nb.de>
   • Austrian National Library: <http://www.onb.at/ev/catalogues/db_fr.htm>
   • British Library: http://copac.ac.uk/
     o Biblio-Data Nationalbibliographische Datenbank der Deutschen Bibliothek
     <http://www.cas.org/ONLINE/DBSS/bibliodatass.html>
   • The European Library <http://www.theeuropeanlibrary.org/portal/index.html>
   • Karlsruher Virtueller Katalog KVK: <http://www.ubka.uni-karlsruhe.de/hylib/en/kvk.html>
   • Locations of Translations
Bayard Quincy Morgan, A Bibliography of German Literature in English


Index Translatorum:
<http://portal.unesco.org/culture/en/ev.php@URL_ID=7810&URL_DO=DO_TOPIC&URL_SECTION=201.html>

2.1 Online Text (etc.) Resources: sine qua non of corpora, text and museum archives, etc

- Project Gutenberg Online: <http://gutenberg.spiegel.de/>
- ANNO: Austrian Newspapers Online
- Theory.org: <http://www.theory.org.uk/>
- Maps: <http://www.lib.utexas.edu/maps/>
- Pictures: DASE (Digital Archive SErvices): <https://dase.laits.utexas.edu/>
- Google Earth
- Google Images
- FOR SPANISH: Celestina: <http://www.lib.utexas.edu/subject/iberian/>
- FOR SLAVICS: CREES Website = <http://reenic.utexas.edu/creees/index.html>
- FOR CLASSICS: Perseus Project = <http://www.perseus.tufts.edu/>
- FOR SCANDINAVIAN: Project Runeberg = <http://www.lysator.liu.se>
- Newspapers: Library Press Display
  <http://www.lib.utexas.edu/indexes/titles.html?id=512>
- Lexis-Nexis

3. Professional Survival:

3.1 Style Sheets: What Your Own Writing Should Look Like

- Short Versions: <http://www.lib.utexas.edu/refsites/style_manuals.html>
- MLA Style Manual (NOT the Guide for Research Papers)
- APA
- Chicago Manual of Style
- Turabian

3.2 History of My Profession (see class bibliography)

Anything by the MLA

3.3 Professional Help and Standards (see class bibliography for manuals)

- Professional Organizations for Employment Standards
  o Modern Language Association (various reports on professional work)
  o American Association of University Professors
  o American Association of University Women
  o Chronicle of Higher Education
  o The Carnegie Classification of Institutions of Higher Education™:
    <http://www.carnegiefoundation.org/classifications/> and
    <http://chronicle.com/stats/carnegie/>
  o see also
    <http://www.utexas.edu/courses/arens/GRS_f390J/teachingbydesignlink
    s.html> for a set of policy issue sites
- Standards for articulation (high school - college)
  o Standards for Foreign Language Education
    <http://www.actfl.org/i4a/pages/index.cfm?pageId=3392>
4. Reference Books: Where to Find Terminology to Search
4.1 General: For Quick Overviews
- Wikipedia.org (plus national variants)
- Book Series to that reason:
  - Oxford Companion to...
  - Oxford History of...
  - Cambridge Companion to...
  - Cambridge History of...
  - Cambridge History of (e.g. Literary Criticism, German Literature)
  - (Neue) Wege der Forschung
  - Sammlung Metzler handbooks
  - UTB Bücher
- Dictionary of Literary Biography (online: Indexes, Abstracts, and Full Text)
- Your national encyclopedia (e.g. Encyclopedia Britannica)
- Austrian online Encyclopedia: <http://www.aeiou.at>
- Internet Movie Data Base: <http://www.imdb.com>

4.2 Reference Standards:
- Princeton Encyclopedia of Poetry and Poetics
- Stanford Encyclopedia of Philosophy: <http://plato.stanford.edu/>
- James L. Harner. Literary Research Guide
- The monographic bibliography for your specialized area
4.3 Literary /Cultural Studies minima - a history and literary history

