

**COURSE DATA****DATA SUBJECT****Code:** 44238**Name:** Research methods in English literary studies**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
2243 - Master's Degree in Advanced English Studies	Facultat de Filologia, Traducció i Comunicació	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2243 - Master's Degree in Advanced English Studies	Research methods in English literary studies	COMPULSORY

**COORDINATION**

FERNANDEZ-CAPARROS TURINA ANA

ALONSO RECARTE CLAUDIA

**SUMMARY**

The purpose of this subject is to familiarise the student with the methods and resources used for research in English Literature. It is of a highly practical nature and aims to put her or him into contact with the tools necessary to carry out literary research. It stems from the fact that Literature does not exist as an autonomous entity but rather is found within a socio-political, cultural, ideological and aesthetic context which conditions its reception at different moments and in different places. To this aim, the student is introduced to the search for information resources in connection with different critical perspectives from which different literary genres can be analysed. Throughout the course, the student is familiarised with the bibliographical and electronic resources needed for literary research, including reference works, specific glossaries, consultation of catalogues from research libraries, use of databases of literary texts corresponding to different periods and genres, and periodicals relevant to different areas of specialisation.

This subject belongs to the methodological module of the Master's program.

**PREVIOUS KNOWLEDGE**

**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

**OTHER REQUIREMENTS**

There are no specific requirements for the course, although a high proficiency in written, oral and communicative skills in English is highly recommended.

**COMPETENCES / LEARNING OUTCOMES****2196 -**

Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.

Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.

Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.

Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.

Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

Ability to publicly present from an advanced and more complex perspective than that of undergraduate studies experiences, ideas, or reports within the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.

Capacidad para interpretar y analizar textos representativos de la pluralidad lingüística y cultural de las sociedades anglófonas contemporáneas con el fin de reflexionar sobre su relevancia, no sólo en referencia a los contextos socio-lingüísticos, históricos, políticos y culturales en los que se inscriben, sino también en relación con la globalización de la cultura, dentro de los Estudios Ingleses.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both



specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

### 2243 - Master's Degree in Advanced English Studies

Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.

Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.

Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.

Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.

Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

Ability to publicly present from an advanced and more complex perspective than that of undergraduate studies experiences, ideas, or reports within the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.

Be able to integrate knowledge of the sources of radioactivity, its interaction with matter and its effects on living organisms and to handle the complexity of formulating judgements with incomplete or limited information, but that includes reflections on the social and ethical responsibilities linked to the application of knowledge and judgements.

Capacidad para interpretar y analizar textos representativos de la pluralidad lingüística y cultural de las sociedades anglófonas contemporáneas con el fin de reflexionar sobre su relevancia, no sólo en referencia a los contextos socio-lingüísticos, históricos, políticos y culturales en los que se inscriben, sino también en relación con la globalización de la cultura, dentro de los Estudios Ingleses.

Have the learning skills needed to continue studying in a largely self-directed or independent manner.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.



Students should possess and understand foundational knowledge that enables original thinking and research in the field.

## DESCRIPTION OF CONTENTS

### 1. Conceptualizing the Literary Academic Field

1.1. Introduction: Literature and the professional sphere

1.1.1. Literature and education

1.1.2. Literature and publishing houses

1.2. The nature of literary research

1.2.1. Connecting professional skills to types of research

1.2.2. Becoming a competent researcher:

- Conceptualizing and understanding the meaning and implications of expected research standards in the field of literature

- Identifying and conceptualizing basic skills

- Methods and strategies for the improvement of skills

- Identifying the researcher's basic tools

- Self-assessment of one's critical knowledge, skills and tools

1.3. Literary fields of research

1.3.1. Current trends in the study of literature

1.3.2. Literature, culture and politics

1.3.3. The relevance of interdisciplinary studies

1.3.4. Assessing the relevance of developing didactic skills

1.3.5. Becoming a specialized researcher: identifying, justifying and assessing one's commitment to a specific field of research

