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**Spanning Boundaries:
An Interdisciplinary Citation Study
Based on Literary-studies
Author Co-citation Clusters**

A Thesis Submitted to the Faculty of
Drexel University

by

Hinda Feige Greenberg

In Partial Fulfillment of the
Requirements for the Degree of
Doctor of Philosophy

June 1999

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Abstract

**Spanning Boundaries:
An Interdisciplinary Citation Study
Based on Literary-studies Author Co-citation Clusters
Hinda Feige Greenberg
Howard White**

This quantitative research study examines the modern academic phenomenon of scholarly communication across disciplinary boundaries. The study uses the discipline of literary studies to empirically demonstrate the influence of one discipline on other disciplines by examining cited references to authors representing literary studies in two citation databases, *Arts and Humanities Search* (A&HS) and *Social SciSearch* (SSCI). There are conflicting anecdotal accounts that report literary studies exerts considerable influence on disciplines in the social sciences, and, also, that literary studies had lost its unique identity by annexing the social sciences. This study attempts to scientifically examine these subjective accounts of disciplinary boundary spanning.

A goal of this thesis is to contribute quantitative and empirical techniques to the formal study of scholarly communication. The study proposes that any arts and humanities discipline that is text-based can be described by quantitative techniques, and that descriptive statistics can reveal disciplinary boundary spanning by identifying the disciplines that have been influenced by another discipline.

Literary studies, in this dissertation, is represented by a sample of 88 authors. These authors are grouped into 11 and sometimes 12 schools of thought or author-clusters: constructionists, contextualists, moralists, phenomenologists, rhetoricians, Marxists, philosophers, commentators, African-Americans, feminists, and deconstructionists—core and Freudian. It was found that the core deconstructionists and commentators hold a central position in literary studies, and that no school of thought is isolated from the others.

References to the schools of thought are the criteria used to determine whether and how literary studies influences other disciplines. The years considered are 1980 through 1997. The data indicated: 1) the commentators author-cluster is the most referenced cluster across the databases and this has remained constant over time; 2) the social sciences have been more influenced by literary studies during the years 1989 to 1997 than during the period 1980 to 1989; 3) the disciplines most referencing literary-studies author-clusters are other literary disciplines, and this has remained constant over time; 4) there are similarities in the cited works most referenced by the disciplines in the social sciences and the arts and humanities; 5) Thomas Kuhn's *Structure of Scientific Revolutions* is the most cited work by both social scientists and humanists.

The two-step approach used in this thesis will enable scholars to give a holistic response to the question of relations between disciplines.

1. INTRODUCTION

It is becoming obvious that the nineteenth-century divisions of the university are no longer an adequate grid for intellectual activity, and in response, many disciplines appear more open to external discourses. That is, one discipline's discourse is turning up in the texts of another, and often the inquiry focuses on broader issues and aims than have been traditional in the discipline (Lyon 1992, 4).

1.1 Overview

This study uses quantitative methods to examine scholarly communication across academic disciplines. This thesis demonstrates that scholarly communication occurs between academic disciplines, reveals the disciplines that are engaged in scholarly communication and the nature of the references these disciplines cite, and determines that the process of scholarly communication has changed over time. Specifically, it asks whether and how literary studies, the cultural and critical theories, strategies, criticism, and approaches used in explicating the texts of English and American literature, influences other disciplines. This definition, admittedly artificial and qualitative, will, nonetheless, ultimately be illuminating enough to overcome its arbitrary origin, and will enable the examination of the influence that literary studies has on other disciplines in the social sciences and on disciplines in the arts and humanities.

This is not a thesis about literary studies, however. It is not the object of this study to analyze and pass judgment on the theories that constitute literary studies. This study presents literary theories without unduly explicating and evaluating them. Literary studies, for the purpose of this study, is simply the

vehicle for revealing interdisciplinarity, the relation of one discipline to other disciplines, or the practice of transmitting and receiving messages by members of different disciplines.

Discussions about interdisciplinarity have most often been subjective and anecdotal. This study uses empirical data to investigate interdisciplinarity. It employs quantitative methods that delineate literary studies based on clusters of co-cited authors, *i.e.*, authors whose works are jointly cited in the bibliography of a specific work. It observes the number of times these author-clusters are referenced in the bibliographies of articles representing disciplines in the arts and humanities, and disciplines in the social sciences. The bibliographic citations are the means of empirically portraying interdisciplinarity. This would seem to be the first use of clusters of co-cited authors to demonstrate interdisciplinarity between a humanities discipline and disciplines in the arts and humanities and the social sciences.

Examining scholarly communication across academic disciplines presupposes that disciplines are finite structures with fixed boundaries. These “territories” can be determined culturally (as discussed in the Literature Review section), contextually, and bibliometrically. Disciplines can be identified or marked contextually by the coordinates of “the author, the reader, the material or linguistic components of the text itself, and the world to which the text refers” (Gunn 1992, 246). In lieu of cultural or contextual markers, this study will use bibliometric markers to define a discipline. These markers are what is recorded in

bibliographies, *i.e.*, author, title, date, journal title, publisher (White & McCain 1989, 119). "Bibliometric models reduce a literature to subsets on the basis of quantitative criteria that permit fine-grained rankings. The criteria generally involve counts of the number of times certain markers occur or re-occur" (White & McCain 1997, 5). The marker used here is that of co-cited authors in the field of literary studies.

Using markers to quantify scholarly communication builds on assumptions about the function of citations and co-citations. Citations provide an unobtrusive measure of use. Although an imperfect measure of precisely what is used in the research process, citations provide empirical evidence of those items the researcher chooses to take special note of (Budd 1985, 26). They allow for the examination of the post-publication fate of research. Citations answer questions concerning: 1) what forms of materials (journal articles or books) are the most frequently used, 2) their relative importance, 3) the most important titles in terms of use, 4) trends in research interests as reflected by the literature used, 5) the degree of influence a particular author or discipline has on other authors or disciplines. The last point is the focus of this thesis. Referencing an author in a bibliography is an indication that that author has influenced the researcher or writer doing the citing. By counting citations, we can observe the general influence of certain authors within and across disciplines.

Co-citations, on the other hand, indicate a relationship between publications or authors cited together in scholarly work, and these relationships

reveal the quantitative structure of a discipline. Co-citation analysis has been used to reveal objective links between documents, or journals, or authors. The links are based on the assumption that two items are related to each other if they are frequently cited in specific works, and the more times they are cited together, the closer the relationship (White 1990). In other words, co-citation reveals intellectual affinity by association. Jointly cited authors have a “mutual constraining effect, so that not only the works by them that are cited but the documents in which the citations occur are largely on the topic expected” (White 1982, 258). For example, when Sigmund Freud and Jacques Lacan are cited in the same bibliography, one can expect their works to pertain to some aspect of psychoanalysis, and the document in which they are cited to be about some aspect of psychoanalysis.

The power and robustness of co-citation analysis comes from the large number of independent citers recognizing the co-relationship of author/works (Stagg 1997). The basic techniques for co-citation analysis and mapping for co-cited documents have been validated by various approaches and are well documented. White and McCain (1989) present a broad overview of co-citation methodology in their review of bibliometrics. Osareh's literature review of bibliometrics (1996) covers essentially the same ground.

This thesis examines whether the qualitative, anecdotal accounts of scholarly communication between literary studies and other disciplines match the quantitative, co-citation findings. Levine (1987) and Bérubé (1998) claim that

literary studies influences other disciplines. Although literary studies is a distinct discipline with a unique institutional history (Graff 1987), there is a belief that it is “overtaking” disciplines in the social sciences (Levine 1987, 6). Literary studies has become the engine for studying not only the text of *Sir Gawain and the Green Knight*, but also for examining the text of the O. J. Simpson trial from a Foucaultian perspective, and the text of the Treaty of Versailles from a Marxist perspective (Bérubé 1998, 4). On the other hand, there are those who believe the social sciences have been appropriated by literary studies (Thorpe 1967; Abrams 1997; Bressler 1999). There is, however, no “hard” evidence to document this boundary spanning, whatever the direction may be.

Foucault, Freud, and Marx, although clearly social scientists, assume the status of literary theorists because their theories have overwhelmingly been appropriated and given new life in the field of literary studies (Davidow 1997). Even though the theories used for textual explication may be associated with other disciplines, the application of these theories is not for the purpose of persuading the reader to adopt a particular political view. Rather, they are textual explications. Furthermore, Foucault, Freud, and Marx are referenced alongside other literary theorists, thereby revealing their intellectual affinity with those literary theorists (White 1982, 258).

Even though this study focuses on literary studies, the intention is for it to contribute to the conversation about the flow of ideas across the disciplines in general. Traditionally, authors have communicated primarily with members of

their own disciplines. Recently, however, scholars have observed that formally distinct disciplines have become indistinct (Menand 1997). Examining the phenomenon may help determine if disciplines remain overspecialized and isolated from one another or if, indeed, boundaries are being crossed (Boyer 1987).

Quantitative studies can assist scholars in assessing the state of the disciplines. Scholarly communication researchers can use a quantified definition of a discipline "as a diagnostic step toward identifying problems for communication among disciplines and unexploited opportunities for cross-disciplinary collaborations" (Rigney & Barnes 1980, 115). Researchers studying the structure of scholarly specialties can use the published literature as a tool to define and track changes in that discipline over a period of time. As recorders of scholarly communication, libraries and information specialists can serve as the intermediaries to help collect and translate material from unfamiliar territories (Metz 1983, 60).

A quantitative representation of a discipline may be visual. This visual representation of a discipline becomes a valuable pedagogical tool that offers students and practitioners of a discipline a map of the discipline and its multiple relationships. This map also tests the beliefs of practitioners of a discipline, and enhances their understanding of it, because "each specialty [school of thought within a discipline] has an address—latitude and longitude—on an intellectual

map. Such a visual geography of the field offers a fundamental cognitive structure on which further work may be built" (Scrimgeour 1997, 147).

A study of this nature has other benefits as well. Although it may be impossible to identify all the interdisciplinary players for a given discipline, if links between disciplines can be demonstrated, predictive models for library collection development can be developed— a boon to university bibliographers concerned with escalating subscription costs and budget constraints. For example, a single subscription to *Signs* would satisfy the needs of both the women's studies and English departments.

Research using co-citations to determine the intellectual structure of disciplines is generally thought to have been introduced by Henry Small (Small 1973), although Karl Erik Rosengren earlier did similar work in this area (Rosengren 1968). Valid "cluster-enhanced co-cited author maps have proved useful in communicating, in parsimonious fashion, the complex structure of scholarly fields and in tracing, through these 'paper trails,' changes in that structure over time" (McCain 1986a, 121). Furthermore, co-cited authors represent the intellectual landscape and organization of a field, as well as serving as indicators of subject areas within a field (White 1986, 94).

Research using co-citation analysis is often used for locating scientific and social science communities (Herubel & Buchanan 1994, 91); it is, however, currently used only rarely to map humanities disciplines. Driven by the dual realities of limited resources and compatible goals, scientists have long

interacted with each other on joint projects. Only more recently have humanities disciplines begun to formally relate to one another, most visibly in the number of interdisciplinary courses taught in institutions of higher education (Leatherman 1996, A19).

This thesis attempts to augment the few citation studies in the humanities. These tend to concentrate on identifying formats of cited materials, characteristics of journal usage, and obsolescence patterns in research. A few examples of humanities mapping may be found in Rosengren (1968), Burrows (1987), Kreuzman (1990), Daranyi *et al.* (1996), Scrimgeour (1997), and Stagg (1997). The humanities "have yet to be adequately explored and carefully mined for the vast knowledge they may shed upon scholarly communication in general and upon the bibliographic topography they share" (Herubel & Buchanan 1994, 91). The visible connections between authors and specialty groups will enrich the analyses of subject experts who may be unaware that such techniques can be applied to humanities disciplines.

Both the *Social SciSearch* database, the operational definition for the social sciences used in this thesis, and the *Arts and Humanities Search* database, the operational definition used here for the arts and humanities, are produced by the Institute for Scientific Information (ISI) (Table1). ISI's *SciSearch* database, an operational definition for the sciences, was originally considered a source that might be searched for references to literary studies. It was, however, not used because the number of references to literary studies was negligible.

Only with the creation of ISI's on-line citation databases has it been possible, on a large scale, to see links between authors and the people or publications whose ideas they acknowledge. *Arts and Humanities Search*, begun in 1980, is an international, multidisciplinary database that comprehensively indexes 1,300 of the world's leading arts and humanities journals, plus relevant social and natural science journals. It also selectively indexes 4,600 other journals. *Social SciSearch*, begun in 1972, indexes the international journal literature of the social, behavioral, and related sciences. The coverage includes every article in more than 1,700 of the world's most important social sciences journals. In addition, relevant social science items are indexed from over 3,400 natural and physical science journals.

The time frame for the co-citation analysis in this thesis is 1980 through 1997. It is logical to start with 1980 because the A&HS database begins in 1980, and this 18-year period captures the growing trend of literary studies' contributions to other disciplines and enables discussions about its influence.

Table 1 Disciplines Indexed in Institute for Scientific Information Databases

<u><i>Arts and Humanities 1980-</i></u>	<u><i>Social SciSearch 1972-</i></u>	
Architecture	Anthropology	Information/Library Science
Classics	Archaeology	International Relations
Dance	Area Studies	Law
Film	Business & Finance	Linguistics
History	Communication	Management
Humanities	Community health	Marketing
Language & Linguistics	Criminology & Penology	Philosophy
Literature	Demography	Political Science
Music	Economics	Psychology
Oriental Studies	Education Research	Sociology
Philosophy	Ethnic Group Studies	Statistics
Poetry	Geography	Urban Planning & Development
Radio	History	
Religion		
Television		
Theater		

This study uses the ISI databases to empirically describe the perspectives used to explicate the study of literature and the structure of the relationships these perspectives have to one another. This analysis goes on to examine the links between literary studies and other disciplines by searching for the authors associated with literary studies perspectives in other disciplines in an objective manner. It is hoped that the methods used in this study will provide a model for examining relations between disciplines.

1.2 The Research Questions

1 *How pervasive is literary studies in other disciplines?*

Hypothesis: References to literary studies appear in both the arts and humanities and the social sciences, but they are more evident in the arts and humanities.

The underlying assumption of this hypothesis is that, despite incursions into other disciplinary territories, literary studies is rooted in the arts and humanities, and that is where its influence is most evident.

2 *What are the disciplines that cite literary studies in the arts and humanities and in the social sciences?*

Hypothesis: The disciplines in the arts and humanities that most cite literary studies are other literary disciplines; the disciplines in the social sciences that most cite literary studies are psychology and sociology.

The underlying assumptions of this hypothesis is that literary “types” seek out other literary “types,” and that literary works reflect the social world and the world of the mind.

3 *Are the arts and humanities and the social sciences citing the same literary studies works?*

Hypothesis: The cited literary studies works referenced in the arts and humanities and in the social sciences are the same.

The underlying assumption of this hypothesis is that there is a core of authors and works that dominate a discipline.

4 *Are the literary studies works cited in the arts and humanities and the social sciences journal articles or monographs?*

Hypothesis: The arts and humanities and the social sciences both reference literary studies monographs more often than literary-studies journal articles.

The underlying assumptions for this hypothesis is that the work literary-studies authors predominately produce are monographs, and as the work cited by the humanists and social scientists is the same, the cited works will have the same form.

5 *Has the influence of literary studies on the arts and humanities and on the social sciences changed between 1980 and 1997?*

Hypothesis: Literary studies' influence on the arts and humanities and the social sciences has been greater during 1989 to 1997 than 1980 to 1988.

The underlying assumptions of this hypothesis are that cultural studies was first introduced during the years 1980 to 1988, and did not become a regular aspect of scholarship until the years 1989 to 1997.

1.3 Limitations of the Study

One needs to cautiously approach the empirical evidence that citations link one discipline to other disciplines. Affecting the reliability and validity of the methodology are several factors having to do with the construction of citation databases, the nature of citations, and the limitations of the *Arts and Humanities Search* database.

The construction of citation databases presents obstacles to a study that contrasts the arts and humanities and the social sciences. The citation databases are based on data gleaned from journals only, not monographs. The cited reference may be a book, but the citations are not from books. Many humanities scholars, however, prefer to communicate by monographs rather than journal articles. Therefore, citations in monographs, which may be numerous, are not recorded by ISI. An additional caveat is that the citation databases only index the first author of multi-authored works.

Readers may be unaware that citations, by their very nature, reflect the historical record rather than the current state of the discipline. Over time, concepts of what and who represents a discipline change. Furthermore, even works cited in 1997 do not reflect the discipline's temperament in 1997, because of publication lag time.

This study is confined to writers whose works have been cited by authors indexed in A&HS from 1980 to 1997. The requirement that these authors be in the indexed literature limits this technique's applicability to prominent literary-studies writers only. Further limiting the scope of the database is the fact that the

database can only rank 10,000 items, and 100 records could have up to 50,000 cited authors. Moreover, these authors are ranked by the number of times a particular work was cited. However, to manage such a large number of items, a cut-off point was determined that may have been in the middle of the alphabet. Another limitation of the database is that the same particular work may be cited differently, so great care is needed to insure all variations are accounted for.

Although a work may be cited in a bibliography, it need not necessarily be cited in the body of the text. Citations may be scholarly adornments and a form of public homage. Only if the reference is in both the text and the bibliography is it safe to assume that the reference is genuinely influencing the thoughts of the author.

1.4 Significance of the Study

This study contributes to the investigation of literary studies in particular and to the study of scholarly communication in general.

The investigation of literary studies by means of quantitative measures produces a larger overview of the discipline than is likely to be derived from qualitative research. The automatic synthesis of information retrieved from many thousands of documents provides data that are unavailable to the qualitative researcher. When the data undergo multivariate analytical techniques, the overview provides a detailed, comprehensive map that can be easily communicated to a large number and range of individuals interested in the

discipline of literary studies. Revealing the most cited authors and works will give an empirical picture, heretofore unavailable.

Applying a quantitative method to the analysis of literary studies introduces a new manner of perceiving disciplines in the arts and humanities—disciplines that are not normally candidates for this type of investigation. The benefit of this study not only extends the application of quantitative mapping methodologies to new disciplines in the humanities, but also allows any “text-based” disciplines to become candidates for ‘sociology of the arts’ research (Stagg 1997, 19).

This study is concerned with more than just presenting a quantitative technique to investigate the structure of literary studies. The study attempts to develop a model that will reveal the relation of literary studies to other disciplines, and by extension, to introduce a technique that might be used to investigate the relation of one discipline to any other discipline. The technique involves using author-clusters as the unit of analysis when searching other databases, and the frequency with which these author-clusters are found as the unit of measurement.

In summary, this study introduces quantitative methods to identify clusters of literary-studies theorists and to visually chart the relationship of these literary theorists. This investigation determines whether these author-clusters are cited by other disciplines, and examines whether the works that are cited by the social sciences and the arts and humanities are similar. This study introduces a new

technique for understanding scholarly communication that will enable scholars to empirically learn about the relationship of one discipline to another.

2. LITERATURE SURVEY

For years an official critique of the division of the world of learning into disciplines has accompanied the growth of ever more rigid compartments of the mind. The very men who as scholars, teachers, and administrators perpetuate the academic division of labor argue persuasively that it is nonsense (Birnbau 1986,5).

2.1 Culture of Disciplines

To appreciate the peculiarity of one discipline referencing another discipline, one must begin by understanding the culture of disciplinarity. Because interdisciplinarity is directly affected by the restrictive tenets of disciplinarity (Reese 1995, 545), this literature review is relevant to the research problem.

"Until there is a fuller analysis of . . . disciplines, we cannot hope to have a full understanding either of interdisciplinarity or disciplinarity itself" (Klein 1990a, 54).

Disciplines have been variously described. A discipline is a "community of competency" (Becher 1989, 37) produced by a particular class of legitimizing institutions. Disciplinary communities are fraternal nations bound together by fundamental ideologies, common values, shared judgments of quality, and historical tradition. Disciplines are highly ethnocentric constructs (Campbell 1986). The objects they examine define disciplines and the problems they attempt to solve have a distinct language and methodology. "...A discipline functions as a quasi-corporate voice to deflect criticism from outside its borders and to deflate all claims to the truth that do not win communal support" (Reese 1995, 545). John Swales (1990) offers a set of six criteria that define a discipline or what he calls a discourse community. In the discourse community, there are

common goals, participatory mechanisms, information exchange, community-specific genres, a highly specialized terminology, and a high general level of expertise. Disciplines are also defined as communities addressing similar problems.

Thomas Kuhn (1970) and Diana Crane (1972) maintain that science and scientific communities are not governed purely by intellectual pursuits. Rather, they believe scientific communities have a definite social component without which they would stagnate and fall apart. The communities provide the norms and practices for communication in their fields. James Zappen (1989) believes that there is a need to teach students to communicate within the context of their own institution, and within the context of other discourse communities. He feels it is necessary to develop the ability to step outside the boundaries of one's own discipline in order to participate effectively in solving problems of mutual interest and concern.

Nicholas Mullins (1973) attempts to explain the role of theories in shaping theory groups in contemporary American sociology, but his analysis works equally well in illuminating different conceptions of what constitute a discipline. Mullins distinguishes four approaches for categorizing theories: 1) one approach, core concepts, compares the structure of many theories by highlighting the use of several concepts within each; 2) biography examines the life and times of the theorists; 3) intellectual history analyzes interrelations among the work of several authors who are assumed to have influenced one another; 4) the last approach,

schools of theory, makes sense of the patterns of rising and falling acceptance of theories based on the study of schools of thought or social groups.

Mullins proposes his own model for organizing social theories (a.k.a. disciplines) in which theories are compared for similarities and differences based on whether their authors are colleagues of each other, are considered similar by themselves and the community, and cite similar sources. This examination of relations between disciplines developed in this thesis most closely resembles Mullins' own model.

2.2 Scholarship in the Humanities

To appreciate the peculiarity of social scientists referencing literary-studies authors it should be noted that some believe that scientists and humanists conduct their business in different realms (Budd 1985, 3), and, furthermore, believe humanists and scientists speak different languages. A better way of saying this is that language has a different purpose in science than it has in literature. Aldous Huxley believes the language of the physical sciences is "nomothetic"; that is, it attempts to establish explanatory laws. The language of literature, on the other hand, is "idiographic"—"its concern is not with regularities and explanatory laws, but with descriptions of appearances, and with the discerned qualities of objects perceived as wholes, with judgments, comparisons and discriminations" (Huxley 1990 [reprint], 9).

Just as the purpose of language differs between science and literature, so does the nature of their respective literatures. In oversimplified terms, the

literature of science is linear; the important ideas and revelations of the past are included in the current literature (Urquhart 1960, 121). Science compacts and builds on previous work. Humanities research, on the other hand, is nonlinear. It does not depend on previous research—one discovery does not necessarily lead to another. Humanities literature is an individualistic product of the intellect and imagination (Budd 1985, 8).

Humanities scholars are less compulsive than scientists are about being "on the cutting edge" of research (Garfield 1980, 42). The publication of a book on Wordsworth's poetry does not cancel out a forthcoming book on Wordsworth's poetry. It is acknowledged that no one will ever be able to say the last word about the poet or his poetry. Furthermore, great scholarship and criticism endure; they are not superseded. Even bad scholarship tends to endure as a document in the history of taste (Greenberg 1998).

The characteristics of research materials and patterns of information seeking and production used in science and the humanities differ. Humanists consult both "primary" and "secondary" literature when doing research. There really are no "secondary" sources for scientists—any source that a scientist relies on is by definition a primary source.

Differences between humanists and social scientists also manifest themselves in the process of communication, and in the product of communication—published works (Budd 1989). Unlike scientists, the humanists rely heavily on monographic literature. Budd found that 23% of American literature scholars cite journals, and 64% of the citations they make is to books

(Budd 1985, 58). The figures for English Literature periodicals were 19.9% and 74.9% for books (Heinzkill 1980, 352). Humanists tend to depend on the book, (Garfield 1980) and use books as "primary" or "secondary" sources, regardless of when they are published.

Humanities scholars may rely heavily on books, but they do not use books exclusively. The overall dispersion of resources cited by humanists is greater than that by scientists, the publication forms are more varied, and the language distribution for publications in the humanities is more extensive than that for scientific literatures. Thus, "although not as vital as monographs, the journal literature appears to be gaining importance for the humanities" (Tibbo 1991, 298). Requests for journals by fellows at the National Humanities Center, Research Triangle Park, North Carolina, accounted for almost one-third of all requests (Broadus 1989, 124).

The behavioral distinctions between humanities researchers and scientists are also evident in the means by which they gather and present information. Of all scholars, humanists are most likely to work alone (Stone 1982, 294). Their ideas are produced in solitude and individually presented at colloquia, seminars, and professional meetings (Tibbo 1991, 291). Scientists are far more likely to collaborate on research. Humanists like to browse in libraries, delighting in serendipitous "discoveries." Scientists usually go to libraries seeking, and returning with, a specific item. Moreover, humanists make greater use of libraries than personal collections, whereas scientists make greater use of personal collections than libraries (Soper 1976, 412). "A total of 34.2% of citations made in

the humanities are to works held in the libraries at the researcher's institution; the corresponding figure in the sciences is 20.6%. The difference is even more marked when considering libraries in other cities and countries. The percentage in the humanities is 24.3, compared to 1.3 in the sciences" (Budd 1985, 14).

Citations serve different functions for scientists and humanists. The humanist can more easily develop theories that are independent of the theories of previous work (Frost 1979, 413). Consequently, the humanist may use primary, original material rather than secondary sources (commentary). When humanists do use secondary sources, they treat the secondary source as a subjective account, rather than a statement of fact. For scientists all sources are primary (Frost 1979, 413).

In summary, humanists may not be seekers of empirical truth (Levine 1987, 13). Their work is published most often in books. These scholars predominantly use primary, monographic sources in their research, and depend on libraries to obtain that research. However, the situation is changing.

As the focus of research veers from textual studies toward literary theory, while reliance on materials in book form is still decisively prevalent, the role of primary source material becomes markedly diminished. Once the concern turns toward approaches to literary criticism, away from the "purity" of the text, the impacts and characteristics of other disciplines also make themselves noticed...*i.e.*, heavier reliance on journal literature and on secondary sources (Stern 1983, 208).

2.3 Literary Studies as an Academic Discipline

The typical English department today is not even a federation, but rather a confederation of specialists in British literature, American literature, world literature, folklore, philology and linguistics (of increasingly varied shapes and sizes), bibliography and editing, film studies, literary theory, rhetoric and composition, and sometimes Black studies, American studies, women's studies, Indian culture, and so on. Such being the case, *What Is English?* (Booth 1980,128).

2.3.1 Institutional History

The theory and practice of literature came to be a separate and distinct university discipline in the United States during the 1870s and 1880s (Veysey 1965,182). There were a variety of catalysts. Initially, literary studies was an extension of training students in composition, oratory, and forensic rhetoric. Academic literary studies was a movement to replicate the study of scientific philology with vernacular literature (Levin 1993,13). But in addition to its "scientific" underpinnings, literary studies developed in tandem with the humanistic movement of the day (Miller 1967, 119-120).

Academic literary studies can be viewed as the result of the tension between the rise of the modern U.S. research university modeled on its German predecessor of the 1880s and the advocacy of liberal culture espoused at the leading colleges (Katz 1995, 7). Additionally, the "rise of literature as a college subject with its own departments and programs coincided with the collapse of the communal literary culture and the corresponding estrangement of literature from its earlier function in polite society, where it had been an essential instrument of

socialization" (Graff 1987, 20). Some even consider literary studies a product of a Victorian imperial middle class that wished to solidify its spiritual identity in a material corpus of writing (Eagleton 1987, 3).

The early study of English literature in the university drew heavily on history (Levin 1993, 13). A literary work was viewed chiefly, although not exclusively, as a reflection of its author's life and times or the life and times of the characters in the work (Guerin *et al.* 1992, 263). Literary studies is also related to philosophy. Those that connect literature with philosophy believe the function of literature is to teach morality and explore philosophical issues. As time passed, departments of literature appropriated sociology, psychology, political and economic history, ecology, cultural anthropology, and even chaos and complexity theories as texts to be interpreted in their province, because literary theorists believe that literature co-exists with the "stuff" of social reality (Kernan 1990, 192). In other words, literature conforms to some perspective of the world. These perspectives can take the form of disciplinary or social ideologies. Thus, we can speak of literary studies and history or literary studies and Marxism. There is great eclecticism in modern English departments (Bloom 1994, 517-518). Hence comes the complaint that literary studies has become cultural studies (Abrams 1997, 124).