- Plot Summary Books:
  - *Romanführer, Novellenführer, Schauspielführer* (Reclam)
  - *Kindlers Neue Literaturlexikon*
- Quick Reference on Literary / Cultural History:
  - *Daten Deutscher Dichtung*, Frenzel
- Standard Literary History: e.g.
  - *Kritisches Lexikon zur deutschsprachigen Gegenwartsliteratur: KLG.*
  - *Oxford Companion to German Literature*
  - *Cambridge History of German Literature*
  - *Hansers Sozialgeschichte der deutschen Literatur*
  - Deboor-Newald: *Geschichte der deutschen Literatur*
  - Fritz Martini, *Geschichte der deutschen Literatur*
  - Herbert Zeman, ed. *Geschichte der Literatur in Österreich*
  - Wellbery, *New History of German Literature*
- Réné Wellek: *A History of Literary Criticism* (8 vols.)
- FOR SCANDINAVIAN LITERATURE, SEE HANDOUT ON CLASS CD
- FOR SPANISH LITERATURE:
  - R. O. Jones, ed. *A Literary History of Spain*
  - Ariel, *Historia de la literatura Espanola*
  - José García López, *Historia de la literatura Espanola*
  - Francisco Rico, ed. *Historia y critica de la literatura Espanola*

5. Databases and Sources for Secondary Literature (serial bibliographies, not monographic ones)

- Do NOT forget to use the paper sources in the header to locate more specialized sources for your own topics

Available off "Indexes, Abstracts, and Full Text" at PCL library website

5.1: General (comprehensive for modern languages and cultural studies)

- Dissertation Abstracts International
- MLA International Bibliography (includes ACTFL, CCCC, literature, linguistics)
- FRANCIS
- Arts and Humanities Index
- http://www.biblint.de/
- Fuente Academica
- Web of Science
- Google Scholar
- Google Book Search

5.2 LINGUISTICS / APPLIED LINGUISTICS / RHETORIC AND COMPOSITION

- Linguistics and Language Behavior Abstracts: LLBA
- Linguistics Abstracts Online
- Bibliographie Linguistischer Literatur
- International Review of Applied Linguistics
• Reading Research Quarterly
• **PAPER and electronic** Annual Review of Applied Linguistics
• **PAPER and electronic** The Year’s Work in Modern Language Studies

5.2.1 EDUCATION/ PEDAGOGY

• ERIC
• Education Full Text
• Education Index Retrospective
• PsycINFO
• Sociological Abstracts

5.3 Literature and Cultural Studies

• Internationale Bibliographie der geistes- und sozialwissenschaftlichen Zeitschriftenliteratur (IBZ; AKA "Dietrich"): <AI 915>
• H. V. Eppelsheimer and C. Kottelwesch, eds. Bibliographie der deutschen (Sprach- und) Literaturwissenschaft: <Z 2231 B5>
• Germanistik: Internationales Referatenorgan mit bibliographischen Hinweisen: <Z 2235 A2 G4>
• **KLG: Kritisches Lexikon der deutschsprachigen Gegenwartsliteratur**: <PT 155 K7>
• K. Goedecke: *Grundriss zur Geschichte der deutschen Dichtung* (13 vols. 1885-1953): the 2nd ed is the original; a third ed adds vols in 20th c.
• Annotated Bibliography on Literary Theory: [www.literaturtheorie.uni-goettingen.de](http://www.literaturtheorie.uni-goettingen.de)

5.4 Book Reviews

• Book Review Index <Z 1023 A1 B6>
• H-Net Book Reviews: [http://www.h-net.msu.edu/reviews/](http://www.h-net.msu.edu/reviews/)
• IASL-Online: [http://iasl.uni-muenchen.de/](http://iasl.uni-muenchen.de/)
• Literaturwissenschaftliche Rezensionen: [http://www.lirez.de/](http://www.lirez.de/)
• Perlentaucher: [http://www.perlentaucher.de/](http://www.perlentaucher.de/)
• New York Review of Books
• Times Literary Supplement

5.5 Minimal Interdisciplinary Sources

(Use sources under main page header to identify further ones for your own topics)