### 2. The Literary Researcher's Tools

2.1. Bibliographical and IT resources in literary studies

2.1.1. Bibliographic catalogues and electronic databases for English literary studies

2.1.2. Glossaries

2.1.3. Reference works

2.1.4. Periodicals, journals, magazines and newsletters specialized in different areas of English literature

2.1.5. Archives and archival collections

2.2. Assessing types of publications: Indexed journals, national and international publications

2.3. Associations, societies and organisations

2.4. Perspectives on national and international conferences

PRACTICE: Searching the web for relevant publications and associations within specific (sub)fields of literary research



### 3. Critical Perspectives in Academic Writing

3.1. The role of critical perspectives in academic writing

3.2. Engaging in current critical literary and cultural positions: feminism, ecocriticism, transatlantic studies, comparative literature, cultural studies, film studies, masculinity studies, animal studies, age studies, children's literature, etc.

PRACTICE: Survey of textual analyses. Interpretation and critical exegeses of a selection of texts and excerpts following current critical frameworks.

3.3. The role of referees and reviewers in literature

PRACTICE: Shaping and expressing a critical perspective in accordance with a specific literary (sub)field. Mock-referee exercises.

### 4. Research Stays

4.1. Defining the aims and purposes of a research stay

4.2. PRACTICE

4.2.1. Evaluating possible destinations for literary research: asking the right questions about the research center

4.2.2. Exploring funding options at a national and international level: scholarships, grants, and institutes and institutions of interest

4.2.3. Applying for a research stay

- Standard methods of contact

- Preparing a formal application: writing and presenting a literary research project for a short/long term research stay

4.3. Resourcefulness during the research stay

### 5. Literary Research Projects and Research Groups

5.1 Aims and scopes of a literary research project

5.2. Private and public research projects within the fields of literary and cultural studies

5.3. PRACTICE: Applying for a research project

5.3.1 Assessing the cultural and educational relevance of the project

5.3.2 Conventional structuring of a research project application:

- Summary

- Objectives

- Methodology

- Relevance within the field

- Critical evaluation of recent scholarship

- Prospective results

- Brief CV(s)

- Prospective schedule

5.4. Aims and scopes of a research group

5.4.1. Literary research and teamwork



5.4.2. Considering team research options: co-writing, co-editing, organization of seminars and/or conferences, etc.

PRACTICE: Writing a Call for Papers (CFP) for a conference or collection of essays

**Learning outcomes**

Upon completion of the course, the student will be able to identify the most appropriate methods and information resources for literary research. They will have become familiar with bibliographic repertoires, databases, glossaries, reference works, and specialized periodical publications in various areas of English Literature.

Understand and appreciate, from within the scope of the degree itself, inequalities based on sex and gender in society; integrate the different needs and preferences based on sex and gender in the design of solutions and problem solving.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	24,00
<b>Total hours</b>	<b>24,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	30,00
Preparation of lessons	3,00
Preparation for assessment activities	5,00
Resolution of case studies	3,00
<b>Total hours</b>	<b>51,00</b>

**TEACHING METHODOLOGY**

Introduction of theoretical content through expository or master classes with IT support.

MD2 Talk in pairs or group discussion

MD3 Reading of relevant material (autonomous or through class discussion, information selection and concept relation, study, reading records, outlines and summaries)



MD5 Resolution of theoretical and practical problems (exercises, corpus collection for study, analysis of written, oral, visual, digital and/or multimodal texts from different genres)

## EVALUATION

### ASSESSMENT BREAKDOWN FOR THE FIRST CALL

1. Assessment of class attendance and participation 20%
  2. Assessment of acquired skills from written and/or oral evidence 30%
  3. Assessment of acquired skills through written and/or oral assignments 50%
- TOTAL: 100%

In order to pass the subject, students must pass both 2. and 3. with a minimum mark of 5 over 10. Should the student fail one of these two assignments, he/she will only have to repeat the failed one in the second call (the mark obtained in the assignment that the student has passed will remain the same in the second call).

The mark obtained in 1. (assessment of class attendance and participation) will remain the same in the second call.

### ASSESSMENT BREAKDOWN FOR THE SECOND CALL

1. Assessment of class attendance and participation (this mark will remain the same as in the first call) 20%
  2. Assessment of acquired skills from written and/or oral evidence 30%
  3. Assessment of acquired skills through written and/or oral assignments 50%
- TOTAL: 100%

In order to pass the subject, students must obtain a minimum of 5 over 10 on both 2 and 3.

