**UNIVERSITY OF GUELPH
SCHOOL OF LANGUAGES AND LITERATURES**

**FALL 2022**

**EURO\*6000/ FREN\*6000/ LACS\*6000**

**Research Methods
0.5 credits**

**Instructor: Dr. S. Henighan
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**Office: MCKN 274**

**Ext. 54489, 53883**

**Office Hours: Whenever my**

**door is open, M-Fr 9:30am-5pm**

**+ some Sundays, or by appointment**

**Objectives:**  This course is intended to introduce students in the M.A. programs in the School of Languages and Literatures to key areas of research methodology and to develop a solid understanding of the written and presentational demands required of a graduate student.

**Delivery Method:** The course will consist of a once-a-week in-person seminar on Monday afternoon (2:30-5:20 pm, MCKN 238) that will include discussions and a few guest lectures. Designed to prepare students for graduate study in the School of Languages and Literatures, it will consist of readings and exercises emphasizing critical analysis, research, writing, editing and evaluating academic work.

**Required Reading:** *School of Languages and Literatures Research Methods Coursepack* (Fall 2022).

**Method of Evaluation:**

Short critical essays on literature (3 x 12%)…..….36%

Conference Abstract Evaluation+ Creation (3+3).... 6%

Library Assignment Paper……………………..…. 6%

Book Review……………………………………….7%

Written Critique of Classmate’s Proposal…………..5%

Major Research Paper proposal………………..….25%

Contribution to Class Discussion…...…………..…15%

**Learning Outcomes:**

On completion of the course, the student will be able to:

\*Negotiate graduate study at the University of Guelph;

\*Write their Major Research Paper or thesis, and write and deliver an academic conference paper;

\*Adapt theory to analyze contexts foreign to those of the theory’s culture of origin;

\*Navigate libraries, archives and other academic research sites to assimilate material relevant to their research and frame and focus questions pertaining to that research;

\*Improve their critical analysis of previously published research.

**Student Responsibilities:** 1. Do all the reading **before** coming to class. 2. Participate constructively in class discussions. 3. Complete course requirements and hand in assigned work on time. 4. Follow classroom electronic etiquette (below).

**Late work**, unless an extension has been granted, attracts a penalty of 3%/day up to a maximum of ten days, after which a grade of 0 will be assigned.

**Electronic Etiquette:** In order to support the learning outcomes stated above, **no laptops, tablets, cellphones, iPads or similar devices may be turned on during class**. Note-taking should be done by hand.

 This policy exists to improve your learning experience, as academic studies demonstrate that note-taking by hand produces enhanced cognitive development and a thorough grasp of the course material; by contrast, *taking notes on a laptop “impairs learning*.” See, for example,

http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract

<http://www.newyorker.com/online/blogs/elements/2014/06/the-case-for-banning-laptops-in-the-classroom.html?utm_source=www&utm_medium=tw&utm_campaign=20140606>

<http://nymag.com/scienceofus/2015/07/case-against-laptops-in-the-classroom.html>

<https://www.psychologytoday.com/blog/hot-thought/201007/banning-laptops-in-classrooms>

According to the OECD, “students who use computers very frequently do a lot worse in most learning outcomes.”

<https://thewalrus.ca/the-failure-of-the-ipad-classroom/>

**12 September—**Introduction. Students introduce themselves and their academic backgrounds. What is a Master’s degree? Research as archival discovery versus research as criticism. Scholarly intellectual versus public intellectual: rift or false dichotomy?

**19 September** – Introduction to Criticism.

Carlos Fuentes. “Central and Eccentric Writing” (1966). In Anne Freemantle, ed., *Latin American Literature Today*. New York: New American Library, 1977: 130-145.

Jorge Luis Borges: “Tlön, Uqbar, Orbis Tertius” (1941). In *Obras completas*. Buenos Aires: Emecé Editores: 1974: 431-43. In *Collected Fictions*, Trans. Andrew Hurley. New York: Viking, 1998: 68-81.
[**N.B.** Este cuento se encuentra en el cuaderno de lecturas en el original en español y también en una traducción inglesa. Léalo en la lengua que quiera. This story may be found in the coursepack in both the original Spanish and in an English translation by Andrew Hurley. Read it in the version you prefer.]