• Historical Abstracts
• Lexis/Nexis
• Philosopher’s Index
• Arts and Humanities Index
• Book History Online [http://www.kb.nl/bho/](http://www.kb.nl/bho/)
• ArtsIndex
• FRANCIS
• Internet Movie Data Base (IMDB.com); Internet Broadway Data Base (IBDB.com)
• Ariadne: [http://www.onb.at/ev/catalogues/db_fr.htm](http://www.onb.at/ev/catalogues/db_fr.htm)

6. JOURNALS

6.1 Linguistics

• *Language* (from the LSA)
• *Linguistics Inquiry*
• Discourse and Society
• Discourse Studies
• Discourse
• Critical Inquiry in Language Studies
• Journal of Germanic Linguistics (from SGL)
• Zeitschrift für germanistische Linguistik
• Zeitschrift für deutsche Philologie
• Diachronica
• Historiographia Linguistica

6.2 Applied Linguistics/ Teaching/Rhetoric
• College Composition and Communication
• Journal of General Education
• Harvard Education Review
• TESOL Quarterly
• Modern Language Journal
• Studies in Second Language Acquisition
• Canadian Modern Language Review
• FLAnnals
• Unterrichtspraxis (its equivalents are Hispania and French Studies)

6.3 Germanic Studies (literature plus)
• PMLA
• Journals from the regional MLAs:
  o MLA/MLA Journal
  o Pacific Coast Philology
  o Rocky Mountain Review of Language and Literature
  o Rocky Mountain E-Review
  o South Atlantic Review
  o South Central Review
• Modern Language Notes
• Comparative Literature Studies
• Comparative Literature
• The Comparatist
• Monatshefte
• German Quarterly
• Germanic Review
• German Life and Letters
• Modern Austrian Literature
• German Studies Review
• Seminar
• German Politics and Society
• German Studies Review
• New German Critique
• Women in German Yearbook
• Deutsche Vierteljahresschrift
• Jahrbuch der deutschen Schillergesellschaft
• Many author societies have their own publications
6.4 Selection of Area Studies Journals (CK. JSTOR and Project Muse for distribution)
   (NOTE: area studies journals are in OTHER disciplines, not German)
   - Hypatia
   - Signs (feminism)
   - Cultural Critique
   - American Imago
   - Central European History
   - Wide Angle
   - Film and History
   - Film History
   - Film Quarterly
   - European Journal of Cultural Studies
   - Journal of European Studies
   - Representations
   - Symloke
   - Cultural Critique
   - Book History
   - Boundary 2
   - Configurations
   - Diacritics
   - Journal of the History of Ideas
   - ISIS: History of Science
   - Theatre Journal
   - October
   - Angelaki

7. Professional Organizations
7.1 General Professional Organizations
   - Modern Language Association
   - Regional Modern Language Associations
     - Midwest Modern Language Association (MMLA)
     - Northeast Modern Language Association (MMLA)
     - Pacific Ancient and Modern Language Association (PAMLA)
     - Rocky Mountain Modern Language Association (RMMLA)
     - South Atlantic Modern Language Association (SAMLA)
     - South Central Modern Language Association (SCMLA)
     - American Association of Teachers of German (et al.)
   - German Studies Association
   - Modern Austrian Literature and Culture Association
   - Scandinavian Studies Association
7.2 Linguistics, Applied Linguistics
   - Linguistic Society of America
   - North American Society for the History of the Language Sciences
   - Society for Germanic Linguistics (SGL)
   - American Philological Association (for classics)
   - American Association for Applied Linguistics
   - Council on College Composition and Communication
• National Council for Teachers of English (with CCCC)
• American Council for the Teaching of Foreign Languages
• TESOL
• American Philological Association (classics)

7.3 Cultural and Area Studies (see also the MLA list of Allied Organizations)
• German Studies Association
• Women in German
• American Comparative Literature Association
• International Association for Philosophy and Literature
• Society for Literature, Science, and Art
• Popular Culture Association
• American Studies Association
• Netherlandic Studies Association
• League for Yiddish
• American Society for Eighteenth-Century Studies
• International Herder Society
• North American Kant Society