2.3.2 Organization

"Within the university itself, by the mid-1920s the fundamental organizing principle of the university had come to be the disciplinary department. Disciplines

were defined along the intellectual lines that originated in the 1880s, with the emergence of the modern U.S. research university modeled on its German predecessor" (Katz 1995, 7). The long-term trend of academic institutions has been in the direction of greater departmentalization, fragmentation, and professionalization (Klein 1996b, 135). Thus, literary studies is organized around the academic English department and its practitioners are professors with various pedigrees. Nonetheless, it is sometimes difficult to clearly distinguish differences between literary studies and other disciplines (Katz 1995, 3); the borders seem more arbitrary than logical (Birnbaum 1986, 54).

The culture of the discipline is particularly strong. Academics can more easily leave their institutions than their disciplines. National disciplinary organs dominate the academic landscape, and loyalty to the discipline takes precedence over loyalty to the academic institution (Boyer 1987, 236). The national organization that most literary studies professors join is the Modern Language Association. Although the association does not have a breakout of its membership by professional affiliation, or language group, at 31,500 members it clearly is the dominating organization. Annual conferences draw about 10,000 participants, and provide opportunities for networking and job seeking.

2.3.3 Computing and Literary Studies

"Humanists are becoming increasingly aware of the need to change information and communication practices as a positive reaction to the potential of technology" (Pavliscaak *et al.* 1997, 1). Still, many humanists, literary-studies

professionals in particular, mourn that all of life and art is being measured (Stimpson 1998, 66). Although *Computers and the Humanities* has been published for over 25 years and some literary-studies researchers use concordances (indicating that there are humanists and literary-studies professionals who embrace the computer), many literary-studies professionals are uncomfortable with computers. They feel that precision measurement or scientific methods in the study of literature are inappropriate (Deegan 1996, 281). These individuals are accustomed to thinking in terms of particular instances and individual particularities, and are unwilling to "trust, and look for patterns in, highly aggregated data, which exist at a high level of abstraction" (White 1990, 91).

According to White (1990, 94), these anti-computer humanists wrongly believe that scholars who use citations as a measure to describe documents want to replace subjective accounts with quantitative ones. This is not the case. Citationists using computers hope to enrich conventional accounts—not supersede them, not to render human judgment unnecessary, but rather, to introduce another tool for researching and writing intellectual history.

Whatever their feelings, literary-studies professionals cannot escape the six (perhaps more) major uses of computers in the handling of published and unpublished research material (Deegan 1996, Tibbo 1991). These are: 1) the building of concordances; 2) textual criticism of literary and linguistic analysis (examining particular features of style within a text, or set of texts); 3) resource collection (physical preservation of texts and making unavailable texts available); 4) hypermedia and literary theory (the act of non-sequential reading and writing);

5) implementation of research (databases, discussion groups, e-mail); and 6) facilitating teaching (hypermedia and computer-assisted-instruction software).

It is in the area of textual criticism and computational stylistics that actual "mapping" similar to co-citation mapping has taken place (Bailey 1989; Burrows 1987; Burrows 1992). However, before computers were employed to look at texts, Rosengren (1968) was "mapping" a facet of literary studies by hand.

Rosengren studied the sociology of literature. He used literary book reviews as the source documents for counting co-mentions of author-pairs. His map showed the author as a point mark, and a line between the authors indicated co-mention. The length of the line indicated the strength of the relationship—the shorter the line, the greater the relation, and the more frequent the co-mention of authors.

Burrows counts frequency of the same word in Jane Austen's novels. He believes that change in idiolect reflected change in character:

"from no other evidence than a statistical analysis of the relative frequencies of the very common words, it is possible to differentiate sharply and appropriately among the idiolects of Jane Austen's characters and even to trace the ways in which an idiolect can develop in the course of the novel" (Burrows 1987, 4).

Burrows' work is enabled by computerized concordances, a utility Rosengren did not have. Burrows relied on the text itself as the source of clues about meaning; Rosengren used literary book reviews as an intermediary to determine structure.

However, both men believed that the pairing of certain words indicated a relationship that was open to analysis.

Like the Rosengren and Burrows studies, this study reveals that “pairing” indicates a relationship. As in Rosengren’s work, this study seeks to reveal an internal structure within the intellectual domain of literary studies by finding authors who are co-cited in the same document.

2.4 Author Co-citation Analysis and Interdisciplinarity

2.4.1 Overview

To understand the innovation this study presents—mapping a humanities discipline and using the author-clusters that result as probes to investigate interdisciplinarity—it is necessary to review the literature that addresses the two methods this study employs. These are 1) author co-citation analysis; and 2) using identifiable markers contained in bibliographic citations to examine whether the literature of one discipline appears in another discipline.

2.4.2 Author Co-citation Studies

A broad overview of the literature of co-citation methodology is presented in White and McCain’s review of bibliometrics (1989), and Osareh’s updated review (1996). This section, therefore, will only mention several exemplary author co-citation studies. Co-citations have been used to analyze and map disciplines in both the hard and soft sciences (Small 1973, 1978, 1979, 1980, 1994; Small & Crane 1979; Small, Sweeney, & Greenlee 1985; McCain 1983, 1986a, 1986b,

1987, 1990, 1991; McCain & Whitney 1993; White 1981, 1982, 1986, 1990; White & Griffith 1981; White & Griffith 1982; White & McCain 1989; White & McCain 1997).

Howard D. White and Belder C. Griffith in an article that maps information scientists (1981) introduced the technique of using authors to delineate a discipline. White and Griffith also study authors in science, technology, and society (1982). White (1981) portrays the social indicator movement. McCain did later author co-citation work on macroeconomists (1983), and *Drosophila* geneticists (1986a).

There are several convergent validation studies that show that the same authors appear similarly positioned, when analyzed by author co-citation and other techniques. McCain tested whether the same authors positioned by co-citation mapping could be derived by a card sort method (1985); White and Griffith (1981b) and White (1983) use expert opinion to validate their maps.

White and Griffith (1982) showed that the same authors over two time periods. McCain (1986a) studied the same authors over two time periods using the same co-citation technique to examine their relative map positions (McCain 1986a). The studies by McCain reveal that most authors show remarkable constancy in citing authors' perceptions of the authors, and when they do move, the reasons are easily discernible.

2.4.3 Interdisciplinary Activity

There are studies that present bibliometric evidence of interdisciplinary relations. These are unlike the studies that are concerned with revealing only the internal structure of particular intellectual domains, as in the author co-citation studies, or the studies that look at the interdisciplinary fields that arise at the interstices of existing disciplines. Instead, the studies discussed in this section use bibliographic markers of a discipline, usually journal titles, to investigate interdisciplinary relationships. The purpose of this section is to highlight the various bibliometric techniques used to expose interdisciplinarity, (White & McCain 1997, 138) refer to this as interactivity), and to place this study in that context.

Academic journals play a significant role in information dissemination and knowledge exchange, and many scholars of scholarly communication believe journal literature significantly (if not totally) represents their disciplines (Garfield 1984, White & McCain 1989). Therefore, journal titles often make up the sample that undergoes analysis. For the purpose of this thesis, the ISI subject code assigned to a journal equates to a discipline. Using journal titles, a social work study (Cheung 1990) looks at what disciplines are cited by social work and what disciplines cite social work. A management study (Neeley 1981) contrasts the number of citations found in the significant journals of predetermined disciplines and linked those journals with their discipline on the basis of their use and importance to the practitioners of the discipline. A social sciences study (Rigney & Barnes 1980) investigating the patterns of interdisciplinary citations between

anthropology, sociology, economics, and psychology uses the flagship publications of the major professional associations in those fields as its core sample. An anthropology study (Choi 1988) selects significant American anthropology journals by comparing anthropology sources included in different resources to investigate communication patterns within and across anthropology for different time periods. Another study uses journals to test the proposition that basic research in the social sciences had a substantial influence on the literature in education (Turner & Kiesler 1981).

There are further examples of using bibliometric journal markers to examine interdisciplinarity. Earle and Vickery (1969) examine journal citations to determine what disciplines are being cited. In their discussion of literature and bibliometrics, Nicholas and Ritchie (1977) often use examples that contrast citations in subject areas as represented by journal titles. A study that attempts to determine indicators of cross disciplinary research (Porter & Chubin 1985) called these markers "Citations Outside Categories" or "COC'S." Hurd (1992) looks at the citing patterns of faculty members of a university chemistry department to learn whether cross-category citations might have implications for library organization and services.

Journal titles are not the only bibliometric marker that can undergo analysis for indications of interdisciplinary influence. "Possibly the most important interdisciplinary markers are those in which an author in one field cites the work of an author in another, thereby bringing a marker of that work across a disciplinary divide" (White 1996, 4). If authors' oeuvres are cited in disciplines

other than literary studies, a case can be made that literary studies influences the work of other disciplines. We can also learn the degree to which some fields have made use of each other' (White 1996, 8).

Focusing on particular authors' oeuvres as sources for citations is relevant when looking for whom she/he cites rather than what is being cited. In information science, Paisley tabulates outgoing and incoming citations based on authors to portray patterns of intellectual borrowing within literatures (1990). Rogers and Cottrill (1990) use a modified author co-citation analysis to demonstrate interdisciplinarity. Two academic research fields, technology transfer and diffusion of innovation, are concerned with technological innovation; yet, one does not reference the other. Even with a common interest, the sources they use are relatively distinct. White and McCain (1997) devote a section of their review on the visualization of literatures to visualizing interactivity in literatures. These studies examine the question of whether apparently similar fields are in fact converging— that is, do they use the same sources. Of these studies, two use the outcome of author co-citations analysis (ACA) as their unit of analysis.

Kreuzman's dissertation (1990) uses ACA to reveal the perplexing lack of interaction and communication between the philosophy of science and epistemology. The divergence is perplexing because Kreuzman believes they share the same philosophical roots and deal with many of the same problems and issues (Kreuzman 1990, 3). For Kreuzman, therefore, the relevant questions are whom do the philosophers of science cite in their works, and whom do the

epistemologists cite in their works (Kreuzman 1990, 35). He reveals that although these disciplines are independent, they have undergone parallel developments.

Nerur (1994) used ACA data culled from the literature to explore whether two major modes of software development reflected different orientations, *i.e.*, an object oriented approach and a structural methods approach. The results showed that the object-oriented approach did indeed differ from the structured methods approach.

All of these studies of activities across disciplines employ the premise that interdisciplinarity can be examined empirically. This study is rooted in the same premise and builds on that work.

3. METHODOLOGY

Tracking “overlapping, underlayered, interlaced, crosshatched affiliations, coalitions, and alliances . . .”(Gunn 1992, 249)

3.1 Procedures for Deriving Sample of Literary-studies Authors

3.1.1 Overview

Before learning how often the arts and humanities and the social sciences cite literary-studies authors, literary studies had to be operationally defined. This was achieved through a two-step process that determined the sample of authors who would represent literary studies (Table 2), and then grouped these authors based on their beliefs/school of thought (Table 5).

3.1.2 Determining Who Represents Literary Studies

This study selected literary-studies authors from *Arts and Humanities Search*, file 439 in DIALOG. Before searching for these authors, however, a process that would be done in segments over several days, it was necessary to insure that the same body of documents would be used in all the searches. Therefore, the range of documents to be searched was set by limiting the range of accession numbers from the first document accessioned in 1980 to the last document accessioned on the date in late 1997 when the searching commenced. Accession numbers reflect the time when an entry was added to the database. The “HELP LIMIT” DIALOG command enables one to determine the first accession number for 1980 in the database (the reason for beginning at this date was discussed in the Introduction). Searching “UD=999999,” *i.e.*

YEARMONTHDAY identified the last accession number the day searching commenced.

Table 2

Determining Who Represents Literary Studies

- | | |
|----|--|
| 1. | Identify universe that encompasses literary studies, e.g., <i>Arts and Humanities Search database (A&HS)</i> |
| 2. | Limit range of documents to be searched in that universe |
| 3. | Select A&HS subject codes associated with literary studies |
| 4. | Select free-text word associated with literary studies, e.g., criticism |
| 5. | Combine (AND) results of 3 & 4 |
| 6. | Rank resulting set by cited references |
| 7. | Select authors with seven or more references to one critical work |
| 8. | Review and revise list of authors |
| 9. | Confirm sample |

The range of documents searched in the *Arts and Humanities Search* was 00000001 to 2022345. The Dialog command for this procedure is:

LIMITALL/00000001-2022345

Having established the accession number range, literary-studies authors were identified by using the subject codes associated with literary studies found in *Arts and Humanities Search*. The subject codes reflect the disciplines of the

journals indexed, and for the purpose of this thesis, the disciplines themselves. The records retrieved by searching on the subject codes included cited authors. These cited authors were the aggregate from which the most referenced literary-studies authors were selected.

The truncated subject code "LITERAR" was expanded to derive the appropriate subject codes.

EXPAND "SC=LITERAR?"

This retrieved numerous subject codes from which a selection was made.

SC=LITERARY REVIEWS
 SC=LITERATURE
 SC=LITERATURE, AFRICAN, AUSTRALIAN, CANADIAN
 SC=LITERATURE, AMERICAN
 SC=LITERATURE, BRITISH ISLES
 SC=LITERATURE, GERMAN, NETHERLANDIC,
 SCANDINAVIAN
 SC=LITERATURE, ROMANCE
 SC=LITERATURE, SLAVIC

These subject codes were combined using the BOOLEAN "OR" command.

COMBINE SC=LITERARY REVIEWS OR
 SC=LITERATURE OR
 SC=LITERATURE, AFRICAN, AUSTRALIAN, CANADIAN
 OR
 SC=LITERATURE, AMERICAN OR
 SC=LITERATURE, BRITISH ISLES OR
 SC=LITERATURE, GERMAN, NETHERLANDIC,
 SCANDINAVIAN OR
 SC=LITERATURE, ROMANCE OR
 SC=LITERATURE, SLAVIC

Retrieval of documents containing these subject codes formed a huge set of 545,604 items that was labeled SET #1.

The free-text word **CRITICISM** was then searched.

SELECT "CRITICISM"

The resulting SET #2 had 9,295 items. SET #1 and SET #2 were combined.

COMBINE SET #1 AND SET #2

The resulting SET #3 contained 4,655 records.

To ascertain which authors were associated with literary studies, authors from SET #3 who had seven or more references to one critical work were selected. SET #3 was ranked by cited references (CR), because that allowed one to determine both authors and works. DIALOG has a RANK command which allows the ranking of results from any search on a particular field.

RANK SET #3 CR CONT (continuous output)

A list of 116 authors and titles resulted. References to an author's work often appeared in several places on the list because of the idiosyncratic process of data entry for titles. These references to the same work were combined.

References to multiple works of the same author were considered only once. There were 26 authors who had multiple works. References to such works as Shakespeare's *King Lear* did not match the criteria for a critical work. There were 18 such works.

The sample was shown to distinguished experts in the field of literary studies. These eminent scholars included Princeton University English and American literature professors Hans Aarsleff, William Howarth, Ulrich Knoepfmacher, and Thomas Roche. I also consulted with Dr. Lawrence Davidow, former editor at Garland Press, and Dr. Joseph Greenberg, Fellow of Butler College and former Director of Expository Writing at Princeton University. In addition to examining the sample, these experts were also asked to supply additions or deletions. If an author was recommended for deletion two or more times, he or she was deleted; if recommended for inclusion two or more times, he or she was included.

Further validation of the sample was made by checking the authors against two major comprehensive volumes of literary studies—*Redrawing the Boundaries*, by Greenblatt and Gunn (1992), and *A Handbook of Critical Approaches to Literature*, by Guerin *et al.* (1992). Each author had to appear in at least one of the volumes of literary studies to be included in the sample. To foster a more catholic sample, however, in the few instances where the authors on the list did not appear in either volume, a judgment call was made as to whether to include them based on conversations with Princeton English department faculty. For example, Catherine Belsey has been included in the

sample, although she did not in appear in either text. To bolster the assertion that these authors represented the field of literary studies, the number of times they were cited in the *Arts and Humanities Search* database (Table 4) is included. Only two authors had fewer than 100 citations to their works--Mark Krupnick (74 citations) and Evan Watkins (67 citations).

Table 3: (5 pages) Authors With Seven or More References to One Title/Plus Additions, Deletions, and Repeated Authors

ITEM #	TIMES CITED	AUTHOR	YEAR	TITLE
1	57	Culler, Jonathan.	1982	<i>On deconstruction: theory and criticism after structuralism</i>
2	41	Eagleton, Terry	1983	<i>Literary theory: an Introduction</i>
3	41	Lentricchia, Frank	1980	<i>After the new criticism</i>
4	39	Frye, Northrop	1957	<i>Anatomy of criticism: four essays</i>
5	38	Jameson, Fredic	1981	<i>The political unconscious: narratives as a socially symbolic act</i>
6	37	Hartman, Geoffrey	1980	<i>Criticism in the wilderness: the study of literature today</i>
7	36	Fish, Stanley E.	1980	<i>Is there a text in this class?: The authority of interpretive communities</i>
8	33	DeMan Paul	1971	<i>Blindness & insight; essays in the rhetoric of contemporary criticism</i>
9	32	Culler, Jonathan	1975	<i>Structuralist poetics: structuralism, linguistics, and the study of literature</i>
10	31	Derrida, Jacques	1976	<i>Of grammatology</i>
11	25	Culler, Jonathan	1981	<i>The pursuit of signs--semiotics, literature, deconstruction</i>
12	25	DeMan, Paul	1979	<i>Allegories of reading: figural language in Rousseau, Nietzsche, Rilke, and Proust</i>
13	23	Graff, Gerald	1979	<i>Literature against itself: literary ideas in modern society</i>
14	21	Bloom, Harold	1973	<i>The anxiety of influence: a theory of poetry</i>
15	21	Hirsch, E. D.	1967	<i>Validity in interpretation</i>
16	20	Brooks, Cleanth	1947	<i>The well wrought urn: studies in the structure of poetry</i>
17	20	Lentricchia, Frank	1983	<i>Criticism and social change</i>
18	19	Leitch, Vincent B	1983	<i>Deconstructive criticism: an advanced introduction</i>
19	18	Iser, Wolfgang	1978	<i>The act of reading: a theory of aesthetic response</i>
20	17	Eagleton, Terry	1976	<i>Criticism and ideology: a study of Marxist literary theory</i>
21	16	Eagleton, Terry	1981	<i>Walter Benjamin, or, Towards a revolutionary criticism</i>
22	16	Eagleton, Terry	1984	<i>The function of criticism: from the Spectator to post-structuralism</i>
23	15	Booth, Wayne C	1979	<i>Critical understanding: the power and limits of pluralism</i>
24	15	Gilbert, Sandra M	1979	<i>The madwoman in the attic: the woman writer and the nineteenth-century literary imagination</i>
25	15	Kuhn, Thomas	1970	<i>The structure of scientific revolutions</i>

26	15	Norris, Christopher	1982	<i>Deconstruction: theory and practice</i>
27	15	Shakespeare		<i>Hamlet</i>
28	15	Tompkins, JP	1980	<i>Reader response criticism</i>
29	15	Wimsatt, William	1954	<i>The verbal icon: studies in the meaning of poetry</i>
30	14	Derrida, Jacques	1978	<i>Writing and difference</i>
31	14	Said, Edward W	1983	<i>The world, the text, and the critic</i>
32	13	Hirsch, E. D.	1976	<i>The aims of interpretation</i>
33	13	Siebers, Tobin	1988	<i>The ethics of criticism</i>
34	13	Williams Raymond	1977	<i>Marxism and Literature</i>
35	13	Woolf, Virginia	1957	<i>A room of one's own</i>
36	12	Bakhtin, Mikhail M	1981	<i>The dialogic imagination: four essays</i>
37	12	Baldick, Chris	1983	<i>The social mission of English criticism, 1848-1932</i>
38	12	Bennett, Tony	1979	<i>Formalism and Marxism</i>
39	11	Bleich, David	1978	<i>Subjective criticism</i>
40	11	Coleridge		<i>Biographia Literaria</i>
41	11	Eagleton, Terry	1983	<i>Marxism and literary criticism</i>
42	11	Fischer, Michael	1985	<i>Does deconstruction make any difference?: poststructuralism</i>
43	11	Flaubert		<i>Madame Bovary</i>
44	11	Gates, Henry L.	1988	<i>The signifying monkey: a theory of Afro-American literary criticism</i>
45	11	Jameson, Fredric	1971	<i>Marxism and form; twentieth-century dialectical theories of literature</i>
46	11	Meisel, Perry	1987	<i>The myth of the modern: a study in British literature and criticism after 1850</i>
47	10	Bloom, H	1979	<i>Deconstruction and criticism</i>
48	10	Iser, Wolfgang	1974	<i>The implied reader: patterns of communication in prose fiction from Bunyan to Beckett</i>
49	10	Joyce, James		<i>Ulysses</i>
50	10	Moi, Toril	1985	<i>Sexual/textual politics feminist literary theory</i>
51	10	Richards, I. A.	1929	<i>Practical criticism: a study of literary judgement</i>
52	10	Strickland, Geoffrey	1981	<i>Structuralism or criticism?: thoughts on how to read</i>

53	10	White, Hayden V.	1973	<i>Metahistory: the historical imagination in nineteenth-century Europe</i>
54	9	Abrams, Meyer H	1953	<i>The mirror and the lamp: romantic theory and the critical tradition</i>
55	9	Baker, Houston	1980	<i>The journey back: issues in Black literature and criticism</i>
56	9	Barthes, Roland	1966	<i>Critique et vérité</i>
57	9	Belsey, Catherine	1980	<i>Critical practice</i>
58	9	Booth, Wayne C	1961	<i>The rhetoric of fiction</i>
59	9	Eliot, Thomas S	1922	<i>The waste land</i>
60	9	Greenbalatt, Stephen J.	1980	<i>Renaissance self-fashioning: from More to Shakespeare</i>
61	9	Harari, Josué V	1979	<i>Textual strategies: perspectives in post-structuralist criticism</i>
62	9	Hartman, Geoffrey	1970	<i>Beyond formalism; literary essays, 1958-1970</i>
63	9	Jacobus, Mary	1986	<i>Reading woman: essays in feminist criticism</i>
64	9	Kaiser, Gerhard R	1980	<i>Einführung in die vergleichende Literaturwissenschaft: Forschungsstand, Kritik</i>
65	9	Milton		<i>Paradise Lost</i>
66	9	Plato		<i>The Republic</i>
67	9	Pratt, Mary Louise	1977	<i>Toward a speech act theory of literary discourse</i>
68	9	Rorty, Richard	1979	<i>Philosophy and the mirror of nature</i>
69	9	Rorty, Richard	1982	<i>Consequences of pragmatism: (essays, 1972-1980)</i>
70	9	Ryan, Michael	1982	<i>Marxism and deconstruction: a critical articulation</i>
71	9	Showalter, Elaine	1977	<i>A literature of their own: British women novelist from Brontë to Lessing</i>
72	9	White, Hayden V.	1978	<i>Tropics of discourse: essays in cultural criticism</i>
73	8	Bialostosky, Don	1992	<i>Wordsworth's Dialogics</i>
74	8	Bilan, RP	1992	<i>Literary Criticism</i>
75	8	Castillo, Ana	1992	<i>Talking Back Latin</i>
76	8	Chase, Richard V	1957	<i>The American novel and its tradition</i>
77	8	Eliot, Thomas S	1957	<i>On poetry and poets</i>
78	8	Fowler, Roger	1986	<i>Linguistic criticism</i>
79	8	Goodheart, Eugene	1984	<i>The skeptic disposition in contemporary criticism</i>

80	8	Greenblatt, Stephen J.	1988	<i>Shakespearean negotiations: the circulation of social energy in Renaissance England</i>
81	8	Gunn, Giles B	1987	<i>The culture of criticism and the criticism of culture</i>
82	8	Johnson, Barbara	1980	<i>The critical difference: essays in contemporary rhetoric of reading</i>
83	8	Kristeva, Julia	1980	<i>Desire in language: a semiotic approach to literature and art</i>
84	8	Krupnick, Mark	1986	<i>Lionel Trilling and the fate of cultural criticism</i>
85	8	Lacan, Jacques	1966	<i>Ecrits. 1</i>
86	8	Marx, Karl	1976	<i>The German ideology: including Theses on Feuerback and introduction to The critique</i>
87	8	McGann, Jerome	1983	<i>A critique of modern textual criticism</i>
88	8	McKeon, ZK	1982	<i>Novels Arguments</i>
89	8	Proust		<i>A la recherché du temps perdu</i>
90	8	Riffaterre, Michael	1978	<i>Semiotic of poetry</i>
91	8	Roberts, JR	1985	<i>Crashaw annotated</i>
92	8	Wellek, René	1956	<i>Theory of literature</i>
93	8	Wellek, René	1963	<i>Concepts of criticism; [essays]</i>
94	8	Wittgenstein, L.	1965	<i>Philosophical investigation, generally known as the Blue and Brown Books</i>
95	8	Zumthor, Paul	1972	<i>Essai de poetique médiévale</i>
96	7	Barthes, Roland	1992	<i>S/Z</i>
97	7	Barthes, Roland	1973	<i>Le plaisir du texte</i>
98	7	Bloom, Harold	1975	<i>A map of misreading</i>
99	7	DeMan Paul	1975	<i>Rhetoric romanticism</i>
100	7	Derrida, Jacques	1973	<i>Speech and phenomena, and other essays on Husserl's theory of signs</i>
101	7	Derrida, Jacques	1981	<i>Dissemination</i>
102	7	Fish, Stanley E.	1972	<i>Self-consuming artifacts; the experience of seventeenth-century literature</i>
103	7	Foucault, Michel	1978	<i>The history of sexuality; an introduction</i>
104	7	Gonzalezherran, J	1983	<i>Obra Pereda</i>
105	7	Green, Martin	1983	<i>The Old English elegies: new essays in criticism and research</i>
106	7	Hernadi, Paul	1981	<i>What criticism?</i>

107	7	Hohendahl, Peter	1982	<i>The instruction of criticism</i>
108	7	Krieger, Murray	1956	<i>The new apologists for poetry</i>
109	7	LaCapraDominick	1985	<i>History & criticism</i>
110	7	Lenz, Carolyn	1980	<i>Woman's feminism</i>
111	7	Ransom, John C	1941	<i>The new criticism</i>
112	7	Rimbaud		<i>Saison en enfer</i>
113	7	Schmidt, Siegfried	1980	<i>Grundriss der empirischen Literaturwissenschaft</i>
114	7	Showalter, Elaine	1985	<i>The New feminist criticism: essays on women, literature, and theory</i>
115	7	Small, I	1991	<i>Conditions of criticism</i>
116	7	Watkins, Evan	1978	<i>The critical act: criticism and community</i>

Added	Deleted	Repeated
1. Adorno, Theodor	Shakespeare	Culler, Jonathan (2)
2. Benjamin, Walter	Coleridge	DeMan, Paul
3. Croce, Benedetto	Flaubert	Lentricchia, Frank
4. Freud, Sigmund	Joyce, James	Eagleton, Terry (4)
5. Gadamer, Hans	Milton	Bloom, Harold
6. Guillory, John	Plato	Iser, Wolfgang
7. Habermas, Jurgen	Bialostosky, Don	Barthes, Roland (2)
8. Jakobson, Roman	Bilan, RP	Booth, Wayne
9. Jauss, Hans	Castillo, Ana	Greenblatt, Stephen
10. Leavis, FR	McKeon, Richard	White, Hayden
11. Lukacs, Gyorgy	Proust	Eliot, TS
12. Saussure, Ferdinand	Roberts, JR	Wellek, René
13. Searle, John	Gonzalezherran	Derrida, Jacques (2)
14. Todorov, Tzvetan	Lenz, Carolyn	Fish, Stanley
15. Weimann, Robert	Rimbaud	Hirsch, ED
16. Zizek, Slavoj	Small, I	Rorty, Richard
17.	Kaiser, Gerhard	
18.	Strickland, Geoffrey	

The list of 116 cited references eventually yielded a sample of 88 authors. Forty-four authors and works were deleted either because they did not match the established criteria (8), they represented authors with two or more works (26), or the experts found them unworthy of inclusion (10). This brought the list to 72

authors. The experts then added sixteen authors to the list, bringing it to 88 authors.

This sample of 88 authors presents a broadly based, historical perspective of literary studies. This sample may not contain the best and brightest literary theorists. The sample simply represents those authors conforming to the criteria established. Some new, important theorists may be omitted because they have not yet received sufficient citations.

