

English 12/AP English Literature and Composition  
Paper topics: *Anna Karenina*

Proposal due: Wednesday 30 January  
Simple bibliography of 5 desired sources: Thursday 31 January  
Thesis and Informal outline: Thursday 7 February  
Draft due: Thursday 21 February  
Final due for hot seat: Thursday 7 March-Friday 15 March  
Paper due: Monday 11 March

Length: 5-8 pages  
Sources: AP: 3-4 scholarly;  
Grade level: 2 sources, at least 1 scholarly

You will write a paper of 5-8 pages on *Anna Karenina*. The longer format is designed to spring you from the Aristotelian five-paragraph essay, though you will use some of the elements you learned there to support your reading. You will use three to four outside scholarly sources to ground your work in the scholarly discourse. Please do not rely on commercial summaries for any portion of your work, including your finding episodes and passages; the provided study questions are a guide that allows you to accomplish that.

Sourcework: We will work in class on Monday 28 January using Google Scholar to find citations for sources. This week you will finalize a bibliography of the sources you would like to have; I will go to UMD over the weekend and get them, using the databases you used last year on your library trip.

Approaches to the paper:

1. You may use one of the critical approaches we discussed (psychoanalytical, mythological/archetypal, Marxist, American feminist, French feminist) to offer an analysis of some aspect of the text. Grade-level students may carefully step into biographical criticism; AP students may try reception theory, introduced today.
2. You may begin with your character study from the Parts 1–4 paper and expand it, with a meaningful thesis, to address deeper issues within the text. This study may be New Critical, with a nod to other New Critical analyses, and use source work to support your claims or as counterarguments. You may use a thesis that focuses on the relationships between characters, if you like, rather than one that deepens your understanding of a single character.

You may propose a topic of your own, with the following ideas to help you get started:

3. Point of view. Tolstoy's famous shifting third person allows for the psychological depth and texture of much of the text. Find out what the critics have to say about this narration, and use your findings to deepen your own ideas and observations about the text.
4. Interwoven plots. Tolstoy's text features a weave of the Anna plot with the Levin plot. What is the effect of the double plot; what happens at the intersections where the narration shifts between the plots; what is the effect of characters' crossing between plots?

5. Pacing and structure. How does Tolstoy manage the pacing and structure of the text to create a controlled, effective emotional response in the reader? How does the text maintain its fundamental emphases while also being so populated and diverse?

You'll notice the lack of topics where you can look at the beginning, middle, and end of the text to make an analysis. Please do not propose a topic like that or a topic where you can write just another paper of the kind you have always written in high school. Instead, please challenge yourself to maximize your learning; I will be happy to help you if you need to reconfigure or re-think any portion of the project.

#### Assignment #1: Proposal

Write a two-topic memo in which you think through possible topics for your paper. The total memo should come in at 1-1.5 pages and be written in a detailed, reasonably formal way. Include your beginning research to anchor your ideas. Offer possible thesis statements so that you are sure you are beginning your work in an original way.

#### Assignment #2: Simple bibliography

Using Google Scholar, find sources you would like to read in order to support your argument. AP students should have 5 scholarly sources; grade-level students should have 3-4 sources, at least two of which should be scholarly.

Write your bibliography in MLA 8.

#### Assignment #3: Thesis and informal outline

Read through your sources. Write your thesis. Your thesis is your own—don't recapitulate a thesis from one of your articles, but use your articles to support your thesis.

Offer an informal outline of 1-2 pages in which you make clear what the major portions and within them the paragraphs will offer.

#### Assignment #4: Draft

Write a full draft of your paper, in MLA 8 format, including citations and with a works cited page. Label major sections of your paper (gloss the paragraphs) so that the reader can see how you have structured it. Include your informal outline so that the reader can see the whole of the thing.

#### Assignment #5: Final

For your hot seat, have your paper in MLA 8 and as finished as possible. Include an outline so that the reader can see the structure and have double-checked your topic sentences (are they analytical?) and citations. Include your works-cited page.

If you need me to print for your hot seat, have the paper to me 2-3 hours before our meeting.

Because this paper is longer, be prepared with what questions you have and know I may have to take the paper to finish marking it outside of the hot-seat meeting.

Here are some notes on source use:

1. You should use sources in an even way across the paper.
2. The reader should see material from sources, both the novel and the critical articles—blended into your prose. Use short, frequent quotations; you still don't have a paper long enough to merit long, inset quotations. You may cut parts of sentences as long as you are true to the overall comment. The sentences should be grammatically seamless and read as though the quotation marks weren't there.
3. You need evidence when you make a generalization, for example, about what the reader feels or what is happening in society. You need evidence to corroborate cause-effect statements. You can use a secondary source to corroborate what you think, to say something in an especially pithy way, or to provide a naysayer you can refute or bridge. Anchor ideas in the novel to keep the reader oriented, to prove your point, or to say your idea in a sharper way.