

Secondary Literature in the Humanities: A Workbook



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Activity 1 (Video 1) - Finding Articles

On JStor, have a go using some search terms relating to the subject you're interested in studying. You can also refine these search results further using the tickboxes at the side, allowing you to narrow down the material based on subject, date, and type of publication. Make a note of a couple of examples in the space below

Activity 2 (Video 1) Finding Monographs

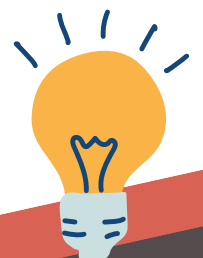
Pause the video and have a go at finding monographs relating to your interests through GoogleBooks and Amazon. Make a note of a couple of examples in the space below.

Activity 3 (Video 2) The Importance of Abstracts, Blurbs, and Introductions

Why do you think abstracts and blurbs are useful for us as readers? What makes this a good summary of the secondary literature?

Activity 4 (Video 2) Introductions to Articles

Read the introduction to Wright's article. Why do you think about why introductions might be useful for readers?



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Activity 5 (Video 2) Introductions to Articles

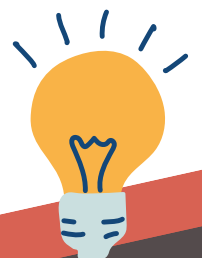
Briefly consider why it is useful to read the Introduction to an academic article. Write these ideas below:

Activity 6 (Video 2) Introductions to Edited Collections

Read the introduction to *The Cambridge Companion to Early Modern Women's Writing*. Write a couple of sentences on what it is about it's structure that makes it a good example of this type of secondary literature.

Activity 7 (Video 2) Introductions to Critical Editions

Pause the video and read from page vii to xv and xix to xxiii of the introduction to Jane Spencer's edition of Aphra Behn's plays (<https://www.amazon.co.uk/Rover-Other-Oxford-Worlds-Classics/dp/0199540209>). Write a paragraph summary of this material in your own words.



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Activity 8 (Video 2)

Pause the lecture and read from the second to penultimate paragraph of the introduction to Spencer's edition of Aphra Behn's plays. Think about how the author shapes her argument and write a couple of sentences summarising her line of argument.

Activity 9 (Video 2) Conclusions

Pause here and read the final paragraph of Wright's article. After you've done this, have a go at writing a definition of what a good conclusion is.

Activity 10 (Video 2) Footnotes and Endnotes

Take a look at Wright's article for examples of footnotes—you'll recognise which part of the text they belong to from the superscript numbers that appear at the end of sentences.

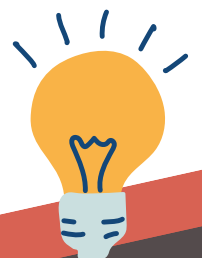
Activity 11 (Video 2) Bibliographies

Pause for a moment and take a look at the bibliography from Heather Blatt's Participatory Reading in Late-Medieval England

(<https://www.manchesteropenhive.com/view/9781526118004/9781526118004.xml>).

A) find a secondary source that would be helpful if you wanted to read more about video games

B) a scholarly edition of the works of Chaucer. Write what you find in the space below.



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Activity 12 (Video 2) Indexes

Pause here for a moment and write a brief response as to why you think indexes are important.

Activity 13 (Video 2)

Have a look through the index of *Blatt's Participatory Reading* and pick five terms that interest you. Follow up the page numbers where they appear in the main body of the text and see what you can find out. Write down anything interesting you find.

Activity 14 (Video 3) Why is Notetaking Important?

Write a few sentences on why taking notes on these resources is so important to the study of the humanities.

Activity 15 (Video 3)

Try condensing the key points and supporting evidence in Wright's article into concise and precise bullet points.



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Activity 16 (Video 4) Why Notetaking is Important

Go back to your notes on Wright's article. In a different colour font/pen, add notes on your own opinion of the arguments and evidence offered. Then write a few sentences explaining whether you think Wright's article offers a persuasive argument - What evidence makes you think this? Do you think she makes a convincing case for Behn's involvement in creating the annotations to her printed poem?

Activity 17 (Video 4) Example: Notes on Wright's Article

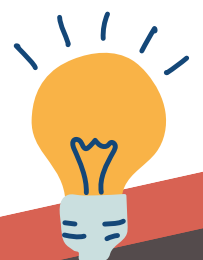
Pause the lecture here to see an example on the video of how to add comments and evidence.

Activity 18 (Video 4) Using Secondary Literature in Your Work

Pause here and take a few minutes to read this, then write a few notes on how this paragraph uses the work of previous critics to further an independent line of argument:

Activity 19 (Video 4) Example: The Oxfordian Theory of Shakespeare Authorship

Pause here to read a particularly frustrated review by one critic of The Mysterious William Shakespeare.



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Activity 20 (Video 4) - Over to You: The Challenge!

We'd like you to produce a short review of a piece of secondary literature, either on a topic you're interested in or one of the suggested options below.

Each of the examples below focuses on a different topic, so hopefully there is something for everyone! PDFs are available through the Inspire pages.

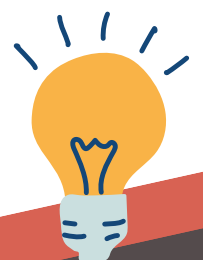
Your review should be around 500 words long, and should focus on the arguments and analysis of primary evidence offered by the critic. This will help you consolidate the skills you've developed throughout this lecture series.

Finally, you should cite the literature you review (and any other sources if you use them) in a short bibliography at the end.

- **Caitlin L. Kelly**, 'Private Meditations and Public History in Daniel Defoe's A Journal of A Plague Year', *The Explicator* 71.1 (2013), pp.52-55.

Content Warning: contains discussions of epidemics.

- **Liza Blake**, 'Pounced Corrections in Oxford Copies of Cavendish's Philosophical and Physical Opinions; or, Margaret Cavendish's Glitter Pen', *New College Notes* 10:6 (2018), pp.1-11.
[https://www.new.ox.ac.uk/sites/default/files/2018-12/10NCN6%20%282018%29%20Blake%20on%20Pouncing_0.pdf]



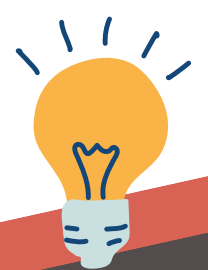
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Additional Writing Space



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