Table 4

**Top 88 Literary-studies Authors and the Number of Times
They are Cited in *Arts and Humanities Search***

Abrams, M H -1545	Foucault, Michel-10250	Jameson, Fredric -3803	Rorty, Richard -3372
Adorno, Theodor -315	Fowler, Roger -476	Jauss, Hans -1872	Ryan, Mary -669
Baker, Houston -316	Freud, Sigmund -8275	Johnson, Barbara -173	Said, Edward -675
Bakhtin, Mikhail -400	Frye, Northrup -3165	Krieger, Murray -451	Saussure, Ferdinand -1718
Baldick, Chris -169	Gadamer, Hans -3165	Kristeva, Julia -3453	Schmidt, Siegfried -505
Barthes, Roland -8909	Gates, Henry Louis -1036	Krupnick, Mark -74	Scholes, Robert -839
Belsey, Catherine -600	Gilbert, Sandra -478	Kuhn, Thomas -160	Searle, John -382
Benjamin, Walter -4855	Goodheart, Eugene -128	Lacan, Jacques -3706	Showalter, Elaine -1499
Bennett, Tony -472	Graff, Gerald -800	LaCapra, Dominick -632	Siebers, Tobin -122
Bleich, David -216	Green, Martin B -586	Leavis, F R -881	Todorov, Tzvetan -3443
Bloom, Harold -2853	Greenblatt, Stephen -1630	Leitch, Vincent -205	Thompson, Jane -502
Booth, Wayne -165	Guillory, John -262	Lentricchia, Frank -753	Trilling, Lionel -1125
Brooks, Cleanth -1048	Gunn, Giles -162	Lukacs, György -2826	Watkins, Evan -67
Chase, Robert -311	Habermas, Jürgen -5292	McGann, Jerome -305	Weimann, Robert -523
Croce, Benedetto -1915	Harari, Josue V -124	Marx, Karl -8913	Wellek, René -1370
Culler, Jonathan -2528	Hartman, Geoffr -263	Meisel, Perry -114	White, Hayden -2390
DeMan, Paul -2657	Hernadi, Paul -170	Moi, Toril -683	Williams, Raymond -3649
Deleuze, Jacques -8357	Hirsch, E D -340	Norris, Christopher -753	Wimsatt, W K -669
Eagleton, Terry -2604	Hohendahl, Peter -270	Pratt, Mary -826	Wittgenstein, Ludwig -4972
Eliot, T S -3985	Iser, Wolfgang -1964	Ransom, John C -248	Woolf, Virginia -2107
Fischer, Michael -205	Jacobus, Mary -485	Richards, I A -826	Zizek, Slavoj -445
Fish, Stanley -686	Jakobson, Roman -3853	Riffaterre, Michael -1216	Zumthor, Paul -987

3.2 Procedures for Grouping Literary-studies Authors by Their School Of Thought

3.2.1 Overview

It was the intent of this study to investigate how literary studies relates to other disciplines, and the sample of 88 authors represented literary studies. However, literary studies is not a unified field, and these 88 authors were not a homogeneous group. The authors represented various points of view or different schools of thought in literary studies and had to be grouped according to the "school of thought" to which they belonged. Therefore, to truly determine the relationship of literary studies to other disciplines, the author-clusters that comprised literary studies needed to be identified (Table 5).

Table 5 Grouping Authors by School of Thought

<ol style="list-style-type: none"> 1. Operationally determine universe of disciplines and standardize the range within the disciplines that will be searched; limit each search to those ranges 2. Operationally determine author-clusters for one discipline through cluster analysis 3. Pairs of literary-studies authors in a particular author-cluster will be combined with one another through the Boolean "AND" command 4. All "AND'd" sets in a particular cluster will be combined through the Boolean "OR" command
--

3.2.2 Determining Groups of Literary-studies Authors

3.2.2.1 Forming Relational Matrices

To facilitate grouping, a search was done for how often the authors were cited with one another, *i.e.*, every author was paired with every other author. The following steps were taken with all of the 88 authors, but the example that follows demonstrates the procedure using only the authors Abrams, Adorno, Baker, and Bakhtin:

COMBINE CA=ABRAMS MH AND CA=ADORNO T
 SET 1= 23 (records)
 COMBINE CA=ABRAMS MH AND CA=BAKER HA
 SET 2= 2
 COMBINE CA=ABRAMS MH AND CA=BAKHTIN MM
 SET 3= 43

Next combined were:

COMBINE CA=ADORNO T AND CA=BAKER HA
 SET 4= 5
 COMBINE CA=ADORNO T AND CA=BAKHTIN MM
 SET 5= 121

Concluding with:

COMBINE CA=BAKER HA AND CA=BAKHTIN MM
 SET 6= 30

A matrix was developed that had the 88 authors as both rows and columns. Data retrieved from the A&HS database that represented the frequency with which each author was co-cited with another author was entered into the cells of the matrix. This was the matrix of raw co-citation counts, a tiny part of which is shown in Table 6. The question arose of what value to put in the cells that represented the authors that were cited with themselves. Based on McCain (1990), these cells were treated as missing data.

The raw frequency count co-citation data matrix was converted to a matrix of product-moment correlation coefficients using SPSS (Table 7). Pearson's-*r*, the common term for this statistical measure of association, measures the covariation or degree of linear relation of two variables—in this instance, how closely two authors were related. This matrix provides not just raw numbers, but reveals to what extent two authors are perceived similar by the pool of scholars citing them, as evidenced by similar *patterns* of co-citation counts across the author set. The correlation matrix also compensates for differences in scale, because it reflects the overall co-citation profiles of each author, rather than a single co-citation count. Thus, the correlation matrix reveals the relative similarity or dissimilarity of author pairs. One can assume that authors with high correlation address similar issues, for example, Bakhtin and Adorno have a correlation value of .5784, and both authors are perceived as having interests in common. On the other hand, Baker and Abrams have a correlation of .1521, and are perceived as having few common interests. Authors with high correlation may also take contrasting positions on a similar issue.

Table 6

Raw Co-citation Count Matrix

	Abrams,MH	Adorno,T	Baker,H	Bakhtin,MM
Abrams,MH	X	23	2	43
Adorno,T	23	X	5	121
Baker,H	2	5	X	30
Bakhtin,MM	43	121	30	X

Table 7

Correlation Matrix

	Abrams, MH	Adorno, T	Baker, H	Bakhtin, MM
Abrams, MH	1.0000	.2950	.1521	.5378
Adorno,T	.2950	1.0000	.1422	.5784
Baker,H	.1521	.1422	1.0000	.2360
Bakhtin,MM	.5378	.5784	.2360	1.0000

3.2.2.2 Cluster Analysis

The correlation matrix data was enhanced by the multivariate analysis technique of cluster analysis that groups the authors together based on the similarity of their co-citation profile. These groupings shed light on the intellectual organization of literary studies, because author-clusters are "concept symbols" of

disciplines (Small 1978, 1979, 1980; White & Griffith 1982; McCain 1986a; White 1990).

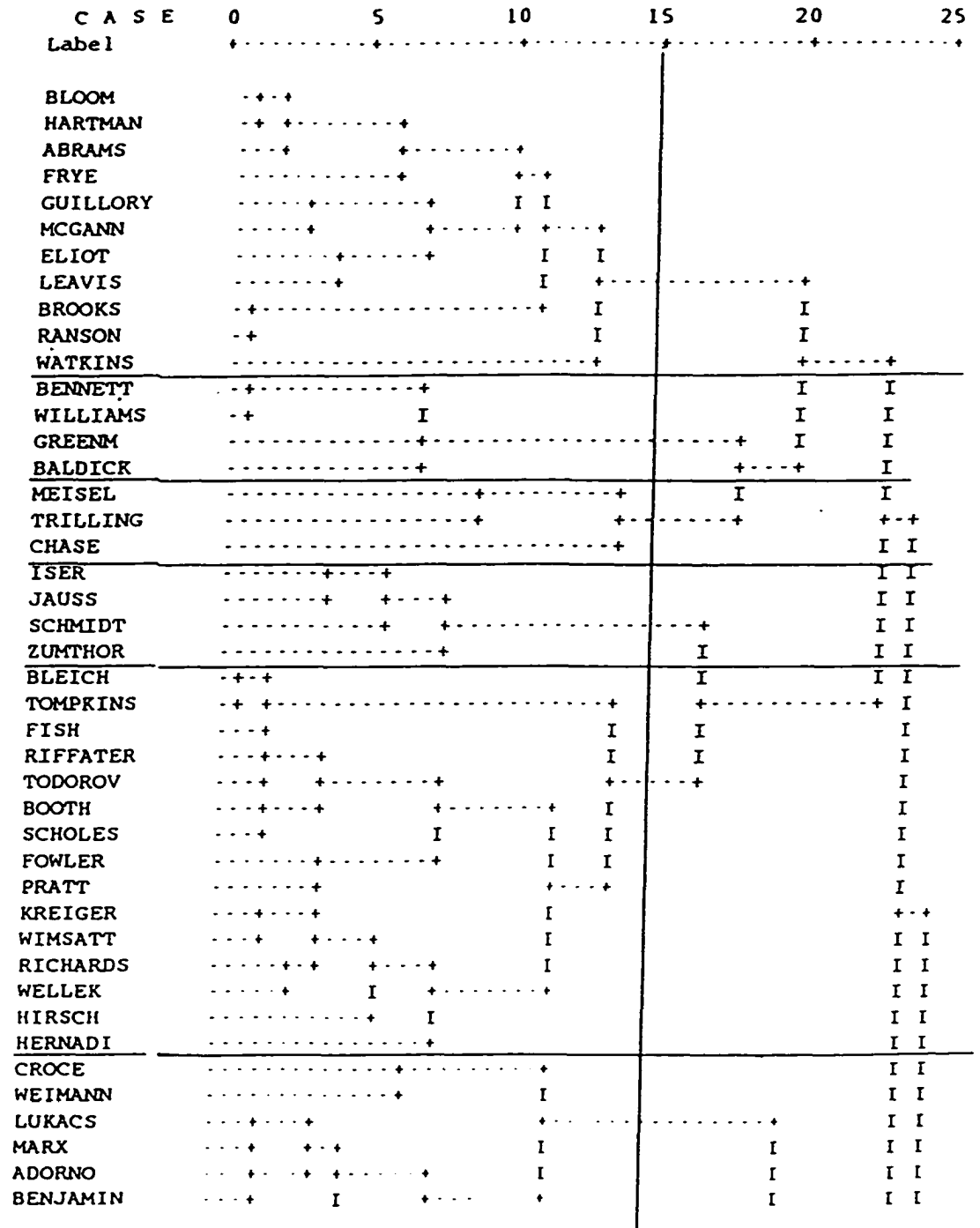
Cluster analysis uses the correlation matrix entries as the basis of similarity among the authors. The SPSS program implements the complete linkage clustering technique using hierarchical agglomerative cluster formation—a bottom-up approach where individuals or groups of individuals are gradually joined with resulting clusters joined to still larger clusters. Authors with high correlation are automatically grouped together in the resulting dendrogram, a tree-like representation (Figure 1). The “+” sign is the juncture from which the branches of the tree emanate. If there is more than one space between “+” signs, they are connected by the “|”s. Knowing which “+” is the first juncture depends on where the dendrogram was partitioned. This partition also determines cluster level.

Deciding how many author-clusters appropriately portray the discipline was not based on any formula—there is no “true” number of clusters. In choosing the cluster level, the goal was to have the clusters tell an interesting, and interpretable story. This dendrogram was partitioned at point 15 in the SPSS hierarchical agglomerative formation. Using the “+” signs closest to the left of the partition as guide and determining the point at which there is no connecting “|” results in 11 aggregates or clusters that represent particular schools of thought (Table 11). In other words, certain authors were grouped together because they cluster together in the dendrogram. However, the group in which they are placed may not be the label that each individually would best be known by. For example,

Eagleton, Williams, and Jameson are usually considered Marxists, but they are found in other groups. Although these critics are known popularly in certain ways, this approach helps to illuminate how their work is actually used by scholars, and hence reveals a new dimension of understanding the influence they exert.

Figure 1

Partitioned Cluster Analysis Dendrogram



C A S E	0	5	10	15	20	25
Label	+-----+					
HABERMAS	-----+		I		I	I I
HOHENDAH	-----+				I	I I
GADAMER	---+---+				I	I I
RORTY	---+ +---+					+-----+ I
KUHN	---+---+				I	I
WITTGENS	---+ I			I	I	I
SEARLE	-----+			I	I	I
CULLER	---+---+			I	I	I
HARARI	---+ +---+			I	I	I
DEMAN	-+-----+ I	I		I	I	I
JOHNSON	-+ +---+		I		+-----+	I
LEITCH	---+---+				I	I
NORRIS	---+ I		I	I	I	I
GRAFF	-+-----+ I		I	I	I	I
LENTRICC	-+ I I		I	I	I	I
GOODHEAR	-----+---+			I	I	I
FISCHER	-----+				+-----+	I
LACAPRA	---+---+			I		I
WHITE	-+ I			I		I
EAGLETON	-+---+ +---+			I		I
JAMESON	-+ +---+		I I			I
RYAN	---+ I		I I			I
GREENBLA	-+-----+ I		+---+			I
SAID	-+ +---+		I			I
BELSEY	-----+		I			I
GUNN	-----+---+					I
KRUPNICK	-----+					I
BAKER	---+-----+					+ I
GATES	---+					I I
GILBERT	-+---+					I I
SHOWALTE	-+ +---+					I I
WOOLF	---+ +---+					+-----+
JACOBUS	---+---+			I	I	
MOI	---+			I	I	
JAKOBSON	---+---+			I	I	
SAUSSURE	---+ +---+					+-----+
FOUCAULT	---+---+ I		I	I		
KRISTEVA	---+ +---+		I	I		
BAKHTIN	-+---+ I		I	I		
BARTHES	-+ +---+					+-----+
DERRIDA	-----+		I			
FREUD	---+---+		I			
ZIZEK	---+ +---+		I			
LACAN	-----+ +---+					
SIEBERS	-----+					

C A S E	0	5	10	15	20	25
Label						
BLOOM	.	.				
NATHAN	.	.				
ABRAMS	.	.	.			
FRYE		
GULLORY		
MCCANN		
ELIOT		
LEAVIS	
BROOKS	
RANSON	
WATKINS	
BERRETT
WILLIAMS
GREENN
BALDICK
REISEL
TRILLING
CHASE
ISER
JAUSS
SCHMIDT
EUNTHOR
BLEICH
TOMPkins
FISK
REFFATER
TOBOROV
BOOTH
SCHULES
POWLER
PRATT
REIGER
WINSATT
RICHARDS
WELER
WERSCH
BERNOLDI
CHOCE
WEIDANN
LOKACE
MURK
ADORNO
BENJAMIN
MABERPOL
WONENDAN
WADAPEN
RORTY
KIRN
WITIGENS
SEARLE
CULLEX
KARARI
DEMAN
JOHNSON
LEITCH
MORRIS
GRAFF
LETRICC
GOODHEAR
FISCHER
LACAPRA
WHITE
EAGLETON
JAMESON
RYAN
GREENBLA
SAID
BELSEY
CURN
KRUPNICK
BAKER
GATES
GILBERT
SNOMALTE
WOOLF
JACOBUS
NOI
JACOBSON
SAUSSURE
FOUCAULT
KRISTEVA
BARTHIN
BARTHES
DELRIDA
FREUD
EZZEK
LACAN
STEBERS

3.2.2.3 MDS

Another multivariate analysis technique is multidimensional scaling (MDS). MDS uses the author proximity of the correlation matrix to create a visual map of points in space (Figure 2). Visualizing or mapping a discipline has distinct advantages, and has been done with different degrees of ingenuity by researchers in the area of scholarly communication (White & McCain 1997). Like the cluster analysis dendrogram, the MDS map allows the researcher to study the overall underlying structure within a set of objects—it visually represents the structure of a discipline by using its own literature. These maps provide information-rich displays of co-citation linkages. Within a two-dimensional map it is possible to determine the relationship of the authors to one other and to the discipline of literary studies as a whole.

The MDS program translates the similarity measures taken from the correlation matrix into proximity measures on a two-dimensional plane. R Square is the square of the correlation coefficient and is an indicator of the strength of the correlation. Specifically, it signifies the proportion of the variance in the first axis attributable to or predictable by the second axis (the authors). The R Square for this two-dimensional map was .76— it explained 76% of the variance. Had I chosen a three-dimensional map the R Square would have been .862. Stress, a technical measure, is the criterion for determining the "best fit" between the original correlation matrix and the estimated distances in the chosen low-dimensional solution. The ALSCAL feature in SPSS program calculates the level of stress. A stress level of 0.2 or less is considered acceptable for a two-

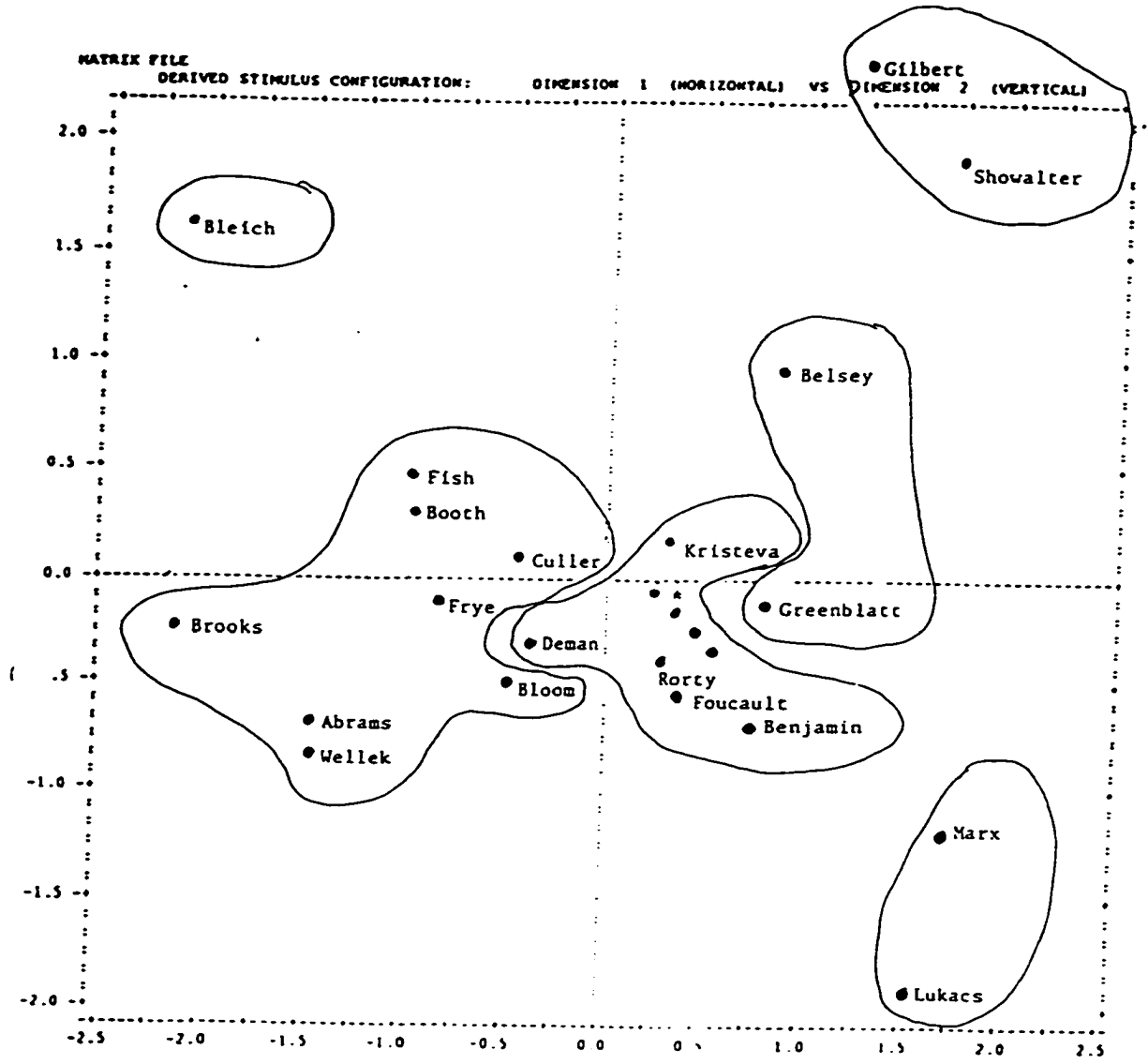
dimensional solution if the R Square is high. The stress level for this two-dimensional map was .227. It was .146 for the three-dimensional map. Although I would have gotten a better "fit" with the three-dimensional map, I chose the two-dimensional one because of the high R Square, the almost acceptable Stress level, and the fact that the map would be easier to display.

The distance between the points reflects the strength of the correlation. Frequently co-cited authors with many links to other authors occupy a central position; weakly linked authors or those with a few focused ties are on the periphery. Oftentimes, placements along one axis reflect a subject dimension; those along the other reflect the style of work (McCain 1990, 439). Looking at the relationships among authors and groups within the map reveals the intellectual links between authors and groups. An acknowledgment of debt, be it positive or negative, was displayed in the proximity of authors and groups. An author or group's placement was an indication of the influence of that author or group.

The lines defining the clusters in the MDS map were derived from the cluster analysis dendrogram demarcations. For example, Julia Kristeva and Roland Barthes, two authors in my pilot study of 24 authors, have a highly correlated co-citation profile (.9638), were next to one another in the dendrogram, and were also positioned peripherally close to one another in "space" (Figure 2). In the map, they are part of an author-cluster.

Figure 2

Pilot Study MDS Map



- * Plot point 1 - Demda
- Plot point 2 - Barthes
- Plot point 3 - Said
- Plot point 4 - Eagleton

3.3 Procedures for Determining Intellectual Influence

3.3.1 Overview

The purpose of operationally defining literary studies, other than learning how the discipline was structured, was to see whether and how many times literary studies was referenced by disciplines in the arts and humanities and the social sciences. If references to literary studies were found in *Social SciSearch*, it would be possible to show that boundary spanning had taken place. If social science disciplines referenced the authors who make up literary studies, a case could be made that literary studies exerted some influence on those disciplines. Comparing the number of references made to literary studies in the social sciences and the arts and humanities revealed whether literary studies exerted more influence in one or the other.

3.3.2 Database Searching

As stated previously, disciplines are equivalent to the ISI subject codes that categorized journal titles, and classes of disciplines are defined as those disciplines indexed in either *Social SciSearch* or *Arts and Humanities Search*. Literary studies, also constructed using ISI subject codes, is not a unified field; rather, it is a discipline composed of numerous schools of thought or author-clusters.

Table 8

DETERMINING INTELLECTUAL INFLUENCE

1. Use author-clusters search strings to search the databases
2. Record number of times the author-clusters search strings yield literary studies references in each database
3. Limit results to 1980 to 1988 and 1989 to 1997 to learn whether influence had changed over time

Determining whether literary studies influences other disciplines was achieved by querying the databases for references to the authors using both the individual cluster and the combined clusters as the unit of analysis. The number of references to the authors was the basis of measuring the influence of literary studies on the disciplines in the databases (Table 9).

Consequently, it was necessary to develop a strategy for combining the co-cited authors that comprised a cluster. The literary-studies co-cited authors that comprised a cluster were combined with one another through systematic pairing with the Boolean "AND" command. For example, Iser, Jauss, Schmidt, and Zumthor were grouped in the same cluster, so it was necessary to appropriately pair them.

The command was:

**COMBINE CA=ISER W AND CA=JAUSS H
RESULT =SET #1**

**COMBINE CA=ISER W AND CA=SCHMIDT S
RESULT = SET #2**

**COMBINE CA=ISER W AND CA=ZUMTHOR P
RESULT=SET #3**

The next to be combined were:

**COMBINE CA=JAUSS H AND CA=SCHMIDT S
RESULT=SET# 4**

**COMBINE CA=JAUSS H AND CA=ZUMTHOR P
RESULT=SET #5**

**COMBINE CA=SCHMIDT S AND CA=ZUMTHOR P
RESULT=SET #6**

The sets that resulted from these combinations were combined through the Boolean "OR" command. This procedure was done for all the co-cited authors in all of the clusters.

COMBINE #1 OR #2 OR #3 OR #4 OR #5 OR #6= SET #7

The search string that resulted from all the Boolean "ANDs" that were Boolean "OR'd (SET #7) was used to query the databases. The author-clusters search

strings were the probes that were used to search for the number of citations each group produced in each of the databases.

In addition to being able to use the individual clusters as probes, the final set number for each cluster was "OR'd" to determine the influence of the entire discipline of literary studies on disciplines in *Arts and Humanities Search* and on disciplines in *Social SciSearch*. For example, the 11 final set numbers (there are 11 clusters) derived from the BOOLEAN "Or'd" sets and the BOOLEAN "AND'd" sets were combined.

COMBINE 7 OR 25 OR 39 OR 77 OR 109 OR ETC.
RESULT=333

The output of set 333 in *Arts & Humanities Search* represented the discipline of literary studies as a whole. The results derived by this method, however, represented all of literary studies only approximately. It was derived by combining the results from all of the clusters instead of combining the 88 authors with one another and BOOLEAN "Or'ing" the results. To have derived a set representative of all the authors (as was done for each cluster) would have exceeded the maximum number of 400 sets that is allowed in the Dialog system. The number derived from adding up the hits produced when all the literary-studies clusters were combined and used to search for influence was similarly approximate of the "real" influence.

3.3.3 COMPARING CITATION TALLIES

Determining the relationship between all the combined clusters or a particular cluster in literary studies to other disciplines was achieved by looking at the number of times the whole or a part was cited in each of the databases. This provided data that would confirm or negate the hypothesis that literary studies most influenced other arts and humanities disciplines, as well as revealing which author-cluster was referenced most in each of the databases.

Certain safeguards were again employed each time the databases were searched to insure that the same portion of the database was under consideration. This was achieved by using the same accession number ranges. The ranges corresponded to the first record accessioned in 1980 and ended with the last record accessioned on the day in 1997 that searching commenced.

A&HS	00000001-2022345
SSCI	806513-3115785

The individual clusters were of unequal size. Therefore, to gain an accurate picture of the influence of a particular cluster within each database, *i.e.*, the number of citations retrieved, an adjustment was made that took into account the size of the cluster. This was achieved by looking at the number of authors in the largest cluster, dividing it by the number of authors in each of the other clusters, and multiplying the number of retrieved citations by the product. Thus,

the operational size of the retrieved citations was scaled, based on the size of the largest cluster.

For example, the commentators' cluster, containing 20 authors, was the largest. When the commentators cluster was used to search the SSCI database, it could have retrieved 100 citations. On the other hand, the Marxist cluster had eight authors in the cluster and it retrieved only ten citations. Because there were 2.5 times as many commentators as Marxists, the number of citations retrieved by the Marxist cluster was multiplied by 2.5. Thus, the adjusted number of citations for the Marxists cluster was 25.

#AUTHORS IN CLUSTER	#CITATIONS IN SSCI	ADJUSTED# CITATIONS
20	100	100
8	10	25

It must also be noted that the databases themselves vary in size. Therefore to get a true picture of the influence of a particular cluster within each databases; an adjustment needed to be made that took into account the size of the databases. Looking at the total number of citations in the databases and the ratio of the databases to one another did this. Therefore, as the SSCI database is 1.1 times larger than the A&HS database, one multiplies the adjusted retrieved citation number in the A &HS database by 1.1.

A&HS ADJ CLST#	RATIO / SSCI	ADJ A&HS DB#
100	1.1	110
50	1.1	55

3.3.4 Rankings

3.3.4.1 Subject Code

Ranking on the subject code (SC) field determined which specific disciplines within the A&HS and SSCI databases were most influenced by a particular cluster. In this study, the subject code is equivalent to the discipline. Multiple subject code postings did not present a problem, because all subject codes were aggregated and ranked. The DIALOG command was:

RANK SC CONT

For example, using the reader-response critics' author-cluster, the A&HS database was searched for documents that referenced the combined authors of Wolfgang Iser, Hans Jauss, Siegfried Schmidt, and Paul Zumthor. The resulting set contained a number of records that contained a number of unique terms, in this case, references to subject codes or disciplines. These records were ranked by subject code and yielded a number of unique subject terms (Table 9).

3.3.4.2 Cited Reference

Determining which works were cited within the A&HS and SSCI databases when searched by particular clusters, one ranked on the cited reference (CR) field. The command was:

RANK CR CONT

Again, using the reader-response critics' author-cluster, the A&HS database was searched for records that referenced Iser, Jauss, Schmidt, and Zumthor. The resulting set contained a number of records that contained a number of unique terms, in this case, references to titles of cited works. These records were ranked by cited references and yielded a number of unique titles (Table 10).

