

## ENGL 481/AFST 481 Black British Literature

### Topic and the Working Bibliography – 10%

Due: Tuesday, April 12

This is the first stage of the research process toward the final research paper. The assignment comprises two parts:

#### Part 1: Topic

- A Clear academic title indicating the topic and the focus of the paper
- A topic outline of the key arguments/issues (MLA format)

#### Part II: Annotated bibliography

- For each of your secondary sources (full citation followed by a comprehensive summary of the information in that source)
- Length of each summary: ½ to ¾ of a page, double spaced, Arial

#### *Additional guidelines for the annotated bibliography*

- *Read each of those sources with a close critical eye. Take notes and analyze the material.*
- *Assess the usefulness of each of those sources. Consider all the tests – relevance, quality, accuracy, objectivity.*
- *Summarize the information in each source. In your summary/paraphrase, pay very close attention to the use of verbs of attribution. Explain how this text sheds further light on your topic. Use the literary present tense throughout.*
- *Write an annotated bibliography for each of five major critical/secondary sources (at least four sources – a minimum of **three** print sources).*

*The following example is an MLA book entry by one author.*

Burstein, Janet Handler. Writing Mothers, Writing Daughters: Tracing the Maternal in Stories by American Jewish Women. Urbana: University of Illinois Press, 1996.

Janet Burnstein analyzes successive generations of twentieth-century authors writing in English on the mother-daughter theme. In her first four chapters Burstein focuses on psychological dimensions; in the fifth and final chapter her emphasis shifts to the influence of the history of

Jewish women's political activism on the daughters. Chapters one and two are daughter-centered. In the first, literature by daughters of immigrants is described (by Mary Antin, Anzia Yezierska, Emma Goldman and Kate Simon) in which the protagonists confront the effects upon them of the gender imbalance within immigrant families. The daughters desperately want to be subjects of their own lives, rather than the subordinate objects their mothers are, yet they remain connected to the mothers and translate the mothers' stories into English. Chapter two concentrates on writers of the 1920s and 1930s, principally Tess Slesinger, Edna Ferber, Fannie Hurst, who detach from home in order to differentiate themselves from their mothers, and for whom the American part of their identity is critical. Mothers recover their own voices in the writing discussed in the next chapter, by Rebekah Kohut, Leah Morton, Tillie Olsen and others. Daughter-writers of the 1960s and 70s (Cynthia Ozick, Anne Roiphe, Erica Jong, etc.), though influenced by the feminist movement, see their stories as mirroring their mothers. They do not like what they see and try to break away through sexual encounters and romantic love, which fail them. The last chapter reveals an integration of American/Jewish/Woman aspects of identity in the writing of contemporary writers who look to the activist history of Jewish women as a source of inspiration and mothering.

Questions, concerns, thoughts, doubts, please send me an Email at [PKMuana@gmail.com](mailto:PKMuana@gmail.com) and [Muana@tamu.edu](mailto:Muana@tamu.edu) or give me a call at 832-215-4258