**IMPORTANT:** Intellectual honesty is essential in academic communities and for the fair assessment of student work. All assignments submitted in this course must be the student's own **original work**. Assignments involving **fraudulent collaboration** or generated with the help of **artificial intelligence** (ChatGPT or others) will not be accepted, unless their use is part of the course content and explicitly authorised by the instructor.

Both the exam and practical exercises must be free from spelling and grammatical errors. Each spelling, punctuation, or expression mistake will result in a deduction from the final grade, which may lead to a failing mark.

The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017.

## REFERENCES



## Core

- Da Sousa Correa, Delia, and W.R. Owens (eds.). 2010. *The handbook to literary research*. Second edition. Oxon and New York: Routledge.
- Harner, James L. 2002. *Literary research guide: an annotated listing of reference sources in English literary studies*. New York: Modern Language Association of America.
- Harris, Dave. 2020. *Literature review and research design. A guide to effective research practice*. Oxon and New York: Routledge.
- Rivas, Luz Marina. 2005. *Decantando el pensamiento: el ensayo académico y la investigación en literatura*. Caracas: Universidad Central de Venezuela.
- Ruano García, Javier et al. (eds.) 2011. *Current trends in Anglophone studies: cultural, linguistic and literary research*. Salamanca: Universidad de Salamanca.
- Selden, Raman, Peter Windowson, and Peter Brooker (eds.). 2005. *A reader's guide to contemporary literary theory*. Fifth edition. Harlow, UK: Pearson.

## Supplementary

- Birley, Graham, and Neil Moreland. 1998. *A practical guide to academic research*. London: Psychology Press.
- Blakeslee, Ann, and Cathy Fleischer. 2019. *Becoming a writing researcher*. 2nd edition. New York and Oxon: Routledge.
- Brew, Angela. 2001. *The nature of research. Inquiry in academic contexts*. New York and London: Routledge.
- Brew, Angela, and Lisa Lucas (eds.). 2009. *Academic research and researchers*. Berkshire: Open University Press.
- Eagleton, Terry. 2008 [1983]. *Literary Theory: An Introduction*. 3rd Edition. Minneapolis: University of Minnesota Press.
- Ewers, Hans-Heino. 2009. *Fundamental concepts of children's literature research: literary and sociological approaches* (translated from German by William J. McCann). New York: Routledge.
- Hammerman, Robien. 2007. *Womanhood in Anglophone literary culture: nineteenth and twentieth century perspectives*. Newcastle, U.K: Cambridge Scholars.
- Johnson, Kathleen A., and Steven R. Harris (eds.). 2009. *Teaching literary research: Challenges in a changing environment*. N.p.: ACRL Publications.
- Knellwolf, Christa, and Christopher Norris (eds.). 2001. *The Cambridge history of literary criticism. Volume IX: Twentieth-century historical, philosophical and psychological perspectives*. Cambridge: Cambridge University Press.
- Lenburg, Jeff. 2010. *The Facts on File: Guide to Research*. New York: Checkmark Books
- *Literary research*. Montréal: Comparative Literature Program, McGill University, for the International Comparative Literature Association, 1987.
- Reznowski, Gabriella Natasha. 2011. *Literary research and Canadian literature: strategies and sources*. Lanham, MD: Scarecrow Press.
- Smith, Robert V. 1980. *Development and management of research groups*. Austin: University of Texas Press.
- Tymieniecka, Anna-Teresa (ed.) 2004. *Mystery in its passions: literary explorations*. Published under the auspices of The World Institute for Advanced Phenomenological Research and Learning. Dordrecht etc.: Kluwer Academic Publishers.
- Van Vuuren, Melissa. 2010. *Literary research and the Victorian and Edwardian ages, 1830-1910*:



strategies and sources. Lanham, MD : Scarecrow Press.

- Wisker, Gina. 2008. The Postgraduate Research Handbook. 2nd. edition. New York: Palgrave MacMillan.
- World literature today (Online Resource). Norman: University of Oklahoma Press.
- Zhenzhao, Nie. 2024. Introduction to ethical literary criticism. Oxon and New York: Routledge.