Table 9

**Subject Code Rankings for the Reader-response Critics Cluster:
Iser, Jauss, Schmidt, Zumthor**

SC RANKINGS	RANK #	#HITS	
A&HS	1	227	Literature
27 TERMS	2	82	Literature, Romance
	3	67	Arts and Humanities, General
	4	31	History
	5	30	Literature, German, Netherlandic, Scand...
	6	23	Literature, Slavic
	7	19	Language and Linguistics
	8	18	Philosophy
	9	15	Religion
	10	11	Classics

SC RANKINGS	RANK #	#HITS	
SSCI	1	6	Social Sciences, Interdisciplinary
16 TERMS	2	6	Sociology
	3	3	Education & Educational Research
	4	3	History
	5	3	Psychology
	6	2	Anthropology
	7	2	Communication
	8	2	Language & Linguistics
	9	2	Law
	10	1	Area Studies

Table 10

**Cited Reference Rankings for the Reader-response Critics Cluster:
Iser, Jauss, Schmidt, Zumthor**

CR RANKINGS A&HS 27,397 TERMS	RANK#	#HITS	
	1	96	Iser, W. 1978. <i>The act of reading: a theory of aesthetic response</i>
	2	71	Iser, W. 1976. <i>Der Akt des lesens.</i>
	3	63	Jauss, HR. 1982. <i>Toward an aesthetic</i>
	4	60	Zumthor, P. 1972. <i>Essai de poetique medievale.</i>
	5	59	Iser, W. 1974. <i>The implied reader: patterns of communication in prose fiction from Bunyan to Beckett</i>
	6	51	Fish, SE. 1980. <i>Is there a text in this class?</i>
	7	45	Jauss, HR. 1970. <i>Literaturgeschichte als</i>
	8	35	Iser, W. 1972. <i>Der implizite Leser.</i>
	9	32	Suleiman, S. 1980. <i>The reader in the text:</i>
10	29	Jauss, HR. 1978. <i>Pour une esthetique de la reception</i>	
CR RANKINGS SSCI 1820 TERMS	RANK#	#HITS	
	1	10	Iser, W. 1978. <i>The act of reading: a theory of aesthetic response</i>
	2	9	Jauss, HR. 1982. <i>Toward an aesthetic of reception</i>
	3	6	Jauss, HR. 1970. <i>Literaturgeschichte als provokation</i>
	4	4	Fish, SE. 1980. <i>Is there a text in this class?: the authority of interpretive communities.</i>
	5	4	Tompkins, JP. 1980. <i>Reader response criticism</i>
	6	3	Becker, HS. 1982. <i>Art worlds</i>
	7	3	Iser, W. 1970. <i>Die appellstruktur der texte</i>
	8	3	Iser, W. 1985. <i>L'acte de lecture</i>
	9	3	Radway, JA. 1984. <i>Reading the romance: women, patriarchy, and popular literature.</i>
10	2	Bakhtin, MM. 1981. <i>The dialogic imagination: four essays.</i>	

3.4 Determining Changes Over Time

Determining whether there had been a change in usage patterns over time was achieved by doing the procedures just described and then limiting the retrieved sets to the chronological years 1980 to 1988 and again to the years 1989 to 1997. The number of citations in each time period attested to growth or decline in the number of references to literary studies. Because there were actually more journals indexed between 1980 and 1988, there was no doubt that the increase was due to a greater use of works in literary studies.

4. DISCUSSION OF FINDINGS

**“Interdisciplinary cartography is not a straightforward task”
(Klein 1996,155).**

4.1 Overview

This study attempted to clarify a principal characteristic of contemporary academic culture, the phenomenon of boundary spanning in scholarly research and writing. To date, accounts of the relation between one discipline and another have been predominately anecdotal and subjective. This study, by contrast, used quantitative methods to examine this phenomenon. Groups of co-cited authors delineated a discipline, and references to these groups demonstrated disciplinary boundary spanning. This thesis used this two-step approach to portray the discipline of literary studies, and to demonstrate the extent of literary studies' influence on other disciplines.

A quantitative approach contributes to a holistic understanding of boundary spanning, because quantitative methods produce findings that can complement anecdotal and subjective accounts. The holistic perspective requires that there be a symbiotic relationship between qualitative and quantitative approaches (Tibbo 1991). This thesis used qualitative data to buttress quantitative findings, in its description of the author-clusters and the territory they inhabit.

Table 11

Author-clusters in Literary Studies

<p style="text-align: center;">Constructionists</p> <p>Bloom Hartman Abrams Frye Guillory McGann Eliot Leavis Brooks Ransom Watkins</p>	<p style="text-align: center;">Philosophers</p> <p>Gadamer Rorty Kuhn Wittgenstein Searle</p>
<p style="text-align: center;">Contextualists</p> <p>Bennett Williams Green Baldick</p>	<p style="text-align: center;">Commentators</p> <p>Culler Harari DeMan Johnson Leitch Norris Graff Lentricchia Goodheart Fischer LaCapra White Eagleton Jameson Ryan Greenblatt Said Belsey Gunn Krupnick</p>
<p style="text-align: center;">Moralists</p> <p>Meisel Trilling Chase</p>	
<p style="text-align: center;">Reader-response Critics</p> <p>Iser Jauss Schmidt Zumthor</p>	
<p style="text-align: center;">Rhetoricians</p> <p>Bleich Tompkins Fish Riffaterre Todorov Booth Scholes Fowler Pratt Kreiger Wimsatt Richards Wellek Hirsch Hernadi</p>	<p style="text-align: center;">African-Americans</p> <p>Baker Gates</p>
<p style="text-align: center;">Marxists</p> <p>Croce Weimann Lukacs Marx Adorno Benjamin Habermas Hohendahl</p>	<p style="text-align: center;">Feminists</p> <p>Gilbert Showalter Woolf Jacobus Moi</p>
	<p style="text-align: center;">Deconstructionists</p> <p>Jakobson Saussure Foucault Kristeva Bakhtin Barthes Derrida</p>
	<p style="text-align: center;">Core</p>
	<p style="text-align: center;">Freudians</p> <p>Freud Zizek Lacan Siebers</p>

4.2 Author Co-citation Clusters

This discussion of findings begins with a description of the literary studies “schools” represented by the 88 literary theorists in the sample. The schools of thought in literary studies cannot be described in a few pages, and it was not the purpose of this thesis to provide a detailed account of the different critical approaches to literature. It was, however, necessary to determine whether the author-clusters/schools of thought were consistent with scholarly accounts. This discussion, therefore, simply highlights the major precepts of each of the schools, justifies the appropriateness of authors being identified as part of a particular group, and explains the groups’ relation to one another.

The writers who comprised a group did not all think exactly alike. What they had in common, however, was a dialogue revolving around similar issues. The clusters produced by quantitative methods, therefore, did not mirror qualitative scholarly demarcations of critical approaches. The qualitative demarcations do not reflect dialog but rather stress homogeneity. Furthermore, as stated previously, the author-clusters were based on the way scholars have used these authors, revealing a dimension to their work that may not agree with popular labels. For example, Iser and Fish are popularly referred to as reader-response critics, but only Iser was in the reader-response cluster. Nonetheless, they appear close to one another in the MDS map. Furthermore, experts in the field of literary studies have confirmed the formations of the author groups as presented here, along with their proximity to one another.

The sample of 88 authors produced 11 schools of thought. The writers associated with these schools or author-clusters were assigned labels or categories, that were, in some instances, unique to this study. These categories reflected the predominant tenet of the author-cluster and did not necessarily conform to popular categories—of the 11 clusters, four are unique. They did, however, make sense in relation to one another, as will be demonstrated. They were constructionists (11 authors), contextualists (4 authors), moralists (3 authors), reader-response critics (4 authors), rhetoricians (16 authors), Marxists (8 authors), philosophers (5 authors), commentators (20 authors), African-Americans (2 authors), feminists (5 authors), and deconstructionists (11 authors). In some instances, the deconstructionists have been separated into core (7 authors) and Freudians (4 authors) (Table 11). The rationale for the group and sub-groups is discussed in the explication of the deconstructionists.

CONSTRUCTIONISTS

The idiosyncratic term “constructionists” was used to aggregate those humanist authors who assert that a literary work possesses a particular integrity of its own. In other words, these authors believed that a literary work was a construct apart. Their belief was that, although composed of language and symbols, a literary work was a unique, organic form. Constructionists emphasized the principle that a literary work was a work of art, and a work of art

was an object or a unified construct. This object had a specific, singular form that could only be understood through a close reading of the text.

In the 1930s there was an international aesthetic reaction to certain aspects of modernization. The interchangeable, standardized units of the marketplace stood in direct opposition to works of art. Literary works were the antithesis of competitive capitalism and utilitarian modernization (Gallagher 1997, 134). This aesthetic movement enveloped the literary theorists of the New Criticism, as well as more formalistic critics.

T. S. Eliot was an exemplar of the New Criticism. Eliot believed literature was a creative entity subject to its own laws. Literature was not logic, not psychology, not ethics, not biography, and not history. Eliot believed that a poem was autotelic—it was wholly divorced from context. Literature could and should be viewed outside of the time and purpose for which it was created. Meaning was achieved through a process that was independent of content (Grodin & Kreiswirth 1994, 222), but totally dependent on text. Eliot and the other New Critics believed in the supremacy and self-sufficient nature of the text itself.

...Form and content were inseparable and hence a poem or novel or play was never primarily what we now call a social text, whose political unconscious might reveal much about the ideology and culture of the early twentieth century but first and foremost a unique work of art. As such, any literary text inevitably raised the issue of *value*, the unavoidable question being not "What are the ideological underpinnings of X?" or even "What does X mean?" but "Is X a good poem?" (Greenblatt and Gunn 1992, 156).

New Critics also concentrated on the more structuralism issues of diction, structures and patterns, and allusions and symbolism. Chief among the symbolists was Northrop Frye. Frye believed that there were symbolic elements that inform certain literary works. These images were archetypes or universal symbols. Some common archetypal motifs or patterns deal with creation, regaining paradise, and the hero as questor. Archetypal images were associated with symbolic meanings that inform the reader of a literary work. Some common archetypal images and their symbolic meanings were water—life, timelessness, rebirth; circle—wholeness, unity; the wise old man—knowledge, goodwill, redeemer.

Constructionists promoted the ideas that literature should be viewed as an organic tradition, strict attention should be given to form, and texts should be subject to rigorous and analytical reading. They also suggested that the ideal society was one that upholds classical values, encouraged order and tradition, and had a predilection for ritual. It was these later values that appeared in the work of Cleanth Brooks, Harold Bloom, F. R. Leavis, and M. H. Abrams.

CONTEXTUALISTS

“In a form of human endeavor so basic as the creation of art we can expect a continuity in the way that art is created or becomes art” (Guerin *et al.* 1992, 68). This continuity could also manifest itself by having a tenet of one movement become the foundation or impetus of another movement. That is not

to say there is a purely cause/effect linearity in the creation of art and criticism, or that the connection is necessarily negative. Literature is a distinct art form (Fleishman 1994; Widdowson 1994), and "multiple" diverse viewpoints could co-exist. Furthermore, literary studies has always been "interdisciplinary from within," (Paulson 1991, 47), that is, literary interpretation has always been based on particular individuals' understanding of the world. Nonetheless, the technique of "close reading" and viewing literary works as objects of art outside of context that was part of the New Criticism may have been the stimulus that produced the contextualists' school of theorists. It is ironic that the New Critics, who wanted to disassociate themselves from a fragmented, over-specialized, technocratic society, have had their theories become associated with professional elitism and rigidity. The New Criticism, for Tony Bennett, Raymond Williams, Martin Green, and Chris Baldick, epitomizes alienation from personal and communal experience (Greenblatt & Gunn 1992, 424-425).

There is no precedent for referring to these authors as contextualists. However, it seemed an appropriate term because they believed that only by contextualizing language in history and connecting history in language (Guerin *et al.* 1992, 326) could literature and the literary critic serve humanity. The contextualists aligned themselves with F. R. Leavis and his missionary zeal to fight the dissolution of social, religious, moral, and intellectual traditions. These authors chafed at the notion that a literary text was a thing apart. For the contextualists, culture, not a work of art, represented an organic wholeness.

Raymond Williams, for example, wove literature, culture, and politics together in his prolific theoretical pieces. Williams believed that “important social and historical processes occurred *within* language and, indeed...the active meanings and values embodied in language and the changing patterns in language exert a formative social force” (Grodin and Kreiswith 1994, 732). Key words, for Williams, communicated a vocabulary of culture and society—cultural history was revealed through aesthetic communication.

MORALISTS

It was appropriate that the group assigned the label of moralists should follow on the heels of the contextualists in the cluster analysis, as the moralists believed literature manifests the ethos of a nation. Lionel Trilling, Robert Chase and Perry Meisel believed that literature should support middle-class ideas, attitudes, interests, and values (Grodin & Kreiswirth 1994, 715).

Lionel Trilling, for example, exemplified the socially committed writer (Grodin & Kreisworth 1994, 731). Trilling believed that form and content were inseparable and that the resulting social text revealed the ideology and culture of its time. He championed, for example, the writings of Mark Twain and the moral issues presented in *Huckleberry Finn* (Greenblatt & Gunn 1992, 236).

READER-RESPONSE CRITICS

“In the second half of the twentieth century the phenomena of the fictive world, the perceptions within that world, the very process of reading, and the understanding of consciousness (the author’s and the critic’s) have become the subject matter of literary criticism....” (Guerin et al. 1992, 286)

The reader-response critics believed that content and mind were inseparable and that text came alive only when read. The subjective consciousness of the reader insured a subjective relationship with the text. “Readers’ experiences govern the effects the text produces on them... interpretation lies in the reader’s experience” (Guerin et al. 1992, 337). Therefore, there was no one essential meaning of a text that all interpretations must agree upon.

Wolfgang Iser, the German critic and reader-response, wrote of the difficulty of “separating anything from the mind that knows it.” According to Iser, “the critic should not explain the text as an *object* but as its *effect* on the reader” (Guerin et al. 1992, 337). Hans Jauss, Siegfried Schmidt, and Paul Zumthor, who were grouped with Iser in the cluster analysis dendogram, all emphasized the critical importance of the reader in the process of understanding text.

RHETORICIANS

Closely linked to the reader-response critics were the writers grouped in the rhetoricians' category. These writers were also reader-oriented and they all shared a concern with how language and ideas were employed, shared, and communicated. The term rhetoricians was used for this group because this group examined the myriad devices or strategies used to get the reader to respond to a text in particular ways—rhetoric was the art of persuasion.

Because all the writers in the rhetoricians' category to some degree shared Stanley Fish's reaction to reader-response theory, Fish can serve as a spokesperson for the group. Fish believed that meaning was what happened to readers during their engagement with the text (Guerin et al. 1992, 341). The process of reading, for Fish and the other writers, was dynamic and sequential, but not purely relative, as the reader-response critics might have it. Fish's "informed" reader was familiar with literary rhetorical conventions and so was assisted in his/her interpretation of the text. Furthermore, Fish believed that readers were part of a discourse community. This community was not an actual physical entity, but it did provide the norms for both interpretation and communication. This interpretive community addressed the basic issues or topics of concern to the community (the priorities), and thus provided an organizational, intellectual, and value-studded framework by which one could interpret text.

MARXISTS

The Marxist cluster was well defined in the cluster analysis dendrogram and MDS map. The eight authors who comprised its ranks shared a worldview that there existed an opposition and resolution of forces in society.

Theodor Adorno, for example, was a German intellectual who was concerned with a variety of disciplines, and who founded a new discipline—the sociology of music (Grodin & Kreiswirth 1994, 3). Adorno appropriated the musical model and its compositional technique of content and form, theme and technique to portray the Marxist mantra of dialectic tension, *i.e.*, forces in society were in constant opposition and required resolution. Adorno understood text from a social and historical Marxist platform concerned with the theme of the inner and outer domination.

Another Marxist critic was Georgy Lukacs, a Hungarian writer. Lukacs had a marked and decisive effect on Western Marxist and post-Marxist critical theory (Grodin & Kreiswirth 1994, 475). Like Adorno, he believed that literary form and content were inseparable, but unlike Adorno, he believed that art grew out of proletarian economic and cultural relations or the writer's experience of them. For Lukacs, the critic's role was to use literature to ask ultimate questions about life (Grodin & Kreiswirth 1994, 477), and to convey to readers the meaning of literature.

PHILOSOPHERS

The philosophers Ludwig Wittgenstein, Hans Gadamer, Richard Rorty, Thomas Kuhn, and John Searle shared a similar vision of how we come to know the world. Their beliefs may have been a reaction to hermeneutics, a theoretical and critical practice that denied the notion of a single truth expressed by a given work of art, and promoted, instead, critical approaches that allow multiple interpretations. These philosophers, on the other hand, believed meaning results from integrating the self into the historical, social, and psychological contexts of the text and society.

Richard Rorty's interest in the larger social community represented the concerns of the others in the group. Like the other philosophers, he attempted to provide a theoretical framework to understand the discourse or communication that took place within communities. Rorty explained his concept of conversation behavioristically as the social practice of discoursing and knowing in an interdisciplinary context. Even philosophers functioned not as privileged experts but as ordinary participants. Conversation, for Rorty, was the ultimate context within which knowledge was to be known, and conversation was non-exclusionary—all could participate.

COMMENTATORS

According to the cluster analysis dendogram, the twenty authors in the largest cluster fell into two major groups—Jonathan Culler to Michael Fischer, and Dominick LaCapra to Mark Krupnick (Figure 1). Although these writers offered a variety of beliefs, an attempt was made to define what distinguished the two groups. However, there were traditionalists, formalists, Freudians, structuralists, poststructuralists, cultural critics, Marxists, reader-response critics etc. scattered throughout both of the groups. It seemed, therefore, that the common denominator of the group was that these authors engaged in critiquing extant critical theory—hence, the name commentators. With the possible exception of Paul de Man, the twenty authors in this cluster provided commentary on a potpourri of critical approaches to literature.

AFRICAN-AMERICANS

Henry Louis Gates, the prominent African-American scholar, was found next to Houston A. Baker, another African-American scholar. Gates and Baker were concerned with the use of Western traditions when explicating the work of non-European peoples. They believed that logocentrism, the belief that written language contained a self-evident meaning that points to an unchanging meaning authenticated by the whole of Western tradition, had functioned historically to oppress and exploit non-European peoples (Lentricchia & McLaughlin 1995, 47).

FEMINISTS

Sandra Gilbert, Elaine Showalter, Virginia Woolf, Mary Jacobus, and Toril Moi formed a cluster in the dendogram and were in the vicinity of one another on the MDS map. Like Baker and Gates, they, too, objected to the very language of literary criticism and believed that literary criticism had denied women a voice. Although feminist critics have diverse orientations, they were united in a threefold purpose: “to expose patriarchal premises and resulting prejudices, to promote discovery and reevaluation of literature by women, and to examine social, cultural, and psychosexual contexts of literature and criticism” (Guerin *et al.* 1992, 184). Feminist criticism, therefore, is political and revisionist.

DECONSTRUCTIONISTS

Sigmund Freud was grouped with the theorists concerned with the opaqueness of language—the deconstructionists. This may be puzzling to the reader of this thesis, however, Freud and the deconstructionists shared a belief that “meaning” was elusive, and that the human world was not the site for dealing with literature (Abrams 1997, 115). All of the authors in the deconstructionists’ cluster believed that people operated within realms where mental processes were unconscious, where they have very limited control over their actions, and the interpretation of those actions was not obvious.

In this phase of the study, however, the deconstructionists were partitioned into two groups, Freudians and core deconstructionists. This was

done to better present the singular convictions of the group's members, and also because the vast number of references to the group as a whole made sorting references to them impossible.

Sigmund Freud, Jacques Lacan, Tobin Siebers, and Slavoj Zizek made up the Freudians. Freud was credited with introducing the concepts associated with the unconscious mind, and he was often cited along with Jacques Lacan, the intellectual whom he inspired. Lacan expanded the field of psychoanalysis to include speculations on language and linguistics, in addition to speculations on the self and sexuality (Grodin & Kreiswirth 1994, 450). Siebers and Zizek expanded the themes presented in the work of Freud and Lacan to make a case for ethical criticism. These two writers believed that there was an ethical construct that influenced both writer and reader.

The core deconstructionists were Roman Jakobson, Ferdinand de Saussure, Michel Foucault, Julia Kristeva, Mikhail Bakhtin, Roland Barthes, and Jacques Derrida. These radical theorists were part of the poststructural revolution that occurred in the late 1960s and early 1970s. Up to that point, it was taken for granted that the site of literature was the human world, and that the stuff of literature was purposely made by humans to be understood by humans (Abrams 1997, 115). Deconstructive theorists of the poststructuralist movement relocated the site, stuff, and interpretation of all human activities and productions into constructs of language that operated within realms of discourse that could never fully be understood.

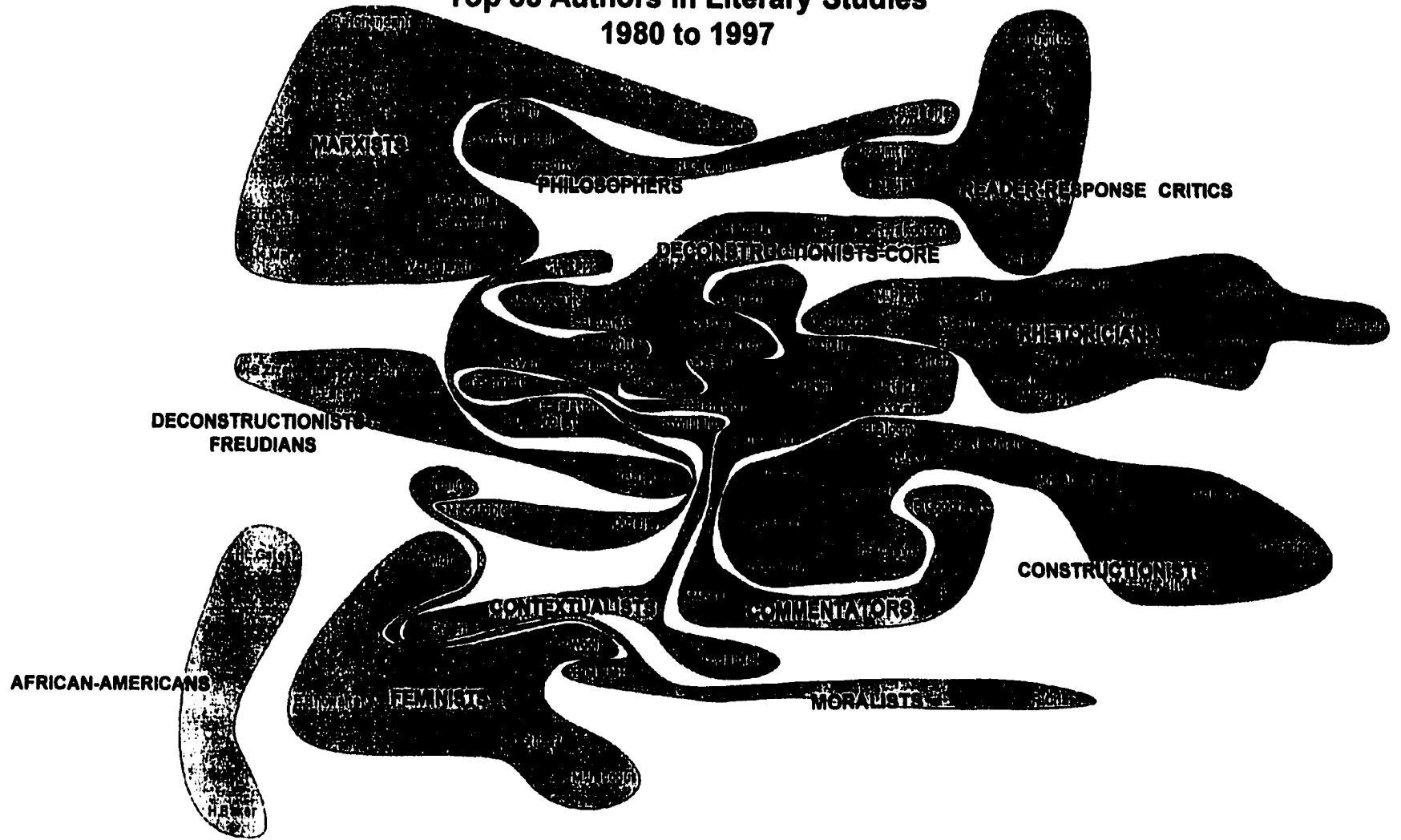
Michel Foucault, for example, explored the theme of the “constitution of the self in the ‘truth’ of discourse” (Grodin & Kreiswirth 1994, 278). This ‘truth’ was always complicated with interference.

For Foucault, disciplines such as language are not neutral tools or containers serving the pursuit of truth without interference. A major issue for interpretation is precisely the way disciplines constitute “rules of formation” for the regulation of discourse. And with regard to the disciplines of literary criticism, the first “move” has been to denigrate or place into obscurity the role of the discipline as context of discourse. In this sense New Criticism and deconstructionism constitute a continuous line of development: in the one case, a disciplinary strategy of formalism and aestheticism; in the other case, a movement of subversion of hierarchies.” (Grodin & Kreiswirth 1994, 279)

4.3 Multidimensional Scaling Map

The clusters were viewed in a two-dimensional map and their relationship to one another and to the discipline of literary studies as a whole was studied. The two-dimensional MDS map of literary studies revealed an organizational structure that resembled a densely populated terrain that in some instances lacked well defined borders (Figure 3). A three-dimensional map would have resulted in more pronounced boundary markers, nonetheless, the two-dimensional map revealed authors who clearly shared the same territory. These authors, who were usually in the same cluster, have closely linked critical approaches.

Top 88 Authors in Literary Studies 1980 to 1997



The Marxists were grouped together and formed a simple amoeba shape. The same was true for the constructionists, rhetoricians, reader-response critics, philosophers, African-Americans, feminists, and Freudians. The tenets that these groups supported were also distinct. On the other hand, the shape for the core deconstructionists, commentators, contextualists, and moralists resembled undulating snakes that wove around one another. The tenets that these groups supported were less distinct from one another and sometimes covered the same ideological grounds.

The map provided further confirmation of the appropriateness of the groupings. For example, the Marxists Lukacs, Adorno, Marx, Benjamin, Weimann, and Habermas occupied positions in the same general area of the map and they also shared closely related theories. All of these authors brought the awareness of and insistence on the belief that a dialectical tension governs texts.

Another example of the logic of the composition of the groups was found among the core deconstructionists. It was no coincidence that Bakhtin, Barthes, Derrida, and Foucault appear close together. All of these authors question their own presuppositions in their work—whether it was models of creativity, structure of language, or historicity of the signs of literature.

The constructionists' authors Eliot, Bloom, Frye, Hartman and Abrams were another example of a group's "rightness." All these authors had roots in the Romantic Tradition. Booth, Wellek, Wimsatt, and Richards appeared physically

and ideologically close to the constructionists. All believed in the centrality of language in understanding text. But, Booth, Wellek, Wimsatt, and Richards being *primarily* interested in language, were included in the rhetoricians' cluster.

There were at least three literary theorists who appeared distanced from the other authors, even from authors in their cluster. Peter Hohendahl was on the top left side of the map with the Marxists because of his work on eighteenth-century texts. He wrote of liberal, bourgeois, and public spheres of the Enlightenment. Although ideologically linked to the Marxists, he was concerned with a different era, and somewhat different issues. The reader-response Siegfried Schmidt was an outlier in the reader-response critics' cluster. Although he believed, as did the other reader-response critics, that the experience and interpretation of language was based on the experience of the individual and all knowledge and knowing could only be defined subjectively, his ideas relating to rhetoric, communication and language were less focussed on these issues. Richard Chase was situated at the far right in the moralists' cluster. His postwar critical text on the American novel and its tradition was not deliberately focused on the pure moral ethos that was central to the moralists.

Of the distinct groups, the African-American and feminists author-clusters were in the same quadrant of the map, and located near one another. Both of these groups proposed an anti-Western culture paradigm for understanding literature. The reader-response critics and rhetoricians were located near one another in another quadrant of the map. Both of these groups believed in the

importance of what the reader brings to the literature and how that affected his/her understanding of the literature. The Marxists and the Freudians author-clusters were on the same side of the map. Their ideologies were similar in that both used an external construct of beliefs by which they interpreted literature.