8. Important Conventions
• Modern Language Association: Dec. 27-30
• REGIONAL MLAs:
  o South Central MLA (TEXAS): October
  o South Atlantic MLA
  o Rocky Mountain MLA
  o Midwest MLA
  o Pacific Ancient and Modern Language Association
    o Northeast MLA
• German Studies Association (GSA): October
• Kalamazoo, MI: International Congress on Medieval Studies: May
• Scandinavian Studies Association: April/May
• Women in German (WIG)
• Linguistic Society of America (LSA): just after New Year’s
• Germanic Linguistics Annual Conference (GLAC): April
• NAHoLS/IChoS: every two years; international
  o -ACTFL: November
  o -AATG: usually November, meeting with ACTFL
• Conference on College Composition and Communication (CCCC) (NCTE/CCCC): March/April
• American Comparative Literature Association: spring
• Modern Austrian Literature and Culture Association
• American Society for Eighteenth Century Studies: Spring (and local ones)

9. Important ListSers (for professional information)
• H-Net Listserves
  o H-German
  o H-Germanistik
  o H-HRE
  o HABSBURG
- H-Soc-u-Kult
- Women in German
- Modern Austrian Literature Association
- GSA-Listserv
- Call for Papers List: <http://cfp.english.upenn.edu/cfp.html>
- Linguist List: <http://linguistlist.org/callconf/browse-current-Call.html>
GER 389K: Introduction to Scholarship

BOOK LIST

1. Ordered and Required
-PN 94 C75 1986

-P51 L39 1998

-P 121 F75

-PB 35 I57 (also on CLASS CD = gibaldi1.pdf)

-PB 35 I57 1992

-PN 81 E43 1993 (PCL Reference) STRONGLY RECOMMENDED

[Call # PN147 G444 2008]


2. REC for Purchase; in PCL

[Call # PN 863 C586 1995]

-P 121 D42 2000 PCL Reference Dept

-LB 1778.2 A24 1995

-PT 41 G3

-PN 161 G46 2001 Law Library

-LB 1778 663 2001

-Z 2011 H34 2002 (PCL Reference)

-PN 241 L353 1992

-LB 1778.2 L83 2002

[Call # PN 863 C585 2006]

PCL Reference PT 91 C36 1997

-PN 695 W67 1995 (PCL Reference)
3) CLASS CD (PDF title listed): Alphabetical list by authors

Note: To facilitate access, PDFs on CD are organized in separate folders:
I. Class Handouts: materials from other programs and classes, and e-docs of present class
II. Bibliography Aids
III. History of the Professions: anything on history or state of affairs of the professions or any of its divisions
IV. Theory Readings: Materials for the last 5 weeks of course

Hazard Adams, ed. Critical Theory Since Plato = Adams PDF.pdf

Katherine Arens, "Kleist's 'Bettelweib von Locarno': A Propositional Analysis"
= KA-Bettelweib von Locarno.pdf

= Benseler2-Teaching German.pdf

-PF3068 U6 T4 1988

Homi K. Bhabha, "DissemiNation" = Nation & Narration.pdf


Noam Chomsky, Managua Lectures, 1 & 2 = The Managua Lectures.pdf

Wilhelm Dilthey, "Allgemeine Sätze über den Zusammenhang der Geisteswissenschaften"
= Der Aufbau.pdf


David Eddington, "Linguistics and the Scientific Method." = eddington.pdf


Sigmund Freud, "Creative Writers and Daydreaming" IN Hazard Adams, ed. Critical Theory Since Plato = Critical Theory Since Plato.pdf, 711-716
German Quarterly, Millennial Issue, 73, #1 (Winter 2000) = The German Quarterly.pdf


James Joyce, "The Dead" = James Joyce-Dubliners.pdf

H. A. Korff, "Goethezeit und Ideengeschichte" = Geist Der Goethezeit.pdf


Klaus Laermann, "Was ist literaturwissenschaftlicher Positivismus" = Zmegac-Skreb-Zur Kritik.pdf


