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**ENGLISH 613: EDITING THE WEST
METHODS OF SCHOLARSHIP
LITERARY BIBLIOGRAPHY/MANUSCRIPTS/EDITING**

Spring 2010

Wednesday, 2:30 – 5:00 p.m.

Rendezvous 225 & Special Collections, Basement, Eli Oboler Library

DR. JENNIFER DAWES ADKISON

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OFFICE HOURS:

Tuesday, 8:30 – 10:30 a.m.; Wednesday, 1:15 – 2:15 p.m.; & by appointment

COURSE DESCRIPTION:

Using the theme of western women's narrative as a focus, this course will explore how textual editing of western manuscripts shapes our perception of western women's experiences. An essential portion of the class will include research into our own Special Collections materials.

In addition to reading and writing about the narratives on the course reading list, each student will have the opportunity to work on an individual project about a western woman that will include a manuscript transcription, a critical introduction to the transcription, an annotated bibliography, and a presentation.

REQUIRED TEXTS:

Across the Plains, Royce

My Checkered Life, Wilson

Unfortunate Emigrants: Narratives of the Donner Party, Johnson

Victorian Lady on the Texas Frontier, Coleman

We Sagebrush Folks, Greenwood

The Story of Mary MacLane, MacLane

The Extraordinary Work of Ordinary Writing, Sinor

Editing Historical Documents, Stevens and Burg

A Guide to Documentary Editing, Third Edition, Kline and Perdue

COURSE GOALS & OUTCOMES:

The goals of the course include the following:

1. To develop an understanding of textual editing, its purposes and principles, and how it shapes our understanding of people, places, and events.
2. To learn to converse fluently both in writing and in discussion about the topics and themes of the course.
3. To implement the skills being taught in the class by selecting a manuscript for transcription, successfully applying the principles of textual editing to the text, and contextualizing the piece for an appropriate audience.

To meet these goals, students will:

- Write a critical analysis of a published edition of a work. (Goals 1 & 2)
 - Participate in class discussion and activities, including in-class writing, small group collaboration, leading class discussion, and other work in class. (Goals 1 & 2)
 - Complete a course project that will include a manuscript transcription, introduction to the transcription, annotated bibliography, and presentation. (Goals 1, 2, & 3)
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COURSE CALENDAR:

Week One — 1/13

Course Introduction

Week Two — 1/20

Special Collections Orientation

Across the Plains

Week Three — 1/27

Continue Discussion of Across the Plains

Editing Historical Documents

A Guide to Documentary Editing

Week Four — 2/3

My Checkered Life

Week Five — 2/10

Unfortunate Emigrants

Week Six — 2/17

Unfortunate Emigrants

Week Seven — 2/24

Special Collections Work Day

Week Eight — 3/3

Victorian Lady on the Texas Frontier

Week Nine — 3/10
We Sagebrush Folks

Week Ten — 3/17
We Sagebrush Folks

Week Eleven — Spring Break

Week Twelve — 3/31
The Story of Mary MacLane

Week Thirteen — 4/7
The Story of Mary MacLane
The Extraordinary Work of Ordinary Writing

Week Fourteen — 4/14
The Extraordinary Work of Ordinary Writing

Week Fifteen — 4/21
Presentations

Week Sixteen — 4/28
Presentations

ASSIGNMENTS:

Course Project (50 percent)

Transcription: You will choose a collection to work with, and within this collection, you will select a manuscript to transcribe. Your transcription should be the equivalent of 10 typed, double-spaced pages and should adhere to current principles of textual editing as described in our textbooks and in class

Paper: You will write a full-length paper (15+ pages) introducing your research project. This paper will include (not necessarily in this order) a note about the editorial decisions made in transcribing the manuscript, biographical information about the subject, a literary critical reading of the text that offers literary and historical context for the text, and a works cited section.

Annotated Bibliography: Your annotated bibliography will contain sources that either directly discuss your subject/collection or those that are useful in providing critical context for the subject. Appropriate entries include secondary sources such as historical and literary critical works from scholarly, peer-reviewed presses and journals. Occasionally, other works (i.e. amateur histories, compilations of narratives, etc) may be helpful and could arguably be added to this list. Your bibliography should contain no fewer than 15 works.

Presentation: During the two final class periods of the semester, you will be given the opportunity to present your work to the class. Your presentation should cover the research you have done on your subject, the collection itself, and the choices you made in transcribing the manuscript(s). Feel free to incorporate any of the technology we have available in the classroom into your presentation. Each student will have 20-30 minutes for the presentation.

Critical Analysis/Evaluation of a Scholarly Edition (25 percent)

For this assignment, you will choose a scholarly edition of a western narrative to write an analysis about and evaluation of the edition. Questions for analysis as well as further information about what this piece of writing should contain will be provided in class.

Class Participation (25 percent)

Your vocal contribution to class discussion as well as your faithful participation in all in-class assignments are required.

Discussion Leader for one of our Texts (included in class participation grade)

Each student will choose one of our texts to discuss (we will have to double up on some texts). Prior to class, you will write a series of five questions about the text, focusing upon the editing of the work. You will submit these to me the day before class (email is fine). In class, you (and your partner) will lead discussion for the first 30 minutes or so.

POLICIES:

Late Work

In general, I will not accept late work. If you feel you have an extenuating circumstance regarding a late essay, please feel free to email me.

Attendance

Each class is important to your learning experience. I expect students to attend class and arrive on time. You will receive assignments in class that cannot be made up. We will generally have a break in the middle of class; attendance in class includes the entire class not just the beginning or the end.

In a graduate seminar, students missing more than one class are setting themselves up to do poorly in the course. (One caveat: If you have H1N1, do not come to class. I will work with you to make up what you miss. Other emergencies will be handled on a case-by-case basis.)

Message from ADA Disabilities & Resource Center

Our program is committed to helping all students achieve their potential. If you have a disability or think you have a disability (physical, learning disability, hearing, vision, psychiatric) that may need a reasonable accommodation, please contact the ADA Disabilities & Resource Center located in Graveley Hall, Room 123, 282-3599.

FURTHER POLICIES:

I sincerely hope that the following statement seems a bit silly to you to even include on a graduate seminar syllabus. That will mean we are on the same page about courtesy and such. On the off chance that that is not the case, here goes:

Decorum Policy

“Because university course work requires focused study and open exchange of ideas, the Department of English and Philosophy expects the classroom to be a place of courteous interaction. The demonstration of mutual respect between teachers and students includes arriving and leaving class at the designated times, participating in classroom activities, and adapting to new and varied learning styles and tasks. Academic communication requires that all of us listen carefully to each other (whether we agree or not), state our positions with clarity and our disagreements with tact. Classroom standards for academic courtesy apply to group work and student-teacher conferences as well.”

Since many of you are also teachers, you may have been faced with the following problem. It makes me sick at the pit of my stomach when I see plagiarism. And, yes, I have seen it in a graduate seminar!

Plagiarism

Plagiarism will not be tolerated. Potential penalties for plagiarized work include failure on an assignment and/or failure in the class. Students should familiarize themselves with MLA citation format and use it appropriately in their written work for the course.

Please let me know if you have questions!