The constructionists' authors clustered around one another and were opposite the Marxists, spatially and ideologically. The constructionists believed that you cannot impose meaning on a work of literature: meaning could only be derived by understanding the construct of the work itself. The philosophers separated these two groups in the MDS map. This group of five theorists, Thomas Kuhn, Ludwig Wittgenstein, Richard Rorty, Hans Gadamer, and John Searle, emphasized both the social and subjective nature of understanding. There was a wide range of beliefs among the contextualists and moralists clusters, and this was reflected in the dispersed placement of the respective group members.

The core deconstructionists and the commentators occupied the central position in the map. The placement of the commentators and core deconstructionists graphically confirmed that these groups represented the major authors who have addressed the major theories that dominated literary studies during the period 1980 to 1997. Of all the clusters, the composition of the core deconstructionists and the commentators most closely deal with the same subject matter, and that this subject matter was at the center the literary studies' canon for the period 1980 to 1997.

If the map were quartered, the authors in the lower left quadrant would represent radical, progressive, and revolutionary ideologies. Those in the lower right quadrant espoused more conservative, traditional, moral viewpoints. The upper right hand quadrant contained abstract thinkers, unconcerned with everyday life. The authors in the upper left hand quarter were predominately European radicals, very much concerned with social matters.

4.4 Author-cluster Search Results and Changes over Time

The number of times the author-clusters were cited in each database was the criterion used to determine the intellectual influence of literary studies on the social sciences and on the arts and humanities.

The influence of literary studies as a whole, as well as the influence of the 12 individual author-clusters that form literary studies was examined. Influence was gauged by looking at the actual number of times the combined literary studies author-clusters were cited in the social sciences and the arts and humanities (Table 12). References to authors representing literary studies produced 33,874 hits in the A&HS database and 14,083 hits in the SSCI database. Because the SSCI database is 1.1 times larger than the A&HS database, the adjusted number for records in the A&HS database was used when comparing the number of references in both databases. Of course, literary studies again produced more hits in the A&HS database than in the SSCI database: 37,261 hits in A&HS to 14,083 hits in SSCI. Literary studies had more

than two and a half times the influence on the disciplines in the arts and humanities than it had on the social sciences. This may be explained by the cultural norms that dominate the disciplines.

To determine whether the influence of literary studies on the disciplines in the databases had changed over time, the range for searching the databases was limited to the years 1980 to 1988 and also 1989 to 1997. Literary studies had a greater influence on both groups of disciplines in the later time period (Table 12). This is true despite the fact that there were fewer journals indexed in the databases in 1989 to 1997. For example, there were 2,901 journals indexed in SSCI in 1985, compared to 2,783 journals in 1995. According to ISI, A&HS indexed 7,087 journals in 1985, and 1,265 journals in 1995.

That there were more references to the author-clusters for the time period 1989 to 1997 in both databases indicated that the authors citing these author-clusters were more aware of these authors during this time period. In other words, border spanning occurred more frequently during this period than they did during the years 1980 to 1988. A possible explanation for this increase in influence may be that the text in literary studies had shifted from a literary text to a cultural text as evidenced by the growth of cultural studies during this later time period and its greater use of interdisciplinary themes.

A&HS	Actual Number of Retrieved Hits			Number Adjusted for Size		
	1980:88	1989:97	1980:97	Adj DB Size	Adj CL Size	Adj DB&CL
Constructionists	1071	709	1780	1958	3382	3720
Contextualists	62	93	155	170	775	852
Moralists	26	6	32	35	213	234
Reader-response Critics	302	241	543	597	2715	2986
Rhetoricians	1667	1156	2824	3106	3765	4141
Marxists	1695	1468	3163	3479	7907	8698
Philosophers	841	959	1800	1980	7200	7920
Commentators	5587	7273	12,860	14146	12860	14146
African-Americans	19	138	157	172	1750	1925
Feminists	325	462	787	865	3148	3462
Deconstructionists	4087	5286	9773	10750	17769	19545
Core	2606	4030	6,636	7299	18959	20855
Freudians	748	1016	1764	1940	8820	9702
TOTAL			33,874	37,261		
SSCI						
Constructionists	58	62	121		219	
Contextualists	20	47	67		335	
Moralists	1	0	1		6	
Reader-response Critics	9	20	29		145	
Rhetoricians	122	254	379		505	
Marxists	855	821	1713		4282	
Philosophers	432	1041	1479		5916	
Commentators	1820	5413	7,233		7,233	
African-Americans	0	24	24		240	
Feminists	40	71	114		456	
Deconstructionists:	891	2007	2923		5314	
Core	369	1206	1575		4499	
Freudians	331	474	805		4025	
TOTAL			14,083			
KEY						
Actual # is used when no comparisons are made						
Adj DB Size=Actual # adjusted for database size is used when comparing impact of all clusters on both databases						
Adj CL Size=Actual # adjusted for cluster size is used when comparing impact of particular cluster on one database						
Adj DB Size & Adj CL Size=Actual # adjusted for database size and cluster size is used when comparing impact of particular cluster on both databases						

The impact of a *particular* cluster in each database was examined. Because the clusters had a different number of authors, an adjustment for the difference in the size of the author-clusters was made based on the number of authors in the largest group—the 20 authors in the commentators group. The adjusted number reveals the *relation of the clusters to one another in each database* (Table 13).

Table 13

**RANK OF EACH CLUSTER
IN EACH DATABASE**

A&HS	1980:97	SSCI	1980:1997
Deconstructionists	17769	Commentators	7233
Commentators	12860	Philosophers	5916
Marxists	7907	Deconstructionists	5314
Philosophers	7200	Marxists	4282
Rhetoricians	3765	Rhetoricians	505
Constructionists	3382	Feminists	456
Feminists	3148	Contextualists	335
Reader-response critics	2715	African-Americans	240
African-Americans	1750	Constructionists	219
Contextualists	775	Reader-response critics	145
Moralists	213	Moralists	6

To examine the *influence that the clusters had across the databases*, the adjusted-for-cluster-size-number in both A&HS and SSCI was used, and then the adjusted A&HS numbers for the differential in the size of the two databases—1.1 (Table 14) was used.

Table 14

**RANK OF EACH CLUSTER
IN BOTH DATABASES**

A&HS	1980:97	SSCI	1980:1997
Deconstructionists	19545	Commentators	7233
Commentators	14146	Philosophers	5916
Marxists	8698	Deconstructionists	5314
Philosophers	7920	Marxists	4282
Rhetoricians	4141	Rhetoricians	505
Constructionists	3720	Feminists	456
Feminists	3462	Contextualists	335
Reader-response critics	2986	African-Americans	240
African-Americans	1925	Constructionists	219
Contextualists	852	Reader-response critics	145
Moralists	234	Moralists	6

Table 14 revealed that the disciplines in the arts and humanities and the disciplines in the social sciences were both strongly affected by the authors who comprised the commentators group. A possible explanation for this similarity may be that many of the authors among the commentators were synthesizers of current theory, and so may provide a popular version of current theory to both groups of disciplines.

All the author-clusters influenced the disciplines in the arts and humanities more than they influenced the social sciences; however, it was the ratio of difference between the groups of disciplines that was significant (Table 14). Marxists were referenced twice as much in A&HS as in SSCI, making a case for the appropriation of Marxist theory for literary criticism purposes. The feminists and African-American authors were referenced almost eight times as much in A&HS as in SSCI. Literature appeared to be the playing field for issues

of gender and ethnicity. The concerns of the moralists group appeared negligible to both groups of disciplines, whereas the theories of the philosophers were very evident in both groups of disciplines. It was also interesting to note that the social theories of the deconstructionists were referenced three times as much in the arts and humanities as they were in the social sciences (17,769 to 5,314).

The influence of particular author-clusters in the two categories of disciplines was examined. In the A&HS database, the deconstructionists and commentators dominated, followed by the Marxists, philosophers, rhetoricians, constructionists, feminists, reader-response critics, African-Americans, contextualists, and moralists in that order. The fact that the moralists were in last place speaks to the decline in the notion of a singular American canon, a belief the moralists represented. The rhetoricians were in the middle of both lists of author-clusters. This may be explained by the fact that language, how it was used and how it was perceived, was the consistent feature of all the groups.

The Marxists were third on the arts and humanities list. This seems logical due to the annexation of Marxists tenets by practitioners in ethnic studies, women's studies, and post-colonial studies (a group of theorists that look at literature using the dialectic of power and subjugation).

The social science disciplines were most influenced by the commentators, philosophers, deconstructionists, and Marxists author-clusters. The fact that references to these author-clusters occurred in such large numbers in both the A&HS and SSCI databases indicated that borders have indeed been crossed.

4.5 Subject Code Rankings

The set of references that was retrieved when each author-cluster was searched in each of the databases was ranked in descending numerical order based on subject code. The subject codes represented the disciplines citing a particular author-cluster. The top 10 ranked subject codes for each of the author-clusters in each of the databases are found in Table 15. Disciplines referencing literary studies in both databases are found in Table 16 and Table 17. Table 18 compares the number of times disciplines reference literary studies in both databases (A&HS results were adjusted for difference in size to SSCI) and presents a numerically ranked list that gives a detailed picture of all the disciplines that reference literary studies in both databases.

Several observations can be made after looking at the tables. When the author-clusters were searched in A&HS, literature had the first or second place among the top ten subject codes associated with a particular school of thought. Indeed, except for the philosophers cluster that had only one literary discipline, all the other groups had at least two and more often three literary disciplines. These literary disciplines contained the bulk of references for a particular author-cluster, suggesting that literary studies most influenced literary disciplines in the arts and humanities.

Of the disciplines in the arts and humanities that referenced literary studies authors, the major ones were history and philosophy. This may be due to the tendency of humanists to reflect upon new ideas. Although religion appeared

eight times in the top 10 of the 12 clusters, it is interesting to note that religion was not associated with the moralists. This may be due to the well-established secular nature of the moralists in this group.

There was a discipline whose appearance was unexpected—art. Evidently, the critical theories advanced in literary studies also influenced art. The reason may be that popular culture is a visual culture, and theories that once were the exclusive property of the print medium are now influencing the medium of the masses.

The disciplines in the social sciences that most referenced literary studies were arts and humanities, general; sociology; law; psychology; education and educational research; and communication. Of these, certain disciplines referenced only a few as one author-cluster. Economics, for example, was only associated with the commentators group. This may be because the authors in the commentators group use models, mathematical and otherwise. The discipline of mathematical social sciences, ranked number nine on the disciplines referencing literary studies author-clusters in the SSCI database, may also be on the list for the same reason.

Table 15 Disciplines Referencing Individual Literary-studies Author-clusters: 1980 to 1997									
AUTHOR-CLUSTER	A&HS	#Hits	SSCI	#Hits	AUTHOR-CLUSTER	A&HS	#Hits	SSCI	# Hits
Constructionists A&HS: 38 Terms SSCI: 29 Terms	Literature	928	Law	19	Reader-response A&HS: 27 Terms SSCI: 16 Terms	Literature	227	Soc.Sci.Interdisc	6
	<i>A&H, General</i>	167	Business	18		Lit., Romance	82	Sociology	6
	Poetry	115	Ed.&Ed.Research	16		<i>A&H, General</i>	67	Ed&Ed Research	3
	<i>Philosophy</i>	87	Psychiatry	12		History	31	History	3
	Lit., British Isles	79	<i>A & H, General</i>	8		Lit., German,N,S	30	Psychology	3
History	43	History	8	Lit., Slavic	23	Anthropology	2		
Lit., American	43	Philosophy	8	Lang&Linguistics	19	Communication	2		
Religion	43	Sociology	8	Philosophy	18	Lang&Linguistics	2		
Lit., Romance	40	Communication	7	Religion	15	Law	2		
Lit., Af, Aus, Can	28	Psychology	7	Classics	11	Area Studies	1		
Contextualists A&HS: 27 Terms SSCI: 7 Terms	Literature	47	Sociology	15	Rhetoricians A&HS: 52 Terms SSCI: 49 Terms	Literature	1274	Ed&Ed Research	94
	History	28	Communication	14		A&H, General	302	Communication	57
	<i>A&H, General</i>	18	Geography	5		Lit., Romance	283	Law	36
	Communication	12	Anthropology	5		Philosophy	125	Lang&Linguistics	29
	Film, Radio, TV	8	<i>A&H, General</i>	5		Religion	117	Sociology	26
Lit., Romance	5	History	5	Lit., Slavic	100	Business	24		
Sociology	5	Ed&Ed Research	4	History	85	Psychology, Ed.	23		
Lit., British Isles	4	Environmental	4	Lang&Linguistics	72	Anthropology	19		
Anthropology	3	Soc.Sci.Interdisc.	4	Lit.German,N,S	57	History	16		
Ed&Ed Research	2	Area Studies	3	Lit., British Isles	53	Philosophy	16		
Moralists A&HS: 4 Terms SSCI: 1 Term	Literature	16	Women's Studies	1	Marxists A&HS: 53 Terms SSCI: 56 Terms	Philosophy	706	Sociology	378
	<i>A&H, General</i>	6				Literature	622	Philosophy	217
	Lit., American	6				A&H, General	449	Political Science	199
History	3			SSCI: 56 Terms	Lit.German,N,S	222	Soc.Sci. Interdisc	160	
KEY					History	199	Law	106	
Bold=Literary Studies Disciplines					Lit., Romance	128	Ed&Ed Research	82	
<i>Italics</i> = Disciplines in both A&HS and SSCI					Sociology	102	Communication	77	
Plain Text= Discipline in Only One Database					Music	82	Anthropology	71	
Af, Aus, Can = African, Australian, Canadian					Religion	80	History	60	
German, N, S= German, Netherlandic, Scandinavian					Art	72	Psychiatry	41	

AUTHOR-CLUSTER	A&HS	#Hits	SSCI	#Hits	AUTHOR-CLUSTER	A&HS	#Hits	SSCI	#Hits
Philosophers	<i>Philosophy</i>	804	<i>Law</i>	206	Feminists	<i>Literature</i>	390	<i>Women's Studies</i>	65
A&HS: 62 Terms	<i>Literature</i>	228	<i>Psychology</i>	149	A&HS: 30 Terms	A&H, General	106	Ed&Ed Research	8
	A&H, General	177	<i>Philosophy</i>	132		<i>Lit., Romance</i>	54	Law	8
SSCI: 74 Terms	Religion	122	Ed&Ed Research	120	SSCI: 22 Terms	<i>Women's Studies</i>	41	Political Science	6
	<i>Lang&Linguistics</i>	86	Sociology	96		<i>Lit., American</i>	30	Sociology	5
	<i>Hist/Philos Sci</i>	75	<i>Hist/Philos Sci</i>	80		<i>History</i>	23	Social Issues	5
	<i>History</i>	66	<i>Lang&Linguistics</i>	59		<i>Lit., British Isles</i>	22	Communication	4
	<i>Psychology</i>	36	Soc.Sci Interdisc	59		<i>Poetry</i>	22	<i>History</i>	4
	<i>Law</i>	35	Communication	58		<i>Lit., Af, Aus, Can</i>	12	Internat Relations	3
	<i>Art</i>	27	Management	48		<i>Art</i>	9	SocSci, Interdisc	2
Commentators	<i>Literature</i>	3808	Sociology	651	Deconstructionists	<i>Literature</i>	2076	Sociology	186
A&HS: 94 Terms	<i>Philosophy</i>	2111	Psychiatry	559	Core	A&H, General	1054	Anthropolgy	181
	A&H, General	1633	Communication	467	A&HS: 61 Terms	<i>Lit., Romance</i>	688	Law	145
SSCI: 147 Terms	<i>History</i>	963	Law	440		<i>Philosophy</i>	473	Ed&Ed Research	136
	Religion	687	Anthropology	387	SSCI: 66 Terms	<i>Lang&Linguistics</i>	209	Communication	124
	<i>Lit., Romance</i>	630	Polittical Science	371		<i>History</i>	196	SocSci, Interdisc	117
	<i>Hist/Philos Sci</i>	605	Ed&Ed Research	364		<i>Lit., Slavic</i>	151	<i>Lang&Linguistics</i>	99
	<i>Art</i>	248	<i>Psychology</i>	315		Religion	151	<i>Psychology</i>	88
	<i>Lang&Linguistics</i>	226	Geography	289		Theater	145	Political Science	77
	<i>Lit., British Isles</i>	220	Soc.Sci Interdisc	288		<i>Art</i>	140	<i>Philosophy</i>	73
African-Americans	<i>Literature</i>	14	<i>A&H, General</i>	2	Deconstructionists	<i>Literature</i>	589	<i>Psychiatry</i>	294
A&HS: 13 Terms	<i>A&H, General</i>	13	<i>Communication</i>	2	Freudians	<i>A&H, General</i>	408	<i>Psychology</i>	121
	<i>Lit., American</i>	4	<i>Women's Studies</i>	2	A&HS: 43 Terms	<i>Lit., Romance</i>	131	Sociology	52
SSCI: 6 Terms	<i>Philosophy</i>	2	Ed&Ed Research	1		<i>Philosophy</i>	101	SocSci, Interdisc	47
	Religion	2	Law	1	SSCI: 56 Terms	<i>Psychiatry</i>	79	Law	45
	<i>Women's Studies</i>	2	Sociology	1		Film, Radio, TV	50	Psych, Clinical	43
	<i>Art</i>	1				<i>Psychology</i>	49	Psych, Analysis	39
	<i>Communication</i>	1				<i>Art</i>	36	Anthropology	38
	<i>Lit., Af, Aus, Can</i>	1				Religion	39	<i>A&H, General</i>	32
	<i>Music</i>	1				<i>Lit., British Isles</i>	37	<i>Women's Studies</i>	27

Table 17

Disciplines Referencing Literary-studies Author-clusters

in the SSCI Database: 1980 to 1997

#	ALPHABETICAL LIST	#REFS	# TIMES	#	RANKED BY # HITS	#REFS	# TIMES
			IN TOP 10				IN TOP 10
1	A & H, General	4222	11	1	A & H, General	4222	11
2	Anthropolgy	135	5	2	Sociology	1424	11
3	Area Studies	3	1	3	Law	1111	10
4	Business	42	2	4	Psychology	1052	6
5	Business/Finance	655	1	5	Ed & Ed Research	1047	9
6	Communication	345	9	6	Psychiatry	750	4
7	Economics	104	1	7	Business/Finance	655	1
8	Ed & Ed Research	1047	9	8	SocSci Mathematical	486	1
9	Environmental Studies	4	1	9	Hist/Philos Science	478	2
10	Geography	5	1	10	Philosophy	436	5
11	Hist/Philos Science	478	2	11	Communication	345	9
12	History	96	5	12	SocSci. Interdisc	278	6
13	International Relations	3	1	13	Language & Linguistics	189	4
14	Language & Linguistics	189	4	14	Anthropolgy	135	5
15	Law	1111	10	15	Economics	104	1
16	Management	48	1	16	History	96	5
17	Philosophy	436	5	17	Women's Studies	93	3
18	Psych, Psychoanalysis	39	1	18	Management	48	1
19	Psychiatry	750	4	19	Psychology, Clinical	43	1
20	Psychology	1052	6	20	Business	42	2
21	Psychology, Clinical	43	1	21	Psych, Psychoanalysis	39	1
22	Psychology, Ed	23	1	22	Psychology, Ed	23	1
23	Sociology	1401	11	23	Geography	5	1
24	SocSci Mathematical	486	1	24	Environmental Studies	4	1
25	SocSci. Interdisc	278	6	25	Area Studies	3	1
26	Women's Studies	93	3	26	International Relations	3	1

Education and educational research seemed an unlikely discipline to reference literary studies, but as the critical theories subsumed under literary studies were the building blocks of modern scholarship, it is not all that surprising. The discipline of communication appeared in the top 10 of nine author-clusters. This reflected the social sciences' concern with epistemology and the influence of the authors E. D. Hirsch, and Stanley Fish who wrote on what one should know.

A comparison of the ranked lists in Table 18 revealed that literary studies had reached a predictable audience in the arts and humanities and a wide audience in the social sciences. There was a diverse group of disciplines referencing literary studies in the social sciences, *e.g.*, communication, geography, and international relations. The combined and ranked list of disciplines in Table 18 portrays literary studies' overall influence, and again shows that literary studies most influenced other literary disciplines and those disciplines in the arts and humanities.

Tables 16 and 17 show the full spectrum of disciplines that referenced literary studies authors, and Table 18 reveals the overlap in the coverage of disciplines in the A&HS and the SSCI databases. Although there was overlap, it was obvious that the rank of the disciplines in each database vary considerably. Sociology was ranked number two of 26 disciplines in SSCI with 1424 hits and was ranked number 13 of 24 disciplines in A&HS with 117 hits. Philosophy was

ranked number 11 of 26 disciplines in SSCI with 436 hits, but was ranked number two of 24 disciplines in A&HS with 4,869 hits.

It appears that, of the disciplines that were in both databases, the disciplines most associated with the social sciences have the greater number of references in SSCI, *e.g.*, sociology, law, and psychology, and those disciplines most associated with the arts and humanities have the greater number of references in A&HS, *e.g.*, the “literary” disciplines.

4.6 Cited Reference Rankings

Two questions were asked at the beginning of this thesis about cited references: 1) Are the cited works associated with a particular literary studies’ school of thought in the arts and humanities the same as those referenced in the social sciences? and 2) Are these cited references to journal articles or monographs? The answers are found on Tables 19, 20, 21, and 22.

Before the tables can be interpreted, a few caveats must be introduced. Each record in the database had numerous cited references, and it was not always possible to rank on cited references for the entire period 1980 to 1997—the databases could not rank that many items. Because of this limitation, the cited references for the deconstructionists were divided into core deconstructionists and Freudians, and these were ranked only for the year 1997.

Cited works with the same number of references were arranged alphabetically, by author. Therefore, stopping at ranked item number 10 does

not give an accurate picture of the top-ranked cited references, because ranked items numbered 11-50 may have the same number of references as item 10, but were further down the alphabet. For example, of the cited references for the contextualists in the SSCI database, Tony Bennett's *Popular Culture* was number 10 with 6 hits. Numbers 11 through 15 also have 6 hits, but the author's names were Certeau, Fiske, Hall, Harvey, and Tompkins.

There is no authority file to standardize the way titles were entered. The same title, entered by different catalogers may appear differently. For example, Derrida's *Of Grammatology* was sometimes entered as *Grammatology*. Although the lists have been checked for variant title presentations, a few may have been missed.

Caveats aside, a few observations can be made concerning the commonality of cited reference titles in both databases. Many of the cited references in the A&HS and SSCI databases were similar for particular author-clusters. Of the 12 author-clusters all but two have three or more cited references in common.

The commentators, with 39,394 title references, have a low number of common titles across the two databases. A possible explanation for this may be the heterogeneous nature of the writers who make up the group, and that this was the largest group. The two cited references the commentators did have in common across both databases were Kuhn's *Structure of Scientific Revolutions*, that topped both lists, and Rorty's *Contingency, Irony, and Solidarity*, that was

number two in A&HS and number three in SSCI. Both humanists and social scientists clearly mined these references.

The cited references that did not match between both databases for each cluster reflected the tendency to be, nonetheless, appropriately situated in the group. For example, for the Freudian cluster in the social sciences, the appearance of Stern's *World of the Infant* was not surprising. Of the authors writing the top 10 cited works across both databases, only one was not in the sample of 88 authors representing literary studies.

When all the cited reference titles were combined in each database and ranked by the number of hits they produced, of those in the top 10, there were four titles in common. Thomas Kuhn's *The Structure of Scientific Revolutions* was #1 on both lists, and suggests that the "stuff" of literary studies has very much changed since its inception as an academic discipline.

Of the top 20 cited references in A&HS (Table 20), all were by authors in the sample. Seven of the references were to works by philosophers, four were to rhetoricians, two were to constructionists, two were to reader-response critics, two were to feminists, two were to Freudians, and one each were to an author in the commentator, Marxist, and deconstructionist groups (total was greater than 20 because some authors were represented by more than one cited work).

The cited works referenced in each of the two databases were often similar, and when they differed, it was a matter of fewer works by the same author. It seems that particular authors were the ballast of a school of thought.

For example, in the A&HS database, Harold Bloom's cited works for the constructionists author-cluster were *Map of Misreading* and *Anxiety of Influence*; in the SSCI database it was only *Anxiety of Influence*. In the A&HS database, E. D. Hirsch's cited works for the rhetoricians author-cluster were *Validity of Interpretation* and *Aims of Interpretation*; in the SSCI database for the same author-cluster it was only *Validity of Interpretation*.

Of the 133 unique cited references, there were only two cited references that came from journal articles. This may be because, as stated elsewhere in this study, literary studies' authors predominately produce monographs as opposed to journal articles. The fact that the cited references were books reinforces the argument that humanists primarily use monographs as their communication vehicle.