Manon Maren-Griesebach = Maren-Griesebach-Methoden.pdf

"Geistesgeschichtliche Methode",
"Phänomenologische Methode"
"Positivistische Methode"


-Renate A. Schultz, German Teaching in the United States: Past, Present, and Future," 3-18


Karl Riha, "Literaturwissenschaft als Geistesgeschichte" = Zmegac-Skreb-Zur Kritik.pdf


Wilhelm Scherer, "H. Hettner's Literaturgeschichte" = Zmegac-Methoden.pdf

---, "Zur Geschichte der deutschen Sprache"

---, "Die neue Generation"

SED, "Aktuelle Aufgaben der Germanistik" = Zmegac-Methoden.pdf


Emil Staiger, "Von der Aufgabe und den Gegenständen der Literaturwissenschaft" = Zmegac-Methoden.pdf

Excerpts from *Sympleke* = Sympleke.pdf

-Urgo, "The Affiliation Blues"
- Terry Caesar, "Affiliation in a Career of Specialization"
- Di Leo, "On Being and Becoming Affiliated

Rudolf Unger, "Literaturgeschichte und Geistesgeschichte" = Zmegac-Methoden.pdf

-PF 3068 U6 V36 1993 = Remarks on Reform.pdf


Zmegac-Methoden.pdf

Zmegac-Skreb-Zur Kritik.pdf

4) THEORY READINGS:
Basic Clusters for terms for Wiki articles and précis assignments.
NOTE: If the following only have a title, they are on the CLASS CD -- check the class bibliography for the name of the file that contains them. If they have page numbers, they are from Adams and Searle, Critical Theory Since 1965 (ordered) or from Adams, Critical Theory Since Plato (= Adams PDF on CLASS CD).

Positivism and Geistesgeschichte (History of Ideas)
• Postivism:
  Gervinus, "Intro. to the History of the 19th C."
  Ranke, "On the Epochs of Modern History," and "Preface"
  Wilhelm Scherer, "H. Hettner's Literaturgeschichte"
  ---, "Zur Geschichte der deutschen Sprache"
  ---, "Die neue Generation"
  Manon Maren-Griesebach, "Positivistische Methode"
  Klaus Laermann, "Was ist literaturwissenschaftlicher Positivismus"

• History of Ideas/ Geistesgeschichte:
  Droysen, "Outline of the Principles of History"
  Burkhardt, "On Fortune and Meaning in History"
  Dilthey, "Patterns and Meaning in History"
  H. A. Koff, "Goethezeit und Ideengeschichte"
  Manon Maren-Griesebach, "Geistesgeschichtliche Methode"
  Rudolf Unger, "Literaturgeschichte und Geistesgeschichte"
  Emil Staiger, "Von der Aufgabe und den Gegenständen der Literaturwissenschaft"
  ( = Zmegac, Methoden)
  Karl Riha, "Literaturwissenschaft als Geistesgeschichte" (= Zmegac, Kritik)
  Wilhelm Dilthey, "Allgemeine Sätze über den Zusammenhang der Geisteswissenschaften"

Text-Intrinsic Criticism, or "Strong Reading":
New Criticism, Formalism, and Phenomenology/Hermeneutics
• New Criticism
  T.S. Eliot, "Tradition and the Individual Talent" (Adams PDF, 760-766)

• Phenomenology
  Martin Heidegger, "Hölderlin and the Essence of Poetry," 757-765
  Roman Ingarden, "Phenomenological Aesthetics," 184-197
  Edmund Husserl, "Phenomenology," 657-663
  Manon Maren-Griesbach, "Phenomenologische Methode"

• Formalism and Prague School
  Jan Mukarovsky, "Standard Language and Poetic Language," (Adams PDF, 975-982)
  Boris Eichenbaum, "Theory of the 'Formal Method'," (Adams PDF, 800-816)
  Mikhail M. Bakhtin, "Discourse in the Novel," 664-678

