Day 24 – Library Sources, Film Research Proposal, and Annotated Bibliography

1. Review Essay 3 Assignment and Sources
2. Class Workshop on Research Proposal – E3A1
3. Discuss Annotated Bibliography Assignment – E3A2

1. Review Essay 3 Assignment

- Have students open the Essay 3 Assignment, the Motive and Thesis Workshop, and the Analysis and Argument handout.

- Go over the Assignment

- Go through handouts together, emphasizing the process and what an evolving thesis means in terms of thinking about the counterargument.

The essay must be directly or indirectly about the primary text, which in this case is the film

- THE ENTIRE ESSAY MUST BE A SPECIFIC ANALYSIS OF THE PRIMARY TEXT
- discuss the difference between primary and secondary texts
  - primary text (source) – the thing you are analyzing’
  - secondary source—the articles, chapters, websites, etc. that help you argue your main point about the primary text
  - your analysis of the cultural concept or problem takes second place to your analysis of the primary text (will review this after we discuss thesis)

- Go through the assignment and review which sources are not allowed for the main argument
  - NO trade journals (explain what these are)
  - NO Magazines
  - NO CQ Researcher
For this essay you must use at least five solid academic sources in your argument

- at least one article from an academic journal and one academic book

- Explain how to know if you are using a legitimate academic source
  - is the author a professor, expert, or professional?
  - is the source peer-reviewed?

- does it cite other scholars (and, for journal articles, do other scholars cite it? (the more hits it gets, usually, the better it is)

- note: Ideas in scholarly journals are vetted and strong, but not infallible

- scholarly books are generally the better sources, but they need to be recent

BOOKS MUST BE YOUNGER THAN 20 YEARS OLD

Review how to delimit your research question and make sure you are looking for the right research:

- In order to make my argument about my main idea what do I need to find out?

- what specific cultural issue am I investigating?

  - WHAT IS CULTURALLY PROBLEMATIC/INTERESTING ABOUT THE DEPICTION I AM DISCUSSING

- who in the university (or the academy) writes about my topic?

- who are the experts of my topic?

  - Sociologists? Psychologists? Literature professors? Scientists? Historians?

- how can I make my research pertain to my major

- which database do people in my major use?

Secondary Sources for Essay 3

- Discuss how students will be using sources

  - Discuss what it means to use secondary sources to produce a motive.

  - Discuss what it means to use secondary sources to back up the thesis.
Research for the film paper: Continue reading the film analysis articles posted on BB.

- Ultimately, your goal is to find a source idea for the motive and to starting point for your thesis argument that will then require you to find more research.
  
  - your first step should be to come up with a motive idea/question about the film and find a source to help you set it up and contextualize it in a larger, social register
  
  - in other words, you need to use a source (or sources) to start thinking about how the film speaks to a social controversy or how a scholarly discussion (feminism, representations of science in film, etc.) will help you analyze the film

Remember that you must start thinking about how you can make the research project pertain to your major. Start by finding out which database people in your major use.

Then you need to come up with a thesis question/argument and start thinking of what kinds of legitimate sources will help you back it up

  - the goal is to discuss how the film is presenting an interesting problem to its viewers or how the film portrays/investigates social issues.

  - find sources that discuss how specific issues that are relevant to your film "usually" get represented in film--maybe film history sources.

3. Writing the Research Proposal

A research proposal sets out the main ideas you will want to investigate further in your project and offers a tentative model for proceeding. Although it does not need to put forth specific argumentative moves, your proposal will need to be detailed enough about your argument and your sources in order to allow me to comment effectively on the viability of your topic.

Use the thesis models to construct or set up the generic thesis

  - The first part of the thesis should be an extension of the motive, often just the second part of the motive

  - The first part of the thesis identifies what is problematic or interesting about your chosen debate

    - the specific contention that grounds your motive?
- The second part of the thesis should set up the relevance of what you are analyzing and arguing

  - understanding _____ idea helps us understand _____ idea (in the world) because...

  - Everything after the because

    - cannot be a fact

    - must show the implications and consequences of your argument

Things your thesis cannot be about:

- changing the film: you are not writing to the production company and telling them to change the film

- saying that the film encourages people to do something

  – you should never discuss what actual people do or do not do

  - focus all your claims on the idea that the film promotes!

Some questions you SHOULD ask yourself in order to produce a strong thesis:

- What will you ultimately teach your reader?