AUTHOR-CLUSTER	#	A&HS	#Hits	#	SSCI	#Hits
Constructionists	1	Frye N, 1957, <i>Anatomy of Criticism</i>	204	1	Abrams MH, 1988, <i>A Glossary of Lit. Terms</i>	13
A&HS: 62,165 Titles	2	Bloom H, 1973, <i>The Anxiety of Influence</i>	191	2	Fergusson F, 1961, <i>Aristotle's Poetics</i>	11
	3	Abrams, MH, 1979, <i>Natural Supernaturalism</i>	149	3	Bloom H, 1973, <i>The Anxiety of Influence</i>	10
SSCI: 7,456 Titles	4	Bloom H, 1975, <i>A Map of Misreading</i>	118	4	Brooks C, 1947, <i>The Well Wrought Urn</i>	10
	5	Abrams MH, 1953, <i>The Mirror and the Lamp</i>	114	5	Frye N, 1957, <i>Anatomy of Criticism</i>	9
	6	Wordsworth W, 1850, <i>Prelude</i>	108	6	Leiss W, 1986, <i>Social Communication</i>	9
	7	Elliot TS, 1922, <i>The Waste Land</i>	96	7	Abrams MH, 1953, <i>The Mirror and the Lamp</i>	8
	8	Hartman GH, 1980, <i>Criticism in Wilderness</i>	91	8	Derrida J, 1953, <i>Of Grammatology</i>	8
	9	Brooks C, 1947, <i>The Well Wrought Urn</i>	87	9	Brooks C, 1980, <i>Understanding Poetry</i>	7
	10	Hartman GH, 1964, <i>Wordsworth's Poetry</i>	81	10	Berman R, 1981, <i>Advertising & Social Change</i>	6
Contextualists	1	Williams R, 1977, <i>Marxism and Literature</i>	38	1	Williams R, 1977, <i>Marxism and Literature</i>	17
A&HS: 12,413 Titles	2	Baldick C, 1983, <i>Social Mission of Eng Crit</i>	26	2	Gramsci A, 1971, <i>Prison Notebooks</i>	10
	3	Bennett T, 1979, <i>Formalism and Marxism</i>	26	3	Williams R, 1961, <i>The Long Revolution</i>	10
SSCI: 5,240 Terms	4	Jameson F, 1981, <i>The Political Unconscious</i>	21	4	Williams R, 1973, <i>The Country and the City</i>	9
	5	Eagleton T, 1983, <i>Literary Theory</i>	19	5	Bourdieu P, 1984, <i>Distinction</i>	8
	6	Eagleton T, 1976, <i>Criticism and Ideology</i>	18	6	Williams R, 1974, <i>Television</i>	8
	7	Williams R, 1980, <i>Problems in Materialism</i>	16	7	Hebdidge D, 1979, <i>Meaning of Style</i>	7
	8	Bourdieu P, 1984, <i>Distinction</i>	12	8	Williams R, 1980, <i>Problems in Materialism</i>	7
	9	Hall S, 1980, <i>Culture Media</i>	11	9	Baldick C, 1983, <i>Social Mission of Eng Crit</i>	6
	10	Williams R, 1981, <i>Sociology of Culture</i>	11	10	Bennett T, 1986, <i>Popular Culture</i>	6
Moralists	1	Chase R, 1957, <i>The American Novel</i>	23	1	Zuckert Ch, 1976, v.3, n3-4, <i>Feminist Studies</i>	1
A&HS: 2,114 Titles	2	Trilling L, 1950, <i>Liberal Imagination</i>	12			
	3	Porte J, 1969, <i>Romance in America</i>	6			
SSCI: 1 Title	4	Tompkins J, 1985, <i>Sensational Designs</i>	6			
	5	Bewley M, 1959, <i>Eccentric Design</i>	5			
	6	Carton E, 1985, <i>Rhetoric of Am Romance</i>	5			
	7	Hawthorne N, 1857, <i>House of Seven Gables</i>	5			
	8	Matthiessen F, 1941, <i>American Renaissance</i>	5			
	9	Mills N, 1973, <i>Romance and Society</i>	5			
	10	Poirier R, 1966, <i>A World Elsewhere</i>	5			

AUTHOR-CLUSTER	#	A&HS	#Hits	#	SSCI	#Hits
Reader-response	1	Iser W, 1978, <i>The Act of Reading</i>	167	1	Iser W, 1978, <i>The Act of Reading</i>	14
A&HS: 27,397 Titles	2	Iser W, 1974, <i>The Implied Reader</i>	94	2	Jauss HR, 1982, <i>Aesthetic Reception</i>	9
	3	Jauss HR, 1982, <i>Aesthetic Reception</i>	92	3	Jauss HR, 1970, <i>Lit als Provokation</i>	6
SSCI: 1,820 Titles	4	Zumthor P, 1972, <i>Essai de Poetique</i>	60	4	Fish SE, 1980, <i>Is there a Text in This Class?</i>	4
	5	Fish SE, 1980, <i>Is There a Text in this Class?</i>	51	5	Tompkins J, 1980, <i>Reader Response Criticism</i>	4
	6	Jauss HR, 1970, <i>Lit als Provokation</i>	45	6	Becker HS, 1982, <i>Art Worlds</i>	3
	7	Suleiman S, 1980, <i>The Reader in the Text</i>	32	7	Iser W, 1970, <i>Appellstruktur der Texte</i>	3
	8	Holub RC, 1984, <i>Reception Theory</i>	28	8	Radway JA, 1984, <i>Reading the Romance</i>	3
	9	Booth WC, 1961, <i>The Rhetoric of Fiction</i>	27	9	Bakhtin MM, 1981, <i>Dialogic Imagination</i>	3
	10	Hirsch ED, 1967, <i>Validity in Interpretation</i>	27	10	Bourdieu P, 1984, <i>Distinction</i>	2
Rhetoricians	1	Fish SE, 1980, <i>Is There a Text in This Class?</i>	397	1	Fish SE, 1980, <i>Is There a Text in This Class?</i>	92
A&HS:108,272 Titles	2	Iser W, 1978, <i>The Act of Reading</i>	345	2	Iser W, 1978, <i>The Act of Reading</i>	64
	3	Hirsch ED, 1967, <i>Validity in Interpretation</i>	278	3	Rosenblatt LM, 1978, <i>Reader, Text, Poem</i>	41
SSCI: 21,801 Titles	4	Booth WC, 1961, <i>The Rhetoric of Fiction</i>	269	4	Hirsch ED, 1967, <i>Validity in Interpretation</i>	39
	5	Iser W, 1974, <i>The Implied Reader</i>	217	5	Bleich D, 1978, <i>Subjective Criticism</i>	35
	6	Culler J, 1975, <i>Structuralist Poetics</i>	187	6	Tompkins J, 1980, <i>Reader Response Criticism</i>	35
	7	Pratt ML, 1977, <i>Speech Act Theory</i>	171	7	Booth WC, 1961, <i>The Rhetoric of Fiction</i>	29
	8	Tompkins J, 1980, <i>Reader Response Criticism</i>	144	8	Culler J, 1975, <i>Structuralist Poetics</i>	27
	9	Riffaterre M, 1978, <i>Semiotics of Poetry</i>	132	9	Bakhtin MM, 1981, <i>The Dialogic Imagination</i>	25
	10	Frye N, 1957, <i>The Anatomy of Criticism</i>	124	10	Holland NN, 1975, <i>5 Readers Reading</i>	24
Marxists	1	Benjamin W, 1969, <i>Illuminations</i>	154	1	Habermas J, 1984, <i>Communicative Action</i>	119
A&HS: 60,160 Titles	2	Adorno T, 1984, <i>Aesthetic Theory</i>	87	2	Lukacs G, 1971, <i>History and Class</i>	95
	3	Marx K, 1906, <i>Das Capital</i>	78	3	Liotard JF, 1984, <i>Postmodern Condition</i>	65
SSCI: 46,657 Titles	4	Adorno T, 1973, <i>Negative Dialectics</i>	67	4	Habermas J, 1987, <i>Philosophical Discourse</i>	55
	5	Lukacs G, 1971, <i>History and Class</i>	64	5	Habermas J, 1971, <i>Knowledge and Interests</i>	46
	6	Habermas J, 1987, <i>Philosophical Discourse</i>	56	6	Giddens A, 1984, <i>Constitution of Society</i>	45
	7	Jameson F, 1981, <i>Political Unconscious</i>	52	7	Marcuse H, 1964, <i>One Dimensional Man</i>	45
	8	Adorno T, 1974, <i>Minima</i>	44	8	Gramsci A, 1971, <i>Prison Selections</i>	44
	9	Liotard JF, 1984, <i>Postmodern Condition</i>	43	9	Foucault M, 1980, <i>Power/Knowledge</i>	43
	10	Habermas J, 1989, <i>Structural Transformation</i>	37	10	Habermas J, 1975, <i>Legitimization Crisis</i>	43

AUTHOR-CLUSTER	#	A&HS	#Hits	#	SSCI	#Hits
Philosophers	1	Kuhn TS, 1970, <i>Structure Sci Revolutions</i>	474	1	Kuhn TS, 1970, <i>Structure Sci Revolutions</i>	593
A&HS: 79,569 Titles	2	Wittgenstein L, 1953, <i>Philos Investigations</i>	469	2	Rorty R, 1979, <i>Philosophy & Mirror of Nature</i>	457
	3	Rorty R, 1979, <i>Philosophy & Mirror of Nature</i>	304	3	Wittgenstein L, 1953, <i>Philos Investigations</i>	398
SSCI: 82,442 Titles	4	Rorty R, 1982, <i>Consequences Pragmatism</i>	178	4	Gadamer HG, 1975, <i>Truth and Method</i>	167
	5	Gadamer HG, 1975, <i>Truth and Method</i>	172	5	Rorty R, 1982, <i>Consequences Pragmatism</i>	128
	6	Searle JR, 1969, <i>Speech Acts</i>	172	6	Bernstein RJ, 1983, <i>Beyond Objectivism</i>	113
	7	Austin JL, 1962, <i>How to do things w/ words</i>	106	7	Garfinkel H, 1967, <i>Ethnomethodology</i>	102
	8	Feyerabend PK, 1975, <i>Against Method</i>	93	8	Rorty R, 1989, <i>Contingency, Irony, Solidarity</i>	101
	9	Bernstein RJ, 1983, <i>Beyond Objectivism</i>	92	9	Habermas J, 1971, <i>Knowledge and Interests</i>	85
	10	Rorty R, 1989, <i>Contingency, Irony, Solidarity</i>	86	10	Geertz C, 1973, <i>Interpretation of Cultures</i>	81
Commentators	1	Kuhn TS, 1970, <i>Structure Sci Revolutions</i>	38	1	Kuhn TS, 1970, <i>Structure Sci Revolutions</i>	255
A&HS: 17,824 Titles	2	Rorty R, 1989, <i>Contingency, Irony, Solidarity</i>	16	2	White H, 1973, <i>Metahistory</i>	45
	3	White H, 1973, <i>Metahistory</i>	14	3	Rorty R, 1989, <i>Contingency, Irony, Solidarity</i>	38
SSCI: 39,394 Titles	4	White H, 1978, <i>Tropics of Discourse</i>	12	4	Lyotard JF, 1984, <i>Postmodern Condition</i>	24
	5	Jameson F, 1981, <i>Political Unconscious</i>	11	5	Foucault M, 1979, <i>Discipline and Punish</i>	19
	6	Barthes R, 1977, <i>Image, Music, Text</i>	9	6	Belsley DA, 1980, <i>Regression Diagnostics</i>	16
	7	Benjamin W, 1968, <i>Illuminations</i>	9	7	Foucault M, 1972, <i>Archaeology Knowledge</i>	16
	8	DeMan P, 1983, <i>Blindness and Insight</i>	9	8	Giddens A, 1984, <i>Constitution of Society</i>	16
	9	DeMan P, 1986, <i>Resistance to Theory</i>	9	9	Am Psych Ass, 1994, <i>Diagnostic Manual</i>	15
	10	Nietzsche F, 1998, <i>Genealogy of Morality</i>	9	10	Geertz C, 1973, <i>Interpretation of Cultures</i>	14
African-Americans	1	Baker H, 1984, <i>Blues, Ideology</i>	13	1	Baker H, 1984, <i>Blues, Ideology</i>	3
A&HS: 2,509 Titles	2	Gates HL, 1988, <i>Signifying Monkey</i>	11	2	Carby HV, 1987, <i>Reconstructing Woman</i>	2
	3	Carby HV, 1987, <i>Reconstructing Woman</i>	10	3	Davis AY, 1981, <i>Women, Race, Class</i>	2
SSCI: 830 Titles	4	Baker H, 1980, <i>Journey Back</i>	9	4	Gates HL, 1988, <i>Signifying Monkey</i>	2
	5	Tompkins J, 1985, <i>Sensational Designs</i>	5	5	Haraway D, 1988, v.14, p.575 <i>Feminist Stud</i>	2
	6	Davis AY, 1981, <i>Women, Race, Class</i>	4	6	Hemenway RE, 1977, <i>Zora Neal Hurston</i>	2
	7	Gates HL, <i>Black Literary Theory</i>	4	7	Hooks B, 1981, <i>Ain't I A Woman</i>	2
	8	Hemenway RE, 1977, <i>Zora Neal Hurston</i>	4	8	Hooks B, 1992, <i>Black Looks</i>	2
	9	Levine LW, 1977, <i>Black Culture</i>	4	9	Mukerji C, 1991, <i>Rethinking Popular Culture</i>	2
	10	Smith V, 1987, <i>Self Discovery</i>	4	10	Radway JA, 1984, <i>Reading Romance</i>	2

AUTHOR-CLUSTER	#	A&HS	#Hits	#	SSCI	#Hits
Feminists	1	Gilbert SM, 1984, <i>Madwoman in the Attic</i>	385	1	Chodorow N, 1978, <i>Reproduction Mothering</i>	22
A&HS: 19,224 Titles	2	Showalter E, 1977, <i>A Lit of their Own</i>	156	2	Gilbert SM, 1984, <i>Madwoman in the Attic</i>	18
	3	Woolf V, 1929, <i>A Room of One's Own</i>	138	3	Moi T, 1985, <i>Sexual/Textual Politics</i>	15
SSCI: 6,936 Titles	4	Moi T, 1985, <i>Sexual/Textual Politics</i>	129	4	Gilligan C, 1982, <i>In a Different Voice</i>	12
	5	Chodorow N, 1978, <i>Reproduction Mothering</i>	63	5	Showalter E, 1985, <i>New Feminist Criticism</i>	11
	6	Moers E, 1976, <i>Literary Women</i>	52	6	Showalter E, 1977, <i>A Lit of Their Own</i>	9
	7	Showalter E, 1985, <i>New Feminist Criticism</i>	50	7	Woolf V, 1929, <i>A Room of One's Own</i>	9
	8	Woolf V, 1966, <i>Three Guineas</i>	42	8	Douglas A, 1977, <i>Feminization of Am Culture</i>	8
	9	Gilligan C, 1982, <i>In a Different Voice</i>	40	9	Eishtain JB, 1981, <i>Pub Man/Private Woman</i>	8
	10	Jacobus M, 1986, <i>Reading Womam</i>	37	10	Eisenstein H, 1988, <i>The Future of Difference</i>	7
Deconstructionists- Core, 1977	1	Bakhtin MM, 1981, <i>Dialogic Imagination</i>	23	1	Foucault M, 1977, <i>Discipline and Punish</i>	27
	2	Butler J, 1990, <i>Gender Trouble</i>	22	2	Derrida J, 1978, <i>Writing and Difference</i>	20
A&HS: 13,300 Titles	3	Foucault M, 1977, <i>Discipline and Punish</i>	22	3	Foucault M, 1980, <i>Power Knowledge</i>	18
	4	Lacan J, 1977, <i>Ecrits</i>	22	4	Bakhtin MM, 1981, <i>Dialogic Imagination</i>	14
SSCI: 10,745 Titles	5	Zizek S, 1989, <i>Sublime Object</i>	19	5	Lacan J, 1977, <i>Ecrits</i>	14
	6	Derrida J, 1978, <i>Of Grammatology</i>	17	6	Lyotard JF, 1984, <i>Postmodern Condition</i>	14
	7	Barthes R, 1977, <i>Image, Music, Text</i>	15	7	Foucault M, 1972, <i>Archaeology Knowledge</i>	12
	8	Bakhtin MM, 1988, <i>Rabelais and His World</i>	12	8	Rorty R, 1979, <i>Philos & Mirror of Knowledge</i>	12
	9	Freud S, 1957, <i>Beyond the Pleasure Principle</i>	11	9	Butler J, 1990, <i>Gender Trouble</i>	10
	10	Freud S, 1930, <i>Civilization & Discontent</i>	11	10	Laclau E, 1985, <i>Hegemony & Socialist Strat</i>	10
Deconstructionists- Freudians, 1977	1	Lacan J, 1977, <i>Ecrits</i>	426	1	Lacan J, 1977, <i>Ecrits</i>	160
A&HS: 59,504 Titles	2	Freud S, 1920, <i>The Interpretation of Dreams</i>	137	2	Stern DN, 1985, <i>World of Infant</i>	41
	3	Freud S, 1957, <i>Beyond Pleasure Principle</i>	105	3	Winnicott DW, 1971, <i>Playing and Reality</i>	41
SSCI: 42,703 Titles	4	Freud S, 1900, <i>The Uncanny</i>	98	4	Kohut H, 1971, <i>The Analysis of the Self</i>	39
	5	Zizek S, 1989, <i>Sublime Object</i>	84	5	Bion WR, 1962, <i>Learning Experience</i>	35
	6	Kristeva J, 1982, <i>Powers of Horror</i>	67	6	Freud S, 1900, v.4, <i>Standard Edition</i>	34
	7	Laplanche J, 1973, <i>Language psychoanal</i>	67	7	Laplanche K, 1973, <i>Language Psychoanal</i>	32
	8	Freud S, 1930, <i>Civilization & Discontents</i>	66	8	Foucault M, 1980, <i>Power Knowledge</i>	30
	9	Freud S, 1920, <i>Totem and Taboo</i>	63	9	Mahler MS, 1975, <i>Psych Birth Human Infant</i>	30
	10	Freud S, 1949, <i>The Ego and the Id</i>	62	10	Foucault M, 1977, <i>Discipline and Punish</i>	29

Table 20 Cited References Ranked in Descending Order of # Hits in A&HS and SSCI: 1980 to 1997					
#	A&HS	ADJ #Hits	#	SSCI	#Hits
1	Kuhn TS, 1970, <i>Structure Sci Revolutions</i>	563	1	Kuhn TS, 1970, <i>Structure Sci Revolutions</i>	848
2	Iser W, 1974, <i>The Implied Reader</i>	525	2	Rorty R, 1979, <i>Philos & Mirror of Knowledge</i>	469
3	Wittgenstein L, 1953, <i>Philos Investigations</i>	515	3	Wittgenstein L, 1953, <i>Philos Investigations</i>	398
4	Fish SE, 1980, <i>Is There a Text in This Class?</i>	492	4	Lacan J, 1977, <i>Ecrits</i>	174
5	Lacan J, 1977, <i>Ecrits</i>	492	5	Gadamer HG, 1975, <i>Truth and Method</i>	167
6	Gilbert SM, 1984, <i>Madwoman in the Attic</i>	423	6	Iser W, 1978, <i>The Act of Reading</i>	142
7	Iser W, 1978, <i>The Act of Reading</i>	379	7	Rosenblatt LM, 1978, <i>Reader, Text, Poem</i>	139
8	Frye N, 1957, <i>Anatomy of Criticism</i>	358	8	Rorty R, 1989, <i>Contingency, Irony, Solidarity</i>	139
9	Hirsch ED, 1967, <i>Validity in Interpretation</i>	335	9	Habermas J, 1971, <i>Knowledge and Interests</i>	131
10	Rorty R, 1979, <i>Philosophy & Mirror of Nature</i>	334	10	Rorty R, 1982, <i>Consequences Pragmatism</i>	128
11	Booth WC, 1961, <i>The Rhetoric of Fiction</i>	325	11	Habermas J, 1984, <i>Communicative Action</i>	119
12	Bloom H, 1973, <i>The Anxiety of Influence</i>	210	12	Bernstein RJ, 1983, <i>Beyond Objectivism</i>	113
13	Culler J, 1975, <i>Structuralist Poetics</i>	205	13	Lytotard JF, 1984, <i>Postmodern Condition</i>	103
14	Rorty R, 1982, <i>Consequences Pragmatism</i>	195	14	Garfinkel H, 1967, <i>Ethnomethodology</i>	102
15	Gadamer HG, 1975, <i>Truth and Method</i>	189	15	Fish SE, 1980, <i>Is there a Text in This Class?</i>	96
16	Searle JR, 1969, <i>Speech Acts</i>	189	16	Geertz C, 1973, <i>Interpretation of Cultures</i>	95
17	Pratt ML, 1977, <i>Speech Act Theory</i>	188	17	Lukacs G, 1971, <i>History and Class</i>	95
18	Benjamin W, 1968, <i>Illuminations</i>	179	18	Foucault M, 1977, <i>Discipline and Punish</i>	22
19	Showalter E, 1977, <i>A Lit of their Own</i>	171	19	Foucault M, 1980, <i>Power Knowledge</i>	91
20	Abrams, MH, 1979, <i>Natural Supernaturalism</i>	163	20	Giddens A, 1984, <i>Constitution of Society</i>	61
21	Tompkins J, 1980, <i>Reader Response Criticism</i>	158	21	Habermas J, 1987, <i>Philosophical Discourse</i>	55
22	Woolf V, 1929, <i>A Room of One's Own</i>	151	22	Gramsci A, 1971, <i>Prison Notebooks</i>	54
23	Freud S, 1920, <i>The Interpretation of Dreams</i>	150	23	Marcuse H, 1964, <i>One Dimensional Man</i>	45
24	Riffaterre M, 1978, <i>Semiotics of Poetry</i>	145	24	White H, 1973, <i>Metahistory</i>	45
25	Moi T, 1985, <i>Sexual/Textual Politics</i>	141	25	Habermas J, 1975, <i>Legitimization Crisis</i>	43
26	Bloom H, 1975, <i>A Map of Misreading</i>	129	26	Bakhtin MM, 1981, <i>Dialogic Imagination</i>	42
27	Freud S, 1957, <i>Beyond Pleasure Principle</i>	127	27	Rosenblatt LM, 1978, <i>Reader, Text, Poem</i>	41
28	Abrams MH, 1953, <i>The Mirror and the Lamp</i>	125	28	Stern DN, 1985, <i>World of Infant</i>	41
29	Wordsworth W, 1850, <i>Prelude</i>	118	29	Winnicott DW, 1971, <i>Playing and Reality</i>	41
30	Austin JL, 1962, <i>How to do things w/ words</i>	116	30	Hirsch ED, 1967, <i>Validity in Interpretation</i>	39
31	Zizek S, 1989, <i>Sublime Object</i>	113	31	Kohut H, 1971, <i>The Analysis of the Self</i>	39
32	Rorty R, 1989, <i>Contingency, Irony, Solidarity</i>	111	32	Tompkins J, 1980, <i>Reader Response Criticism</i>	39
33	Freud S, 1900, <i>The Uncanny</i>	107	33	Bion WR, 1962, <i>Learning Experience</i>	35

#	A&HS	ADJ #Hits	#	SSCI	#Hits
34	Elliot TS, 1922, <i>The Waste Land</i>	105	34	Bleich D, 1978, <i>Subjective Criticism</i>	35
35	Feyerabend PK, 1975, <i>Against Method</i>	102	35	Freud S, 1900, v.4, <i>Standard Edition</i>	34
36	Bernstein RJ, 1983, <i>Beyond Objectivism</i>	101	36	Laplanche K, 1973, <i>Language Psychoanal</i>	32
37	Jauss HR, 1982, <i>Aesthetic Reception</i>	101	37	Mahler MS, 1975, <i>Psych Birth Human Infant</i>	30
38	Foucault M, 1980 <i>Power Knowledge</i>	100	38	Booth WC, 1961, <i>The Rhetoric of Fiction</i>	29
39	Hartman GH, 1980, <i>Criticism in Wilderness</i>	100	39	Foucault M, 1972, <i>Archaeology Knowledge</i>	28
40	Adorno T, 1984, <i>Aesthetic Theory</i>	95	40	Culler J, 1975, <i>Structuralist Poetics</i>	27
41	Brooks C, 1947, <i>The Well Wrought Urn</i>	95	41	Holland NN, 1975, <i>5 Readers Reading</i>	24
42	Jameson F, 1981, <i>Political Unconscious</i>	92	42	Chodorow N, 1978, <i>Reproduction Mothering</i>	22
43	Hartman GH, 1964, <i>Wordsworth's Poetry</i>	89	43	Derrida J, 1978, <i>Writing and Difference</i>	20
44	Marx K, 1906, <i>Das Capital</i>	85	44	Gilbert SM, 1984, <i>Madwoman in the Attic</i>	18
45	Freud S, 1930, <i>Civilization & Discontent</i>	84	45	Williams R, 1977, <i>Marxism and Literature</i>	17
46	Adorno T, 1973, <i>Negative Dialectics</i>	73	48	Belsley DA, 1980, <i>Regression Diagnostics</i>	16
47	Kristeva J, 1982, <i>Powers of Horror</i>	73	47	Baker H, 1984, <i>Blues, Ideology</i>	16
48	Laplanche J, 1973, <i>Language Psychoanal</i>	73	48	Adorno T, 1973, <i>Negative Dialectics</i>	15
49	Lukacs G, 1971, <i>History and Class</i>	70	49	Am Psych Ass, 1994, <i>Diagnostic Manual</i>	15
50	Chodorow N, 1978, <i>Reproduction Mothering</i>	69	50	Moi T, 1985, <i>Sexual/Textual Politics</i>	15
51	Freud S, 1920, <i>Totem and Taboo</i>	69	51	Abrams MH, 1988, <i>A Glossary of Lit. Terms</i>	13
52	Freud S, 1949, <i>The Ego and the Id</i>	68	52	Gilligan C, 1982, <i>In a Different Voice</i>	12
53	Zumthor P, 1972, <i>Essai de Poétique</i>	66	53	Fergusson F, 1961, <i>Aristotle's Poetics</i>	11
54	Habermas J, 1987, <i>Philosophical Discourse</i>	61	54	Showalter E, 1985, <i>New Feminist Criticism</i>	11
55	Moers E, 1976, <i>Literary Women</i>	57	55	Bloom H, 1973, <i>The Anxiety of Influence</i>	10
56	Showalter E, 1985, <i>New Feminist Criticism</i>	55	56	Bourdieu P, 1984, <i>Distinction</i>	10
57	Jauss HR, 1970, <i>Lit als Provokation</i>	49	57	Brooks C, 1947, <i>The Well Wrought Urn</i>	10
58	Adorno T, 1974, <i>Minima</i>	48	58	Butler J, 1990, <i>Gender Trouble</i>	10
59	Liotard JF, 1984, <i>Postmodern Condition</i>	47	59	Laclau E, 1985, <i>Hegemony & Socialist Strat</i>	10
60	Woolf V, 1966, <i>Three Guineas</i>	46	60	Williams R, 1961, <i>The Long Revolution</i>	10
61	Gilligan C, 1982, <i>In a Different Voice</i>	44	61	Frye N, 1957, <i>Anatomy of Criticism</i>	9
62	Williams R, 1977, <i>Marxism and Literature</i>	41	62	Jauss HR, 1982, <i>Aesthetic Reception</i>	9
63	Habermas J, 1989, <i>Structural Transformation</i>	40	63	Leiss W, 1986, <i>Social Communication</i>	9
64	Jacobus M, 1986, <i>Reading Woman</i>	40	64	Showalter E, 1977, <i>A Lit of Their Own</i>	9
65	Suleiman S, 1980, <i>The Reader in the Text</i>	35	65	Williams R, 1973, <i>The Country and the City</i>	9
66	Holub RC, 1984, <i>Reception Theory</i>	30	66	Woolf V, 1929, <i>A Room of One's Own</i>	9
67	Baldick C, 1983, <i>Social Mission of Eng Crit</i>	28	67	Abrams MH, 1953, <i>The Mirror and the Lamp</i>	8

#	A&HS	ADJ #Hits	#	SSCI	#Hits
68	Bennett T, 1979, <i>Formalism and Marxism</i>	28	68	Derrida J, 1953, <i>Of Grammatology</i>	8
69	Barthes R, 1977, <i>Image, Music, Text</i>	26	69	Douglas A, 1977, <i>Feminization of Am Culture</i>	8
70	Bakhtin MM, 1981, <i>Dialogic Imagination</i>	25	70	Eishtain JB, 1981, <i>Pub Man/Private Woman</i>	8
71	Chase R, 1957, <i>The American Novel</i>	25	71	Williams R, 1974, <i>Television</i>	8
72	Butler J, 1990, <i>Gender Trouble</i>	24	72	Brooks C, 1960, <i>Understanding Poetry</i>	7
73	Foucault M, 1977, <i>Discipline and Punish</i>	24	73	Eisenstein H, 1988, <i>The Future of Difference</i>	7
74	Eagleton T, 1983, <i>Literary Theory</i>	20	74	Hebdidge D, 1979, <i>Meaning of Style</i>	7
75	Eagleton T, 1976, <i>Criticism and Ideology</i>	19	75	Williams R, 1980, <i>Problems in Materialism</i>	7
76	Derrida J, 1976, <i>Of Grammatology</i>	18	76	Baldick C, 1983, <i>Social Mission of Eng Crit</i>	6
77	Williams R, 1980, <i>Problems in Materialism</i>	17	77	Bennett T, 1986, <i>Popular Culture</i>	6
78	White H, 1973, <i>Metahistory</i>	15	78	Berman R, 1981, <i>Advertising & Social Change</i>	6
79	Baker H, 1984, <i>Blues, Ideology</i>	14	79	Jauss HR, 1970, <i>Lit als Provokation</i>	6
80	Bakhtin MM, 1968, <i>Rabelais and His World</i>	13	80	Radway JA, 1984, <i>Reading Romance</i>	5
81	Bourdieu P, 1984, <i>Distinction</i>	13	81	Baker H, 1984, <i>Blues, Ideology</i>	3
82	Trilling L, 1950, <i>Liberal Imagination</i>	13	82	Becker HS, 1982, <i>Art Worlds</i>	3
83	White H, 1978, <i>Tropics of Discourse</i>	13	83	Iser W, 1970, <i>Appellstruktur der Texte</i>	3
84	Gates HL, 1988, <i>Signifying Monkey</i>	12	84	Carby HV, 1987, <i>Reconstructing Woman</i>	2
85	Hall S, 1980, <i>Culture Media</i>	12	85	Davis AY, 1981, <i>Women, Race, Class</i>	2
86	Tompkins J, 1985, <i>Sensational Designs</i>	12	86	Gates HL, 1988, <i>Signifying Monkey</i>	2
87	Williams R, 1981, <i>Sociology of Culture</i>	12	87	Haraway D, 1988, v.14, p.575 <i>Feminist Stud</i>	2
88	Carby HV, 1987, <i>Reconstructing Woman</i>	11	88	Hemenway RE, 1977, <i>Zora Neal Hurston</i>	2
89	Baker H, 1980, <i>Journey Back</i>	10	89	Hooks B, 1981, <i>Ain't I A Woman</i>	2
90	DeMan P, 1983, <i>Blindness and Insight</i>	10	90	Hooks B, 1992, <i>Black Looks</i>	2
91	DeMan P, 1986, <i>Resistance to Theory</i>	10	91	Mukerji C, 1991, <i>Rethinking Popular Culture</i>	2
92	Nietzsche F, 1998, <i>Genealogy of Morality</i>	10	92	Zuckert CH, 1976, v.3, n3-4, <i>Feminist Studies</i>	1
93	Porte J, 1969, <i>Romance in America</i>	6			
94	Bewley M, 1959, <i>Eccentric Design</i>	5			
95	Carton E, 1985, <i>Rhetoric of Am Romance</i>	5			
96	Hawthorne N, 1857, <i>House of Seven Gables</i>	5			
97	Matthiessen F, 1941, <i>American Renaissance</i>	5			
98	Mills N, 1973, <i>Romance and Society</i>	5			
99	Poirier R, 1966, <i>A World Elsewhere</i>	5	102	Hemenway RE, 1977, <i>Zora Neal Hurston</i>	4
100	Davis AY, 1981, <i>Women, Race, Class</i>	4	103	Levine LW, 1977, <i>Black Culture</i>	4
101	Gates HL, <i>Black Literary Theory</i>	4	104	Smith V, 1987, <i>Self Discovery</i>	4

