

## Research Installments

Due: Week 6 and Week 7

Research Installment #1: Due Week 6 (February 22-28) Tuesday (Section 04) /Wednesday (Section 31)

Research Installment #2: Due Week 7 (March 1-7) Thursday (Section 04) /Friday (Section 31)

Each of the two written research installments will summarize what you've read and explain the significance of this reading for your essay. I will organize my feedback on your work around the quality of the research and the quality of the reflection section. The second research installment will show significant development based on individual and in-class feedback and suggestions. Please note that Research Installment #1 and Research Installment #2 have 3 parts: preparation, compilation, and reflection.

### 1. Prepare for writing the annotated bibliography. For each entry:

- Read carefully the article, chapter, or book;
- Record marginal notes and annotations in the text as you read: noting places that appear to you the most significant, that you might cite in your own work, or sentences that you might need to reread to understand;
- Make a note about the writing (print or web) that the author has read and is citing (these may be the sources that, in the end, will be most useful to you);
- In a sentence or two, summarize the argument or purpose of the piece of writing;
- Note the significant terms, phrases and sentences and consider writing out the sentences that you may cite in your essay;
- Write down (or track down) the author's background and experience, academic training, and other notable publications or activities.

### 2. Compile the bibliography and write the annotations

- The annotated bibliography will be selective (my working assumption is that you have read more than you can include) and will therefore include the most relevant sources;
- Your annotated bibliography should not exceed five pages in length;
- Organize the annotated bibliography by author's last name, just as you would a Works Cited page, using the Modern Language Association (MLA) style.

#### Sample Entries on the Annotated Bibliography

Halpern, John A. 2004. "Hallucinogens and dissociative agents naturally growing in the United States." *Pharmacology & therapeutics* 102 (2): 131–38. Web.

The author, an assistant professor of Psychiatry at McLean Hospital in Belmont, Massachusetts, describes a series of Hallucinogens and dissociative agents found in plants and fungi—whether native or cultivated in gardens. The purpose of the article is to provide readers with a general overview of the geographical range, drug content, preparation, intoxication, and the special health risks associated with some of these plants. Although there is some discussion of the use of mescaline-containing cacti, psilocybin/psilocin-containing mushrooms, and the *Amanita muscaria* and *Amanita pantherina* mushrooms that contain muscimol and ibotenic acid, there is not enough information on what I am hoping to find: the religious use of these plants by indigenous

peoples. The article includes a very useful bibliography, however, with three books on the subject I am researching.

Richet, Paul. *A Natural History of Time*. Trans. John Venerella. Chicago: U of Chicago P, 2007. Print.

This book by the geophysicist Paul Richet was originally published as *L'âge du monde: À la découverte de l'immensité de temps* in 1999. Richet traces how the study of nature has shaped human perceptions of time and durations of time—from the cyclical mythological traditions through the linear history in Judaism to the dramatic changes in the eighteenth century ushered in by revolutions in the natural and physical sciences. The final three chapters will be useful for me as I plan to recount the story of how physics (in particular, the study of the cathode rays and X-rays, and later radiometric dating) impacted the history of how the scale of time expanded in such a way that even science had trouble defining.

**3. Write a two-page reflection that describes how the sources you are reading have confirmed or challenged your thinking.**

Be specific about what you have learned and consider how what you have learned is expanding (or changing) what you set out to understand. Remember that what you are learning is most likely moving you from a more simple to a more complex understanding of your subject. Include a general idea of where you think you're headed. Has your project expanded? Are you narrowing your focus? Is your research changing where you thought you might be going in your investigation?

Again, if you are doing sufficient research, the second installment will *demonstrate substantial progress*—both in your ability to talk about your writing project and in the relevance and quality of your sources.