**26 September—**Transnational Criticisms:

Reading:

Bart Moore-Gilbert, *Postcolonial Theory: Contexts, Practices, Politics*. London. New York: Verso, 1997: 5-33.

Homi K. Bhabha, “DissemiNation: Time, narrative and the margins of the modern nation.” In *The Location of Culture*. London. New York: Routledge, 1994: 139-170.

Robin Fiddian, *Postcolonial Borges: Argument and Artistry* (OUP, 2017): 1-29.

**3 October –** Reconfiguring Transnationalist Criticism

\*\*Essay on Jorge Luis Borges’s “Tlön, Uqbar, Orbis Tertius” due. (12%)

Reading:

Leo Tolstoy, “Sevastopol in December” (1855) and “A Prisoner in the Caucasus” (1872), Trans. Louise and Aylmer Maude, revised by Michael R. Katz.

Oksana Zabuzhko. “No guilty people in the world? Reading Russian literature after the Bucha massacre” *Times Literary Supplement* (London), 22 April 2022.

**10 October --- FALL BREAK. NO CLASSES.**

**17 October---** Book Reviewing

Guest Lecture: Michael LaPointe (freelance writer): “Writing Book Reviews”

\*\*\*Essay on “Sevastopol in December” or “A Prisoner in the Caucasus” due (12%)

Reading:

Michael LaPointe. “Chernobyl’s Literary Legacy, 30 Years Later.” *The Atlantic*. 26 April 2016.

----------------------. “*The Fall Guy* by James Lasdun.” *The Times Literary Supplement*. 20 January 2017.

----------------------. “Pankraj Mishra’s *Age of Anger*, reviewed: A history of our present world gone mad.” *The Globe and Mail*. 3 February 2017.

**24 October –** Conference Papers and Scholarly Journals

Guest Lecture: Dr. Sandra Parmegiani (SOLAL/European Studies & Italian Studies)): “Evaluating and Creating Abstracts for Conference Papers and Publishing in Scholarly Journals.”

Reading:

Catherine Leroux “Victoria amoureuse.” In *Madame Victoria*. Québec: Éditions Alto, 2015: 108-130. “Victoria in Love.” In *Madame Victoria*. Trans. Lazer Lederhendler. Windsor, ON: Biblioasis, 2017: 105-127.

[**N.B.** Cette nouvelle se trouve dans le cahier de lectures dans la version originale en français et dans une traduction anglaise. Lisez-le dans la langue qui vous convient le plus. This story is available in the course pack in both the French original and in an English translation by Lazer Lederhendler. Read it in the language you prefer.]

**31 October –** Archival Research

Guest Lecture (Virtual): Dr. Margot Irvine (SOLAL/ French Studies and European Studies): “Researching in Archives.”

**\*\*\***Book review (800 words) due. (7%)

**7 November –** Using Libraries and Information Technology

Guest Lecture: Dave Hudson (Acting Information Literacy Manager, McLaughlin Library) Workshop on Library and Information Research Skills.

\*\*\*Essay on Catherine Leroux’s “Victoria in Love” due. (12%)

Reading: Stephen Henighan, “Treason of the Librarians.” *Geist* # 100 (Spring 2016): 58-59.

Library assignment: Do.

**14 November –** Research Proposals

\*\*\*Two-page description of what you learned from the second book you brought back from the library due. (6%)

Present your research proposal to a classmate. Write up your critique of a classmate’s research proposal. Discussion of Major research Paper proposals.

**21 November ---** Doing Feminist Research

Guest Lecture: Dr. Candace Johnson (CSAHS/ Political Science): “Feminist Political Ethnography.”

**\*\*\***Critique of a classmate’s research proposal due (500 words). (5%)

**28 November –** No class meeting. Work on MRP proposals.

**7 December** – Major Research Paper proposal due.

**University Statements**

Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml

Graduate Calendar - Grounds for Academic Consideration https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml

Graduate Calendar - Registration Changes https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml

Associate Diploma Calendar - Dropping Courses https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For Guelph students, information can be found on the SAS website https://www.uoguelph.ca/sas

For Ridgetown students, information can be found on the Ridgetown SAS website https://www.ridgetownc.com/services/accessibilityservices.cfm

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University

community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml

Graduate Calendar - Academic Misconduct https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph’s procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars https://www.uoguelph.ca/academics/calendars

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

· https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/

· https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government health mandates.