#	A&HS	ADJ #Hits	#	SSCI	#Hits
1	Abrams MH, 1953, <i>The Mirror and the Lamp</i>	125	1	Abrams MH, 1953, <i>The Mirror and the Lamp</i>	8
2	Abrams, MH, 1979, <i>Natural Supernaturalism</i>	163	2	Abrams, MH, 1979, <i>Natural Supernaturalism</i>	13
3	Adorno T, 1973, <i>Negative Dialectics</i>	73	3	Adorno T, 1973, <i>Negative Dialectics</i>	15
4	Adorno T, 1974, <i>Minima</i>	48	4	Adorno T, 1974, <i>Minima</i>	3
5	Adorno T, 1984, <i>Aesthetic Theory</i>	95	5	Adorno T, 1984, <i>Aesthetic Theory</i>	42
6	Austin JL, 1962, <i>How to do things w/ words</i>	116	6	Austin JL, 1962, <i>How to do things w/ words</i>	6
7	Baker H, 1980, <i>Journey Back</i>	10	7	Baker H, 1980, <i>Journey Back</i>	3
8	Baker H, 1984, <i>Blues, Ideology</i>	14	8	Baker H, 1984, <i>Blues, Ideology</i>	16
9	Bakhtin MM, 1968, <i>Rabelais and His World</i>	13	9	Bakhtin MM, 1968, <i>Rabelais and His World</i>	6
10	Bakhtin MM, 1981, <i>Dialogic Imagination</i>	25	10	Bakhtin MM, 1981, <i>Dialogic Imagination</i>	6
11	Baldick C, 1983, <i>Social Mission of Eng Crit</i>	28	11	Baldick C, 1983, <i>Social Mission of Eng Crit</i>	113
12	Barthes R, 1977, <i>Image, Music, Text</i>	26	12	Barthes R, 1977, <i>Image, Music, Text</i>	35
13	Benjamin W, 1968, <i>Illuminations</i>	179	13	Benjamin W, 1968, <i>Illuminations</i>	35
14	Bennett T, 1979, <i>Formalism and Marxism</i>	28	14	Bennett T, 1979, <i>Formalism and Marxism</i>	10
15	Bernstein RJ, 1983, <i>Beyond Objectivism</i>	101	15	Bernstein RJ, 1983, <i>Beyond Objectivism</i>	29
16	Bewley M, 1959, <i>Eccentric Design</i>	5	16	Bewley M, 1959, <i>Eccentric Design</i>	10
17	Bloom H, 1973, <i>The Anxiety of Influence</i>	210	17	Bloom H, 1973, <i>The Anxiety of Influence</i>	10
18	Bloom H, 1975, <i>A Map of Misreading</i>	129	18	Bloom H, 1975, <i>A Map of Misreading</i>	7
19	Booth WC, 1961, <i>The Rhetoric of Fiction</i>	325	19	Booth WC, 1961, <i>The Rhetoric of Fiction</i>	10
20	Bourdieu P, 1984, <i>Distinction</i>	13	20	Bourdieu P, 1984, <i>Distinction</i>	2
21	Brooks C, 1947, <i>The Well Wrought Urn</i>	95	21	Brooks C, 1947, <i>The Well Wrought Urn</i>	22
22	Butler J, 1990, <i>Gender Trouble</i>	24	22	Butler J, 1990, <i>Gender Trouble</i>	27
23	Carby HV, 1987, <i>Reconstructing Woman</i>	11	23	Carby HV, 1987, <i>Reconstructing Woman</i>	2
24	Carton E, 1985, <i>Rhetoric of Am Romance</i>	5	24	Carton E, 1985, <i>Rhetoric of Am Romance</i>	8
25	Chase R, 1957, <i>The American Novel</i>	25	25	Chase R, 1957, <i>The American Novel</i>	20
26	Chodorow N, 1978, <i>Reproduction Mothering</i>	69	26	Chodorow N, 1978, <i>Reproduction Mothering</i>	8
27	Culler J, 1975, <i>Structuralist Poetics</i>	205	27	Culler J, 1975, <i>Structuralist Poetics</i>	7
28	Davis AY, 1981, <i>Women, Race, Class</i>	4	28	Davis AY, 1981, <i>Women, Race, Class</i>	8
29	DeMan P, 1983, <i>Blindness and Insight</i>	10	29	DeMan P, 1983, <i>Blindness and Insight</i>	11
30	DeMan P, 1986, <i>Resistance to Theory</i>	10	30	DeMan P, 1986, <i>Resistance to Theory</i>	96
31	Derrida J, 1976, <i>Of Grammatology</i>	18	31	Derrida J, 1976, <i>Of Grammatology</i>	28
32	Eagleton T, 1976, <i>Criticism and Ideology</i>	19	32	Eagleton T, 1976, <i>Criticism and Ideology</i>	75
33	Eagleton T, 1983, <i>Literary Theory</i>	20	33	Eagleton T, 1983, <i>Literary Theory</i>	91

#	A&HS	ADJ #Hits	#	SSCI	#Hits
34	Elliot TS, 1922, <i>The Waste Land</i>	105	34	Elliot TS, 1922, <i>The Waste Land</i>	34
35	Feyerabend PK, 1975, <i>Against Method</i>	102	35	Feyerabend PK, 1975, <i>Against Method</i>	9
36	Fish SE, 1980, <i>Is There a Text in This Class?</i>	492	36	Fish SE, 1980, <i>Is There a Text in This Class?</i>	167
37	Foucault M, 1977, <i>Discipline and Punish</i>	24	37	Foucault M, 1977, <i>Discipline and Punish</i>	22
38	Foucault M, 1980 <i>Power Knowledge</i>	100	38	Foucault M, 1980, <i>Power Knowledge</i>	91
39	Freud S, 1900, <i>The Uncanny</i>	107	39	Freud S, 1900, <i>Standard Edition</i>	75
40	Freud S, 1920, <i>The Interpretation of Dreams</i>	150	40	Garfinkel H, 1967, <i>Ethnomethodology</i>	102
41	Freud S, 1920, <i>Totem and Taboo</i>	69	41	Gates HL, 1988, <i>Signifying Monkey</i>	2
42	Freud S, 1930, <i>Civilization & Discontent</i>	84	42	Geertz C, 1973, <i>Interpretation of Cultures</i>	95
43	Freud S, 1949, <i>The Ego and the Id</i>	68	43	Giddens A, 1984, <i>Constitution of Society</i>	61
44	Freud S, 1957, <i>Beyond Pleasure Principle</i>	127	44	Gilbert SM, 1984, <i>Madwoman in the Attic</i>	18
45	Frye N, 1957, <i>Anatomy of Criticism</i>	358	45	Gilligan C, 1982, <i>In a Different Voice</i>	12
46	Gadamer HG, 1975, <i>Truth and Method</i>	189	46	Gramsci A, 1971, <i>Prison Notebooks</i>	54
47	Gates HL, 1988, <i>Signifying Monkey</i>	12	47	Habermas J, 1971, <i>Knowledge and Interests</i>	131
48	Gates HL, <i>Black Literary Theory</i>	4	48	Habermas J, 1975, <i>Legitimization Crisis</i>	43
49	Gilbert SM, 1984, <i>Madwoman in the Attic</i>	423	49	Habermas J, 1984, <i>Communicative Action</i>	119
50	Gilligan C, 1982, <i>In a Different Voice</i>	44	50	Habermas J, 1987, <i>Philosophical Discourse</i>	55
51	Habermas J, 1987, <i>Philosophical Discourse</i>	61	51	Haraway D, 1988, v.14, p.575 <i>Feminist Stud</i>	2
52	Habermas J, 1989, <i>Structural Transformation</i>	40	52	Hebdidge D, 1979, <i>Meaning of Style</i>	7
53	Hall S, 1980, <i>Culture Media</i>	12	53	Hemenway RE, 1977, <i>Zora Neal Hurston</i>	2
54	Hartman GH, 1964, <i>Wordsworth's Poetry</i>	89	54	Hirsch ED, 1967, <i>Validity in Interpretation</i>	39
55	Hartman GH, 1980, <i>Criticism in Wilderness</i>	100	55	Holland NN, 1975, <i>5 Readers Reading</i>	24
56	Hawthorne N, 1857, <i>House of Seven Gables</i>	5	56	Hooks B, 1981, <i>Ain't I A Woman</i>	2
57	Hemenway RE, 1977, <i>Zora Neal Hurston</i>	4	57	Hooks B, 1992, <i>Black Looks</i>	2
58	Hirsch ED, 1967, <i>Validity in Interpretation</i>	335	58	Iser W, 1970, <i>Appellstruktur der Texte</i>	3
59	Holub RC, 1984, <i>Reception Theory</i>	30	59	Iser W, 1978, <i>The Act of Reading</i>	142
60	Iser W, 1974, <i>The Implied Reader</i>	525	60	Jauss HR, 1970, <i>Lit als Provokation</i>	6
61	Iser W, 1978, <i>The Act of Reading</i>	379	61	Jauss HR, 1982, <i>Aesthetic Reception</i>	9
62	Jacobus M, 1986, <i>Reading Woman</i>	40	62	Kohut H, 1971, <i>The Analysis of the Self</i>	39
63	Jameson F, 1981, <i>Political Unconscious</i>	92	63	Kuhn TS, 1970, <i>Structure Sci Revolutions</i>	848
64	Jauss HR, 1970, <i>Lit als Provokation</i>	49	64	Lacan J, 1977, <i>Ecrits</i>	174
65	Jauss HR, 1982, <i>Aesthetic Reception</i>	101	65	Laclau E, 1985, <i>Hegemony & Socialist Strat</i>	10
66	Kristeva J, 1982, <i>Powers of Horror</i>	73	66	Laplanche K, 1973, <i>Language Psychoanal</i>	32
67	Kuhn TS, 1970, <i>Structure Sci Revolutions</i>	563	67	Leiss W, 1986, <i>Social Communication</i>	9

#	A&HS	ADJ #Hits	#	SSCI	#Hits
68	Lacan J, 1977, <i>Ecrits</i>	492	68	Lukacs G, 1971, <i>History and Class</i>	95
69	Laplanche J, 1973, <i>Language Psychoanal</i>	73	69	Lyotard JF, 1984, <i>Postmodern Condition</i>	103
70	Levine LW, 1977, <i>Black Culture</i>	4	70	Mahler MS, 1975, <i>Psych Birth Human Infant</i>	30
71	Lukacs G, 1971, <i>History and Class</i>	70	71	Marcuse H, 1964, <i>One Dimensional Man</i>	45
72	Lyotard JF, 1984, <i>Postmodern Condition</i>	47	72	Moi T, 1985, <i>Sexual/Textual Politics</i>	15
73	Marx K, 1906, <i>Das Capital</i>	85	73	Mukerji C, 1991, <i>Rethinking Popular Culture</i>	2
74	Matthiessen F, 1941, <i>American Renaissance</i>	5	74	Radway JA, 1984, <i>Reading Romance</i>	5
75	Mills N, 1973, <i>Romance and Society</i>	5	75	Rorty R, 1979, <i>Philos & Mirror of Nature</i>	469
76	Moers E, 1976, <i>Literary Women</i>	57	76	Rorty R, 1982, <i>Consequences Pragmatism</i>	128
77	Moi T, 1985, <i>Sexual/Textual Politics</i>	141	77	Rorty R, 1989, <i>Contingency, Irony, Solidarity</i>	139
78	Nietzsche F, 1998, <i>Genealogy of Morality</i>	10	78	Rosenblatt LM, 1978, <i>Reader, Text, Poem</i>	41
79	Poirier R, 1966, <i>A World Elsewhere</i>	5	79	Showalter E, 1977, <i>A Lit of Their Own</i>	9
80	Porte J, 1969, <i>Romance in America</i>	6	80	Showalter E, 1985, <i>New Feminist Criticism</i>	11
81	Pratt ML, 1977, <i>Speech Act Theory</i>	188	81	Stern DN, 1985, <i>World of Infant</i>	41
82	Riffaterre M, 1978, <i>Semiotics of Poetry</i>	145	82	Tompkins J, 1980, <i>Reader Response Criticism</i>	39
83	Rorty R, 1979, <i>Philosophy & Mirror of Nature</i>	334	83	White H, 1973, <i>Metahistory</i>	45
84	Rorty R, 1982, <i>Consequences Pragmatism</i>	195	84	Williams R, 1961, <i>The Long Revolution</i>	10
85	Rorty R, 1989, <i>Contingency, Irony, Solidarity</i>	111	85	Williams R, 1973, <i>The Country and the City</i>	9
86	Searle JR, 1969, <i>Speech Acts</i>	189	86	Williams R, 1974, <i>Television</i>	8
87	Showalter E, 1977, <i>A Lit of their Own</i>	171	87	Williams R, 1977, <i>Marxism and Literature</i>	17
88	Showalter E, 1985, <i>New Feminist Criticism</i>	55	88	Williams R, 1980, <i>Problems in Materialism</i>	7
89	Smith V, 1987, <i>Self Discovery</i>	4	89	Winnicott DW, 1971, <i>Playing and Reality</i>	41
90	Suleiman S, 1980, <i>The Reader in the Text</i>	35	90	Wittgenstein L, 1953, <i>Philos Investigations</i>	398
91	Tompkins J, 1980, <i>Reader Response Criticism</i>	158	91	Woolf V, 1929, <i>A Room of One's Own</i>	9
92	Tompkins J, 1985, <i>Sensational Designs</i>	12	92	Zuckert CH, 1976, v.3, n3-4, <i>Feminist Studies</i>	1
93	Trilling L, 1950, <i>Liberal Imagination</i>	13			
94	White H, 1973, <i>Metahistory</i>	15			
95	White H, 1978, <i>Tropics of Discourse</i>	13			
96	Williams R, 1977, <i>Marxism and Literature</i>	41			
97	Williams R, 1980, <i>Problems in Materialism</i>	17			
98	Williams R, 1981, <i>Sociology of Culture</i>	12			
99	Wittgenstein L, 1953, <i>Philos Investigations</i>	515	102	Wordsworth W, 1850, <i>Prelude</i>	108
100	Woolf V, 1929, <i>A Room of One's Own</i>	151	103	Zizek S, 1989, <i>Sublime Object</i>	103
101	Woolf V, 1966, <i>Three Guineas</i>	46	104	Zumthor P, 1972, <i>Essai de Poétique</i>	60

Table 22

Combined References Cited in Both the A&HS and SSCI Databases: 1980 to 1997

#	TITLE	#HITS	#	TITLE	#HITS
1	Kuhn TS, 1970, <i>Structure Sci Revolutions</i>	1411	33	Abrams MH, 1953, <i>The Mirror and the Lamp</i>	133
2	Wittgenstein L, 1953, <i>Philos Investigations</i>	913	34	Habermas J, 1971, <i>Knowledge and Interests</i>	131
3	Rorty R, 1979, <i>Philos & Mirror of Nature</i>	803	35	Bernstein RJ, 1983, <i>Beyond Objectivism</i>	130
4	Lacan J, 1977, <i>Ecrits</i>	666	36	Freud S, 1957, <i>Beyond Pleasure Principle</i>	127
5	Fish SE, 1980, <i>Is There a Text in This Class?</i>	659	37	Austin JL, 1962, <i>How to do things w/ words</i>	122
6	Iser W, 1974, <i>The Implied Reader</i>	525	38	Habermas J, 1984, <i>Communicative Action</i>	119
7	Iser W, 1978, <i>The Act of Reading</i>	519	39	Adorno T, 1984, <i>Aesthetic Theory</i>	117
8	Gilbert SM, 1984, <i>Madwoman in the Attic</i>	441	40	Brooks C, 1947, <i>The Well Wrought Urn</i>	117
9	Hirsch ED, 1967, <i>Validity in Interpretation</i>	374	41	Habermas J, 1987, <i>Philosophical Discourse</i>	116
10	Frye N, 1957, <i>Anatomy of Criticism</i>	358	42	Benjamin W, 1968, <i>Illuminations</i>	114
11	Booth WC, 1961, <i>The Rhetoric of Fiction</i>	335	43	Eagleton T, 1983, <i>Literary Theory</i>	111
12	Rorty R, 1989, <i>Contingency, Irony, Solidarity</i>	250	44	Feyerabend PK, 1975, <i>Against Method</i>	111
13	Rorty R, 1982, <i>Consequences Pragmatism</i>	223	45	Jauss HR, 1982, <i>Aesthetic Reception</i>	110
14	Bloom H, 1973, <i>The Anxiety of Influence</i>	220	46	Wordsworth W, 1850, <i>Prelude</i>	108
15	Culler J, 1975, <i>Structuralist Poetics</i>	212	47	Freud S, 1900, <i>The Uncanny</i>	107
16	Foucault M, 1980 <i>Power Knowledge</i>	191	48	DeMan P, 1986, <i>Resistance to Theory</i>	106
17	Gadamer HG, 1975, <i>Truth and Method</i>	189	49	Laplanche J, 1973, <i>Language Psychoanal</i>	105
18	Searle JR, 1969, <i>Speech Acts</i>	189	50	Zizek S, 1989, <i>Sublime Object</i>	103
19	Pratt ML, 1977, <i>Speech Act Theory</i>	188	51	Garfinkel H, 1967, <i>Ethnomethodology</i>	102
20	Showalter E, 1977, <i>A Lit of their Own</i>	180	52	Hartman GH, 1980, <i>Criticism in Wilderness</i>	100
21	Abrams, MH, 1979, <i>Natural Supernaturalism</i>	179	53	Geertz C, 1973, <i>Interpretation of Cultures</i>	95
22	Tompkins J, 1980, <i>Reader Response Criticism</i>	179	54	Eagleton T, 1976, <i>Criticism and Ideology</i>	94
23	White H, 1980, v.48, p.817, <i>Econometrica</i>	171	55	Jameson F, 1981, <i>Political Unconscious</i>	92
24	Lukacs G, 1971, <i>History and Class</i>	165	56	Hartman GH, 1964, <i>Wordsworth's Poetry</i>	89
25	Woolf V, 1929, <i>A Room of One's Own</i>	160	57	Adorno T, 1973, <i>Negative Dialectics</i>	88
26	Moi T, 1985, <i>Sexual/Textual Politics</i>	156	58	Marx K, 1906, <i>Das Capital</i>	85
27	Freud S, 1920, <i>The Interpretation of Dreams</i>	150	59	Freud S, 1930, <i>Civilization & Discontent</i>	84
28	Lyotard JF, 1984, <i>Postmodern Condition</i>	150	60	Chodorow N, 1978, <i>Reproduction Mothering</i>	77
29	Riffaterre M, 1978, <i>Semiotics of Poetry</i>	145	61	Freud S, 1900, <i>Standard Edition</i>	75
30	Baldick C, 1983, <i>Social Mission of Eng Crit</i>	141	62	Kristeva J, 1982, <i>Powers of Horror</i>	73
31	Elliot TS, 1922, <i>The Waste Land</i>	139	63	Freud S, 1920, <i>Totem and Taboo</i>	69
32	Bloom H, 1975, <i>A Map of Misreading</i>	136	64	Freud S, 1949, <i>The Ego and the Id</i>	68

65	Showalter E, 1985, <i>New Feminist Criticism</i>	66				
66	Barthes R, 1977, <i>Image, Music, Text</i>	61				
67	Giddens A, 1984, <i>Constitution of Society</i>	61				
103	Carby HV, 1987, <i>Reconstructing Woman</i>	13				
104	Carton E, 1985, <i>Rhetoric of Am Romance</i>	13				
105	Trilling L, 1950, <i>Liberal Imagination</i>	13				
106	White H, 1978, <i>Tropics of Discourse</i>	13				
107	Davis AY, 1981, <i>Women, Race, Class</i>	12				
108	Hall S, 1980, <i>Culture Media</i>	12				
109	Tompkins J, 1985, <i>Sensational Designs</i>	12				
110	Williams R, 1981, <i>Sociology of Culture</i>	12				
111	Laclau E, 1985, <i>Hegemony & Socialist Strat</i>	10				
112	Nietzsche F, 1998, <i>Genealogy of Morality</i>	10				
113	Williams R, 1961, <i>The Long Revolution</i>	10				
114	Leiss W, 1986, <i>Social Communication</i>	9				
115	Williams R, 1973, <i>The Country and the City</i>	9				
116	Williams R, 1974, <i>Television</i>	8				
117	Hebdidge D, 1979, <i>Meaning of Style</i>	7				
118	Hemenway RE, 1977, <i>Zora Neal Hurston</i>	6				
119	Porte J, 1969, <i>Romance in America</i>	6				
120	Hawthorne N, 1857, <i>House of Seven Gables</i>	5				
121	Matthiessen F, 1941, <i>American Renaissance</i>	5				
122	Mills N, 1973, <i>Romance and Society</i>	5				
123	Poirier R, 1966, <i>A World Elsewhere</i>	5				
124	Radway JA, 1984, <i>Reading Romance</i>	5				
125	Gates HL, <i>Black Literary Theory</i>	4				
126	Levine LW, 1977, <i>Black Culture</i>	4				
127	Smith V, 1987, <i>Self Discovery</i>	4				
128	Iser W, 1970, <i>Appellstruktur der Texte</i>	3				
129	Haraway D, 1988, v.14, p.575 <i>Feminist Stud</i>	2				
130	Hooks B, 1981, <i>Ain't I A Woman</i>	2				
131	Hooks B, 1992, <i>Black Looks</i>	2				
132	Mukerji C, 1991, <i>Rethinking Popular Culture</i>	2				
133	Zuckert CH, 1976, v.3, n3-4, <i>Feminist Studies</i>	1				

4.4 Summary of Findings Based on Research Questions

1 *How pervasive is literary studies in other disciplines?*

Hypothesis: References to literary studies appear in both the arts and humanities and the social sciences, but they are more evident in the arts and humanities.

The underlying assumption of this hypothesis is that, despite incursions into other disciplinary territories, literary studies is rooted in the arts and humanities, and that is where its influence is most evident.

The hypothesis was confirmed through descriptive statistics that looked at the number of times literary studies authors were referenced in the *Social SciSearch* and *Arts and Humanities Search* databases. The ratio of arts and humanities references to social science references was about 2.5 to 1—37,261 to 114,083.

2 *What are the disciplines that cite literary studies in the arts and humanities and in the social sciences?*

Hypothesis: The disciplines in the arts and humanities that most cite literary studies are other literary disciplines; the disciplines in the social sciences that most cite literary studies are psychology and sociology.

The underlying assumptions of this hypothesis is that literary “types” seek out other literary “types,” and that literary works reflect the social world and the world of the mind.

This was confirmed— literature; literature, Romance; literature, German, Netherlandic, Scandinavian; literature, Slavic; literature, British Isles; literature, American; literature, African, Australian, Canadian together made up half of the hits produced by all the disciplines that reference literary studies in the arts and humanities, 12,488 of 25,571.

The hypothesis also states that disciplines that reference literary studies in the social sciences were psychology and sociology. The underlying assumption here was that literary works reflect the social world and the world of the mind. This was only partially confirmed—sociology; psychology; psychiatry; social sciences, interdisciplinary; psychology, clinical; psychology, psychoanalytical; psychology, education comprised about 40 per cent of all the hits produced by all the disciplines in the social sciences that referenced literary studies, 3,864 of 9,230.

3 *Are the arts and humanities and the social sciences citing the same literary studies works?*

Hypothesis: The cited literary studies works referenced in the arts and humanities and in the social sciences are the same.

The underlying assumption of this thesis is that there is a core of authors and works that dominate a discipline.

Derek de Solla Price's theories on the nature of cited works (de Solla Price 1986). were confirmed. Of the top 10 cited references in 10 of the 12 clusters in both databases there were never less than three common references to cited works, and often there were more.

4 *Are the literary studies works cited in the arts and humanities and the social sciences journal articles or monographs?*

Hypothesis: The arts and humanities and the social sciences both reference literary studies monographs more often than literary studies journal articles.

The underlying assumptions for this hypothesis is that the work literary studies authors predominately produce are monographs, and as the work cited by the

humanists and social scientists is the same, the cited work will have the same form.

This hypothesis was overwhelmingly confirmed—of the 133 unique cited references that composed the top 10 list, only two references came from journals.

5 *Has the influence of literary studies on the arts and humanities and on the social sciences changed between 1980 and 1997?*

Hypothesis: Literary studies' influence on the arts and humanities and the social sciences has been greater during 1989 to 1997 than 1980 to 1988.

The underlying assumptions of this hypothesis are that cultural studies was first introduced during the years 1980 to 1988, and did not become a regular aspect of scholarship until the years 1989 to 1997.

This was confirmed—there were 6,804 references to literary studies in the SSCI database during 1980 to 1988, but there were 12,981 references during 1989 to 1997. Likewise, there were 15,682 references to literary studies in the A&HS database during 1980 to 1988, but 17,791 during 1989 to 1997. These increases were not due to the addition of indexed journals.

Subjective and anecdotal accounts of disciplines spanning boundaries are no longer the only source for information on scholarly communication. Scholars now have at their disposal a quantitative, empirical tool and model that will enable them to understand the process of scholarly communication, and, as a result, better understand their own academic disciplines.

5. CONCLUSIONS

Although no single authority may any longer lay claim to the definition of literary study, more agreement would likely follow upon adequate realization that the continuing life of the entire field depends on what it offers as a discipline in itself and as a contribution to interdisciplinary study (Sabin 1997,101).

5.1 Overview

This thesis demonstrated that the bibliometric techniques that are most often used to describe the literature of the sciences and the social sciences also provide a valid representation of the literature of the arts and humanities. The structure of literary studies as it was represented through its literature in this study was shown to and validated by experts in the discipline of literary studies; the structure was also corroborated by highly regarded texts. The ability to describe literary studies quantitatively introduced a new technique for understanding a discipline in the arts and humanities. This description was a tool for reducing complexity and provided a visual model that facilitates understanding. Furthermore, this technique provided a description that can complement or refute qualitative accounts.

Although this study proposed that literary studies author-clusters most strongly influence the arts and humanities, it is evident that times have changed since C. P. Snow talked about the two cultures of science and humanities (Snow 1959). The fact that there were almost 15,000 references to literary studies

authors in the SSCI database indicated that the social science disciplines were very much aware of literature outside their traditional purview.

There were caveats introduced early in this study concerning the limitations of using journal-only citation databases. The chief one was that journals were not a preferred method of communication for humanists. Nonetheless, the journal articles indexed in the A&HS database revealed a universe of authors that expert opinion felt was consistent with subjective literary studies. Furthermore, these same authors were present in references in the social sciences. This was extremely encouraging, and it confirmed the feasibility of using the A&HS database to reveal interdisciplinarity across a wide range of disciplines.

5.2 Impact of the Study

This study confirmed that it is possible to quantitatively portray a non-science discipline, using the graphical depiction of schools of thought in literary studies to determine whether literary studies influenced other disciplines.

There have been research studies that have employed quantitative methods to study the arts and humanities, but they have been quite small in number. For the most part, the quantitative approach is foreign to scholars investigating the arts and humanities. Although this methodology had some built-in biases, such as the initial selection of subject codes and authors, "its formulaic quality can discern previously unnoticed patterns among the variables

which point to new, non-obvious relationships and new interpretations of a field” (Stagg 1997, 108). High efficiency and speed technologies now make it possible to establish a place for quantitative methods among disciplines that never before were “visualized.”

Visualizing data can help with the problem of huge collections of information and the resultant information overload. Maps provide a window and structure for working with the data. Visualized data is also a source for exploration and browsing. With visualized data, information is not mined in the usual fashion, *i.e.*, knowing what you want and looking for it. Maps help you when you don’t know what you are looking for— information just pops out at you.

The ability to produce visual maps is a great boon to research in the arts and humanities. Students can understand a complex disciplinary structure by studying a single map. Students can browse a map and work backward to isolate particular authors and their oeuvres. Non-subject experts in literary studies or any discipline can map the discipline—pointing to a time when even non-domain specialists can comprehensively explore topics. The map of literary studies is the unit of analysis when looking for interdisciplinary relations, but disciplinary maps can drive other types of research. They have implications for the discipline of literary studies, as well as for the discipline of information studies and technology.