  - in other words, what will your reader learn about the film and about the social problem by reading your essay?

- Can someone justifiably and reasonably disagree?

  - Produce an antithesis now.

- Are the ultimate consequences I posit in my thesis reasonable, or are they far-fetched?

- Remind students that all thesis statements will continue evolving with the research.
Research Proposal Workshop

This exercise will help you assess the progress on your research paper and to get you thinking about what has been done and what needs more work. It will also give you specific practice at formulating analytical questions useful for this project.

1) Put the research paper assignment into your own words (what you think this assignment asks you to do; one to three sentences).

2) What have you done so far to complete the assignment? What do you think you have left to do?

3) What is your best source so far and why? How did you find it?

4) Based upon what you have read and written so far, offer what you believe are TWO ANALYTICAL QUESTIONS about your topic (hint: analytical questions usually start with how or why). For example, if I were researching *One Flew Over the Cuckoo’s Nest*, I might ask: how are prejudices against the mentally ill inverted in the film?

In the proposal, I want you to write out:

1. The details about your primary subject;
   This includes facts about the film and your motive and thesis leaning.

2. Which sources you are using to begin contextualizing that subject;
   This is a brief discussion of some sources you are using to become familiar with your topic.

3. The larger academic context for the question or tension in the primary text that you will investigate;
   Ideally, you will point to a key academic discussion that is helping you think through your topic.

4. How your research project relates to your major;
   A brief paragraph about what you imagine you will learn through the process of writing this essay and how you might apply it to your time at FSU.

5. What other kinds of sources you will search for to further your investigation and support your argument (produce a Works Cited or References page).
   End by briefly explaining what other kinds of sources you may need to consult regarding your argument—polls, newspapers, magazines, reviews?
Civil Liberties on the Slippery Slope: Technological Totalitarianism in V for Vendetta?

Comparing the uses of surveillance technology used by the Norsefire government in the film V for Vendetta with the Bush Administration’s use of surveillance technology reveals that the film is a response to the Patriot Act. The film, in other words, portrays a kind of civil liberties slippery slope, where a society gives up a few civil liberties in the interest of national security but then has to give up more and more civil liberties until it ends in a totalitarian state. More specifically, the film suggests that technological advances are in many ways the root of the problem. I use Crawford’s and Jamieson’s discussions to set up my motive about the problem with technology. Technology has greatly improved the means for people to communicate and to participate in a democracy, but in the wrong hands it can also work against democratic principles. The technology used in the film is dangerous because it is in the wrong hands: the hands of a government that has allowed its ideology and beliefs to dictate what its citizens can and cannot do. Ultimately, the movie portrays how technological developments can allow a government to abuse simple precautionary safeguards like those presented in the Patriot Act and not effectively balance national security and individual rights. I will use Lily’s, McCain’s, and Poynder’s sources to argue that the representation of technological surveillance in the film shares similarities with that sanctioned by the Patriot Act and used by the Bush Administration. My major is most likely going to be history or political science, so this project will give me a good sense of what kinds of things people in those fields write about. I think I’m all set with my sources, but I might want to find more information about dystopian films, if my paper ends up being more about that.
Sources about Technology for Motive:


Context and Argument on Patriot Act:


Sources for Film and Dystopia:


3. Look ahead to the Annotated Bibliography Assignment

Download and review the annotated bibliography assignment. There are basically two types of ann. bibs.: one that you do after an essay is done, and one that you do as you are writing. This annotated bibliography is the latter, the one you do as you write the essay, so you will be using it to tell me about your sources, which you think are the more important ones and how you plan to use them.

You should bring in at least 6+ sources for this assignment. The idea is that you should discuss more sources than you plan to actually use, but all you need to get full credit is 6. Use the sample to figure out how to organize and format the ann. bib. As with MLA and APA style, you should make every effort to format the bibliography exactly as it appears in the example. Note that different classes will ask you to format annotated bibliographies differently, so always find out how it should be formatted for each particular class. APA people should use the standard APA format—title page. The idea is that this document—the annotated bibliography—is actually something that people publish.

**Homework:**

**Complete E3A1**

Start working on the Annotated Bibliography Assignment. You only need to produce 6 complete entries but it is generally a good idea to produce more. The more you write now, the less you’ll have to do later. Alphabetize your entries. If you choose, you can also break down your sources into categories.