Linguistic Approaches. some not from linguistics departments

• Philosophies of Language
  Ferdinand de Saussure, "Course in General Linguistics," 645-656
  Benjamin Lee Whorf, "The Relation of Habitual Thought and Behavior to Language," 709-723
  ---, "Managua Lectures 1 & 2"

• Speech Act Theory
  J.L. Austin, "How to Do Things with Words," 832-838
  John R. Searle, "What Is a Speech Act?," 59-69

• Structuralism/Semiotics
  Y. Lotman & B.A. Uspensky, "On the Semiotic Mechanism of Culture," 408-422
  Claude Lévi-Strauss, "The Structural Study of Myth," 808-822

Marxist-Derived Criticisms and Focus on Identity Politics

• Frankfurt School and other Marxisms
  Walter Benjamin, "Theses on the Philosophy of History," 679-685
  Georg Lukács, "Art and Objective Truth," 789-807
  Theodor Adorno, "Aesthetic Theory," 231-237
  Max Horkheimer, "The Social Function of Philosophy," 686-696
  Louis Althusser, "Ideology and Ideological State Apparatuses," 238-250
  SED, "Aktuelle Aufgaben der Germanistik"

• Reception Theory
  Hans Robert Jauss, "Paradigmawechsel in der Literaturwissenschaft"
  Hans Robert Jauss, "Literary History as a Challenge to L. Theory," 163-183
  Wolfgang Iser, "The Repertoire," 359-380

• Post-Structuralism and Deconstruction
  ---,"Difference," 79-136
  Michel Foucault, "What is an Author?," "Discourse on Language," 137-162
  Geoffrey H. Hartman, "Literary Commentary as Literature," 344-358
  J. Hillis Miller, "The Critic as Host," 450-468

• Feminisms
  *Sandra M. Gilbert, "Literary Paternity," 485-496
  Lillian S. Robinson, "Treason Our Text," 571-582
*Hélène Cixous, "The Laugh of the Medusa," 308-320
Julia Kristeva, "Women's Time," 469-484

**Psychoanalytic Criticism**
---, "The Agency of the Letter," 733-756
Sigmund Freud, "Creative Writers and Daydreaming"
(Adams PDF, 711-716)

**Post-Colonial and National-Identity Criticism**
Homi K. Bhabha, "DissemiNation"
Reingard Nethersole, "Models of Globalization"

5) **Handouts on CD for Professional, Theory, and Bibliographic Assignments**
Guide on Jobs and CVs = CVEssayComplete.pdf

Grants Handout from Library = Grants.pdf
**See also links for Professional Organizations off the Germanic Studies page**

German Literature and Language Bibliography + supplement = German Bibliography.pdf
**See also "Basic Research in Germanic Studies" off the Germanic Studies page**

**THESE HAVE BIBLIOGRAPHIES ON SCHOOLS!!!!**
Course materials for CL 390: Introduction to Modern Theory
   CL Theory Books.pdf
   CL Theory Syll.pdf
   CL PrecisTypes.pdf

Comparative Literature Theory Reading List = CL Reading List.pdf

Bibliography of women's, gender, and feminist studies = resourcelist.pdf

Scandinavian Bibliography = Scandinavian Bibliography.doc

6) **For History of Fields: Other (NOT ON CD OR RESERVE)**
PMLA: Special Millennium Issue, 115, # 7 (December 2000)

For ENGLISH STUDIES, see Gerald Graff, Professing Literature: An Institutional History.
-PN 99 U5 G7 1987 PCL


PN 863 C585 2006
The Comparatist, Vol. 24 (May 2000): Special Issue on Comparative Literature and Canonicity


For GERMAN STUDIES:

German Quarterly, Special Issue: “Germanistik as German Studies: Interdisciplinary Theories and Methods,” Vol. 62, # 2 (Spring, 1989)


ADFL Bulletin, Special Issue: “Graduate Education and Undergraduate Teaching: Juncture and Disjuncture,” 27, No. 3 (Spring 1996)