By studying the positions of authors on the map, facts concerning intradisciplinary relations can be established. For example, if one wants to

understand the relation of Harold Bloom to Meyer Abrams, the fact that they appear close to one another reveals that they have interests in common. Looking at authors who were farthest from one another is an indication of divergent views and styles—e.g. Houston A. Baker, who is associated with African-American literature, is literally as far away as possible from the rhetorician Siegfried Schmidt.

Studying a discipline by means of its visualized bibliometric data is a potential tool for information professionals responsible for library collection development. If the objective were to build a comprehensive disciplinary collection, the appropriate action would be to purchase the works of all representative authors. If the goal were to develop a selective disciplinary collection, the appropriate action would be to select from among the authors who represent a particular school of thought. If the objective were to minimize duplication among various disciplines, the appropriate action would be to discover which authors or works were referenced by the disciplines and determine if there is any overlap. For example, a person making purchasing decisions for a collection that supports both a law program and a philosophy program could determine which books were used in both fields.

5.3 Recommendations for Further Research

The criteria used to select the authors who represented different schools of thought in literary studies are not the only criteria that one could use. Discovering other sources from which to cull the sample would certainly provide a means of comparing the structure of literary studies, and ultimately lead to a richer picture of the discipline.

This study, while demonstrating a useful technique, is not the last word on the structure and influence of literary studies. Much more needs to be understood about the schools of thought within literary studies and the nature of the connection between these schools. Additional analysis representing different perspectives must be tested against this structure and the interpretation presented in this thesis.

The terms that were used to describe the authors-clusters/schools of thought resulted from an inspection of the members of the cluster. Were the dendrogram that was partitioned to produce 11 schools be partitioned instead to produce 18 schools, the terms, but more importantly, the nature of the discussion about the schools would be different.

The increase in the total number of references across the databases, and SSCI's percentage increase between the years 1989 to 1997, may be attributed to the ascendancy of cultural studies in English departments. Further research would verify this and the exporting of cultural studies to other, less, literary disciplines.

Examining the dates when particular journals were added to the database would open up new lines of research. In addition, new developments in literary studies might warrant the re-application of this model to bring this study up-to-date.

On the technical side, it would be a far less tedious task of combining authors, were someone to write a computer program that would accomplish this task.

The present study looks at how "A" has engaged with "B." It has demonstrated that literary studies influenced non-literary disciplines. However, scholarly communication is bi-directional. A more accurate account of the dynamics of scholarly communication between literary studies and other disciplines, therefore, must study the ways in which "B" has engaged with "A." A concurrent examination of both the influence literary studies on other disciplines and the influence of non-literary studies on literary studies would be interesting, and would greatly enhance our understanding of scholarly communication.

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APPENDICES

APPENDIX A

Appendix A

NAMES	Abrams	Adorno	Baker	Bakhtin	Baldick	Barthes	Belsey	Benjam	Bennett	Bialost	Bilan R
Abrams MH	XXXXX	23	2	43	7	106	9	41	2	9	0
Adorno TW		XXXXX	5	121	6	285	4	723	17	0	0
Baker HA			XXXXX	30	1	13	2	16	1	0	0
Bakhtin MM				XXXXX	6	555	37	211	61	24	0
Baldick C					XXXXX	6	3	7	6	0	2
Barthes R						XXXXX	80	542	57	6	1
Belsey C							XXXXX	18	27	0	0
Benjamin W								XXXXX	35	1	0
Bennett T									XXXXX	0	0
Bialostosky DH										XXXXX	0
Bilan RP											XXXXX
Bleich D											
Bloom H											
Booth WC											
Brooks C											
Castillo DA											
Chase R											
Croce B											
Culler J											
Demian P											
Demida J											
Eagleton T											
Eliot TS											
Fischer M											
Fish SE											
Foucault M											
Fowler R											
Freud S											
Frye N											
Gadamer HG											
Gates HL											
Gilbert SM											
Gonzalez JM											
Goodheart E											
Graff G											
Green M											
Greenblatt S											
Guillory J											
Gunn G											
Habermas J											
Harari JV											
Hartman GH											
Hemadi P											
Hirsch ED											
Hohendahl PU											
Iser W											
Jacobus M											
Jakobson R											
Jameson F											

Jauss HR
Johnson B
Kaiser GR
Krieger M
Kristeva J
Krupnick M
Kuhn TS
Lacan J
Lacapra D
Leavis FR
Leitch VB
Lentricchia F
Lenz CRS
Lukacs G
McGann JJ
McKeon ZK
Marx K
Machery D
Meisel P
Moi T
Norris C
Pratt ML
Ransom JC
Richards IA
Riffaterre M
Roberts JR
Rodini RJ
Rorty R
Ryan MP
Said EW
Saussure FD
Schmidt SJ
Scholes R
Searle JR
Showalter E
Siebers T
Small I
Strickland G
Todorov T
Tompkins JP
Trilling L
Watkins E
Weimann R
Wellek R
White H
Williams R
Wimsatt WK
Wittgenstein L
Woolf V
Zizek S
Zumthor P

Bleich	Bloom	Booth	Brooks	Castillo	Chase	Croce	Culler	J Deman	Derrida	Eagleto	Eliot	T	Fischer
8	213	85	61	0	6	17	109	162	183	63	101	9	
3	53	20	13	1	4	29	56	126	305	106	68	5	
1	15	3	5	1	1	0	9	5	22	15	10	1	
14	112	172	27	1	9	27	214	185	403	209	79	3	
0	7	3	5	0	0	1	10	10	18	43	10	1	
38	260	242	66	4	10	55	618	417	1339	310	179	9	
1	21	21	4	0	0	0	42	32	78	98	18	2	
2	80	21	13	1	7	39	102	275	557	188	89	5	
7	10	8	7	0	0	0	28	17	51	98	7	0	
1	5	6	1	0	0	0	4	7	7	4	1	2	
0	1	0	0	0	0	0	1	1	2	1	3	0	
XXXXX	7	32	10	1	1	0	55	12	20	26	10	2	
	XXXXX	50	63	1	11	16	185	292	393	111	202	11	
		XXXXX	58	0	8	8	161	106	149	70	43	2	
			XXXXX	1	5	8	63	74	84	38	133	3	
				XXXXX	0	0	1	2	1	1	1	1	
					XXXXX	1	5	8	11	11	12	1	
						XXXXX	17	19	47	7	33	0	
							XXXXX	322	.636	209	99	9	
								XXXXX	968	192	101	7	
									XXXXX	375	188	19	
										XXXXX	102	6	
											XXXXX	2	
												XXXXX	

	Guillory	Gunn	Haber	Harari	Hartma	Hemad	Hirsch	Hohen	Iser W	Jacobu	Jakobs	James	Jauss
9	8	30	8	130	10	67	5	56	31	66	71	32	
6	5	575	2	31	6	23	38	72	4	50	265	148	
3	2	8	2	5	0	4	0	4	2	1	35	4	
10	6	145	4	48	22	54	9	163	22	269	317	153	
1	1	5	0	2	0	5	3	1	6	4	16	0	
16	6	267	39	142	18	127	7	356	31	573	535	246	
7	0	17	6	18	3	8	2	16	14	14	72	8	
4	2	334	4	63	7	27	28	59	10	103	397	158	
6	2	19	2	9	1	12	3	11	5	10	91	23	
0	0	3	0	11	0	2	0	3	6	5	4	4	
0	0	0	0	0	0	1	0	1	0	0	0	0	
0	0	6	5	13	5	37	2	71	2	7	15	21	
28	6	47	19	240	7	88	1	87	33	57	135	58	
7	4	27	10	45	21	92	2	230	14	69	57	72	
11	1	5	1	52	5	45	2	39	7	31	34	22	
0	0	0	0	1	0	0	0	0	2	0	2	0	
0	1	2	1	4	0	3	0	8	2	5	14	5	
2	0	36	1	11	13	18	0	12	0	26	16	41	
10	8	95	21	125	24	132	12	225	34	203	259	139	
16	6	125	18	239	12	82	5	115	25	133	277	110	
30	11	569	36	284	22	169	12	213	47	341	586	153	
22	7	169	14	72	7	73	24	99	32	43	493	74	
19	5	41	2	75	10	54	3	71	10	85	99	44	
0	1	8	0	9	1	3	0	2	1	1	8	2	
11	5	46	12	72	10	163	9	262	7	64	105	106	
28	15	779	29	103	11	108	27	154	40	238	669	176	
0	0	9	4	9	6	19	0	28	2	52	15	10	
17	2	241	6	114	7	37	10	103	71	217	296	76	
21	5	34	7	112	33	107	5	105	9	117	178	102	
5	5	528	5	58	6	177	10	131	1	61	92	199	
15	6	19	1	3	1	26	0	8	7	4	88	11	
4	1	13	3	31	1	11	1	30	88	17	79	17	
0	0	0	0	0	0	0	0	0	1	0	0	1	
2	1	3	2	12	2	3	1	4	2	4	10	2	
14	8	35	9	51	2	55	6	34	6	18	106	30	
1	0	7	1	1	1	3	0	7	0	5	19	6	
24	3	36	5	21	2	16	4	22	8	19	112	19	
	3	8	0	14	2	10	3	3	2	2	19	8	
		9	0	2	0	6	1	0	0	1	11	2	
			8	32	7	62	62	60	5	67	289	128	
				18	1	9	1	10	1	7	18	8	
					10	55	4	57	43	48	91	36	
						14	1	11	0	10	11	15	
							3	121	3	42	57	82	
								17	0	2	21	33	
									10	107	105	332	
										6	29	3	
											89	00099	
												91	

Fish S	Foucau	Fowler	Freud	Frye N	Gadam	Gates	Gilbert	Gonzal	Goodh	Graff G	Green	Greenb
64	117	15	88	159	52	10	22	0	11	43	1	19
27	356	1	277	47	199	14	18	0	4	24	8	21
4	25	2	9	30	4	152	9		3	7	0	7
78	569	37	287	205		76	61	0	1	39	7	88
8	20	1	8	11	3	3	6	0	2	16	2	6
217	1334	53	754	59	215	48	104	1	12	102	12	105
20	96	9	38	34	7	17	24	0	3	19	2	92
28	481	7	400	84	151	32	24	0	2	26	10	67
23	76	12	12	11	13	11	6	0	0	17	11	19
5	6	3	2	3	5	2	2	0	0	1	0	0
1	.0	1	1	1	0	0	1	0	1	1	3	1
77	21	2	16	15	16	1	7	0	4	10	1	2
87	191	13	240	272	87	34	106	0	10	48	7	45
128	125	32	86	138	45	19	38	0	8	50	5	18
61	42	10	47	69	23	12	5	0	6	32	2	22
0	7	0	1	1	1	1	1	0	1	2	0	0
8	9	0	11	38	1	3	13	0	1	8	7	2
9	51	0	46	38	42	0	3	0	0	3	1	3
266	311	45	167	171	121	30	61	1	12	77	6	46
131	382	10	247	139	149	22	38	0	12	92	1	83
239	1526	35	861	256	467	84	103	0	19	124	8	135
121	380	27	131	127	86	48	122	0	14	112	19	98
62	130	10	178	201	74	21	49	0	5	41	16	44
8	13	1	4	6	6	4	2	0	4	7	0	1
XXXXX	165	33	65	11	91	9	32	0	6	73	2	49
		32	795	173	318	96	127	1	10	109	25	280
			9	16	5	2	8	0	1	7	4	3
				217	118	34	143	0	12	21	13	89
					70	20	34	0	5	49	9	73
						7	7	0	6	27	0	27
							26	0	3	28	1	21
								1	1	14	5	21
									0	0	0	0
										9	1	3
											6	35
												2

	Johnso	Kaiser	Kneger	Knstev	Krupnic	Kuhn T	Lacan	Lacapr	Leavis	Leitch	Lentric	Lenz C	Lukacs
33	0	35	28	1	28	30	9	27	10	50	1	39	
22	2	11	109	4	72	108	24	20	8	35	2	335	
24	0	1	14	1	3	10	3	1	1	1	0	6	
48	4	21	421	2	49	155	66	25	10	38	0	195	
5	0	1	5	0	3	4	3	17	0	4	0	1	
132	3	49	747	6	123	634	93	43	41	94	3	220	
14	0	10	45	2	4	37	17	9	7	27	11	14	
61	5	18	169	4	37	197	34	20	8	32	0	318	
5	0	2	16	0	6	14	11	13	4	18	0	15	
4	0	0	7	0	1	1	4	2	0	3	0	1	
1	0	0	0	0	0	0	0	9	0	0	0	0	
4	0	6	13	0	12	12	4	4	1	7	0	4	
79	0	35	120	9	37	127	18	43	29	90	2	29	
29	0	23	71	3	28	48	11	20	12	39	1	35	
18	0	29	22	1	12	20	4	30	6	29	0	20	
0	0	0	3	0	0	4	0	0	0	0	0	0	
3	0	4	6	2	2	4	0	10	0	4	0	5	
0	3	4	14	0	20	13	5	12	2	3	0	65	
127	2	41	236	6	65	157	52	37	67	110	2	60	
158	0	72	179	3	37	218	40	31	38	141	2	76	
295	1	69	646	15	162	88	100	44	78	181	3	180	
62	1	20	162	8	41	126	48	59	28	134	8	123	
19	1	32	86	4	35	61	4	37	5	49	0	58	
4	0	2	3	0	4	0	2	2	3	8	0	2	
34	0	33	60	2	84	46	20	16	24	72	0	24	
109	3	33	529	10	305	646	123	47	35	141	3	233	
6	0	2	16	1	5	9	3	6	4	6	0	4	
94	2	25	530	3	116	1352	33	36	5	21	1	147	
32	2	56	81	2	49	83	8	59	7	53	3	75	
15	1	17	73	1	179	65	28	18	7	49	0	121	
53	0	0	42	2	10	30	13	1	2	17	0	11	
50	0	6	137	3	6	80	9	21	2	24	3	24	
0	0	0	1	0	0	0	0	0	0	0	0	0	
4	0	5	4	1	2	3	4	10	1	7	0	6	
29	0	29	30	2	25	17	25	20	23	92	3	22	
2	0	3	1	0	6	3	1	18	0	5	0	9	
23	0	12	4	1	17	62	54	13	4	60	11	12	
4	0	3	5	1	5	15	4	5	2	9	1	2	
5	0	1	4	1	4	0	6	6	4	9	0	2	
21	5	8	127	4	221	121	56	10	12	37	0	272	
7	0	9	10	1	2	9	2	0	7	14	0	3	
53	0	31	55	4	20	69	10	30	21	74	1	24	
2	0	5	7	0	5	2	1	5	2	1	0	14	
22	2	31	32	1	56	27	11	28	9	40	1	30	
1	1	2	0	0	7	1	6	1	3	7	0	14	
28	1	32	87	0	46	60	23	23	11	32	0	67	
32	0	3	84	1	1	43	1	9	0	9	0	8	
35	2	24	201	4	47	188	11	10	9	15	0	44	
78	1	33	264	8	69	296	93	34	26	130	2	257	

21	12	21	93	1	43	43	25	15	8	35	0	103
	0	6	72	2	10	134	12	10	25	22	1	17
		0	1	0	0	1	0	0	0	0	0	4
			19	0	10	19	7	15	8	34	1	9
				3	36	495	32	18	20	31	4	84
					0	1	0	0	5	4	0	4
						36	27	13	3	26	0	34
							19	14	6	26	3	66
								2	8	30	0	28
									2	11	0	23
										25	0	5
											1	25
												1

	Mcgan	McKeo	Marx K	Macher	Meisel	Moi T	Norris	Pratt M	Ranso	Richard	Riffater	Robert	Rodini
56	1	31	0	4	5	30	19	17	51	32	0	0	
13	0	337	0	4	12	32	17	7	11	24	0	0	
4	0	6	0	0	8	5	8	1	2	2	0	0	
19	0	151	1	3	42	30	70	6	30	98	2	0	
5	0	5	0	1	1	1	1	0	7	0	0	0	
46	0	230	2	6	81	89	90	19	90	305	2	0	
11	0	20	0	2	29	29	8	0	5	7	1	0	
14	0	343	0	7	16	40	28	4	9	27	1	0	
6	0	40	0	0	4	13	12	2	3	7	0	0	
5	0	1	0	0	0	3	4	0	1	5	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	
2	0	2	0	0	3	4	11	3	15	18	0	0	
62	0	47	1	18	24	57	19	14	34	81	2	1	
14	3	19	0	0	10	26	38	9	46	56	0	0	
19	0	15	0	2	3	18	7	40	59	21	2	0	
1	0	0	0	0	4	1	4	0	0	1	0	0	
2	0	4	0	0	0	4	1	1	4	2	0	0	
0	0	77	0	0	1	3	0	2	10	6	0	2	
26	1	54	0	2	50	144	82	17	62	177	1	0	
58	0	83	0	6	18	138	26	20	59	104	1	0	
53	0	287	1	11	104	291	94	19	111	171	1	0	
46	1	210	1	5	62	117	44	13	41	31	0	0	
31	0	52	0	11	10	20	11	39	104	33	3	0	
4	0	7	0	0	3	8	2	1	0	1	0	0	
12	0	24	0	1	13	36	88	17	52	71	5	0	
66	0	467	2	7	103	126	85	17	50	96	4	0	
1	1	5	0	0	2	10	40	2	9	21	0	0	
29	0	316	0	17	88	29	22	11	51	62	0	0	
44	0	56	0	5	3	31	28	17	80	59	0	0	
14	2	135	0	3	6	45	18	5	39	38	0	0	
4	0	18	0	1	16	12	33	2	3	4	1	0	
30	0	15	0	4	81	11	11	7	6	11	3	0	
0	0	0	0	0	0	0	0	0	0	1	0	0	
4	0	3	0	2	2	6	2	2	1	2	0	0	
19	0	28	0	3	9	33	20	15	15	8	0	0	
1	0	5	0	0	1	2	11	1	5	2	0	0	
26	0	42	0	1	13	20	31	5	7	6	1	2	
5	0	5	0	2	2	7	6	5	2	2	0	0	
0	0	2	0	1	3	3	2	1	2	1	0	0	
10	1	536	1	2	21	92	32	1	10	14	0	0	
1	0	2	0	0	1	12	2	0	2	10	0	0	
42	0	22	0	3	6	45	16	14	28	39	0	0	
2	0	2	0	0	0	1	8	0	4	4	0	0	
14	0	20	0	0	0	26	41	10	44	46	0	0	
4	0	19	0	0	0	3	1	1	1	4	0	0	
7	0	28	0	5	6	25	53	8	44	112	0	0	
15	0	4	0	2	44	4	4	0	3	5	0	0	
7	0	44	1	2	11	26	39	14	102	176	0	0	
42	0	288	1	9	50	108	63	13	24	55	0	0	

12	0	58	0	1	8	18	16	4	24	88	0	0
11	0	27	0	2	30	44	17	5	6	35	0	0
0	0	2	0	0	0	0	0	0	0	0	0	0
4	0	4	0	0	3	10	5	16	21	17	0	0
20	0	84	0	5	191	33	29	3	19	167	1	0
0	0	8	0	0	1	5	0	1	0	2	0	0
6	0	152	0	3	2	25	8	6	30	8	0	1
14	1	121	0	4	91	30	12	2	19	61	0	0
9	0	38	0	1	5	30	6	2	5	10	0	0
3	0	26	0	1	4	12	5	10	41	8	0	0
1	0	6	0	0	7	35	4	3	1	13	1	0
20	1	36	0	0	14	57	13	14	17	11	0	0
2	0	1	0	0	1	2	0	0	1	0	0	0
5	0	549	0	1	3	18	14	6	16	17	0	1
	0	24	0	2	3	6	4	3	11	6	0	0
		0	0	0	0	1	0	0	0	0	0	0
			1	1	12	19	16	2	18	12	0	0
				0	0	0	0	0	0	0	0	0
					4	1	0	0	3	0	0	0
						14	5	4	3	6	0	0
							11	7	19	15	0	0
								1	10	26	0	0
									22	7	0	0
										40	0	0
											0	0
												0

	Rorty R	Ryan M	Said E	Saussu	Schmid	Schole	Searle	Showal	Siebers	Small I	Strickla	Todoro	Tompki
41	9	64	21	11	27	30	17	3	0	1	55	16	
116	14	57	39	22	11	29	8	1	0	0	59	11	
6	2	25	1	0	4	0	11	5	1	0	11	5	
76	19	150	111	27	66	85	58	7	0	0	487	28	
4	1	11	1	0	2	0	2	0	1	0	7	2	
167	29	290	341	46	162	155	88	12	2	6	726	60	
16	9	42	19	3	8	7	36	1	2	2	23	5	
77	15	102	43	16	21	23	22	5	0	0	117	10	
7	14	28	12	5	5	5	7	1	2	0	24	8	
4	1	2	1	2	0	1	2	0	1	0	14	2	
0	0	1	0	0	2	0	0	0	0	1	0	1	
5	1	7	6	9	17	6	5	1	0	1	13	27	
96	14	90	46	10	36	35	47	3	2	3	82	25	
48	7	62	18	18	74	54	37	6	0	1	150	33	
21	5	27	14	6	23	29	12	3	1	1	28	15	
0	0	0	0	0	1	0	1	1	0	0	1	0	
3	1	4	1	0	6	1	4	0	0	0	11	4	
14	2	8	17	4	4	5	4	1	0	0	39	2	
141	34	149	161	34	119	109	82	8	0	4	226	80	
151	37	142	83	14	33	70	29	7	1	2	186	29	
566	91	383	376	29	96	245	85	18	1	1	351	53	
128	51	190	62	21	60	35	96	7	4	4	100	46	
43	3	67	31	7	33	22	27	1	2	1	48	13	
11	3	9	2	0	1	5	1	1	0	2	4	3	
106	12	85	48	35	56	115	28	1	2	3	68	103	
423	80	508	225	26	71	141	190	14	4	4	320	48	
3	2	10	16	7	12	33	8	1	0	0	33	8	
111	16	129	117	14	36	78	133	18	0	1	242	13	
45	1	79	51	9	78	47	34	6	0	1	208	20	
327	10	59	72	31	17	87	8	4	0	1	91	18	
25	9	103	6	1	18	4	29	8	0	0	29	10	
15	15	42	4	1	10	2	325	4	1	0	24	18	
0	0	0	0	0	0	0	1	0	0	0	0	0	
7	3	10	3	2	2	2	3	3	0	0	7	1	
74	12	77	16	8	55	24	36	4	1	0	25	22	
1	1	21	0	1	2	0	8	1	1	2	7	2	
33	9	81	11	1	11	9	20	3	0	0	74	7	
12	1	15	1	2	5	1	10	1	0	0	5	3	
17	2	6	0	0	5	0	3	3	0	0	6	3	
484	35	98	98	61	31	159	9	3	0	0	80	11	
10	3	22	7	3	4	5	3	2	0	2	14	8	
52	12	72	34	9	18	32	22	2	1	2	51	23	
6	0	6	5	9	12	6	1	0	0	1	30	0	
78	7	49	35	31	49	69	9	3	0	2	70	25	
5	4	6	1	13	0	2	2	0	0	1	5	4	
38	3	56	50	68	61	66	25	2	3	1	162	97	
7	2	11	2	1	2	2	101	0	1	0	8	2	
33	7	36	373	61	50	162	8	1	0	2	301	28	
168	46	297	79	23	82	33	58	7	1	2	190	37	

35	4	43	30	62	21	37	17	1	0	2	137	45
33	13	63	33	3	20	25	31	2	0	0	57	15
0	0	1	1	1	0	1	0	0	0	0	5	0
18	1	30	11	7	7	9	5	0	0	1	17	7
61	17	111	107	18	35	43	133	11	1	1	273	21
4	3	6	1	0	0	1	4	1	0	0	0	1
322	7	47	78	20	14	78	7	1	0	0	39	13
83	16	88	126	6	24	45	67	6	0	1	151	20
49	11	50	12	7	9	3	12	1	0	0	27	12
15	1	26	6	2	14	6	17	0	2	2	19	7
16	15	21	8	4	7	9	5	1	0	1	9	7
68	33	98	27	3	22	18	16	2	0	3	30	18
1	0	1	0	0	0	0	6	0	0	0	0	0
57	15	63	24	11	28	21	18	2	1	1	85	6
14	4	18	4	3	7	4	11	3	3	0	8	3
0	0	0	0	1	0	0	0	0	0	0	0	0
111	39	108	62	5	9	24	13	1	1	0	50	7
0	0	0	0	0	1	0	0	0	0	0	2	0
3	1	4	1	0	0	0	4	0	4	0	1	0
11	6	28	6	0	10	1	121	3	0	1	12	5
141	24	54	47	6	14	34	19	7	2	4	26	11
21	3	100	17	15	15	120	17	1	1	0	81	16
4	2	15	6	1	4	8	5	1	0	0	5	6
31	3	19	37	8	16	49	8	0	2	1	42	16
14	2	27	54	26	32	41	14	4	0	3	152	17
0	0	1	0	0	0	2	0	0	0	0	0	0
0	0	0	0	0	1	0	0	0	0	0	0	0
	23	100	60	9	27	139	15	7	1	0	43	9
		32	12	1	6	8	13	0	0	0	8	6
			45	4	38	20	41	5	0	1	130	23
				16	25	102	6	1	0	1	119	12
					5	45	4	1	0	1	36	8
						15	18	5	0	0	97	14
							1	0	1	0	74	18
								4	2	1	27	24
									0	1	19	2
										0	1	0
											1	0
												23

17	4	54	109	75	52	23	31	19	1	116
15	1	2	22	27	19	5	19	23	5	2
0	0	1	4	0	1	0	0	0	0	0
16	7	9	35	27	17	36	8	8	0	2
16	3	4	34	80	71	17	55	125	34	49
12	0	1	1	2	6	0	0	2	0	1
11	2	4	31	98	54	23	271	18	2	1
26	3	16	21	78	69	18	94	66	135	22
7	1	10	6	143	37	8	12	7	7	4
52	2	9	41	20	86	27	11	25	1	2
2	1	4	7	12	7	4	4	2	0	3
19	8	16	32	58	51	26	12	11	3	2
0	0	4	1	0	3	0	0	3	1	0
34	1	30	66	99	153	9	57	40	4	7
15	2	9	21	15	35	5	4	15	2	4
1	0	0	1	1	0	1	0	0	0	0
29	1	70	43	106	306	10	145	22	33	4
0	0	0	1	0	0	0	0	0	0	0
4	0	0	1	2	6	0	2	22	0	0
2	1	2	2	16	23	4	7	71	12	5
14	4	6	15	43	32	18	41	5	11	6
2	1	4	19	33	46	12	18	12	6	7
8	3	3	20	6	7	23	5	5	0	1
20	3	4	61	27	26	62	6	16	1	6
7	3	6	44	20	11	18	16	16	2	46
0	0	0	2	2	0	0	0	2	0	0
0	0	0	1	0	0	0	0	0	0	0
35	3	2	20	131	71	24	432	21	20	1
5	1	3	4	12	24	3	4	7	1	1
0	13	12	39	182	167	30	21	31	9	14
6	2	3	32	33	36	20	145	9	3	13
4	2	12	32	11	8	5	24	6	0	6
9	0	6	27	70	27	14	12	24	2	2
6	0	5	29	40	18	28	321	13	3	11
19	1	7	11	27	49	7	7	189	2	1
1	0	0	4	3	4	1	1	2	0	0
0	0	0	0	0	2	0	0	2	0	0
2	1	0	2	1	3	1	1	0	0	0
16	5	11	106	124	71	27	51	30	9	70
6	1	3	16	19	22	16	6	10	0	3
	3	9	33	24	70	14	20	28	4	2
		5	6	7	7	3	1	1	0	1
			29	19	27	11	10	4	1	3
				46	49	82	19	32	0	17
					109	23	36	30	4	14
						22	40	57	14	9
							27	8	1	5
								31	8	2
									2	4
										2

Trilling	Watkin	Weima	Wellek	White	William	Wimsat	Wittge	Woolf	Zizek S	Zumthor P
46	5	6	113	52	62	63	35	20	2	1
39	2	21	35	52	124	11	11	23	19	8
5	0	0	8	8	11	3	3	3	3	0
25	1	32	62	155	185	26	88	76	15	58
3	0	0	11	2	26	2	2	5	1	1
63	5	42	156	350	282	92	205	114	41	86
8	4	18	9	37	52	10	6	14	7	1
145	4	29	44	112	220	13	99	41	41	13
3	1	4	6	18	95	4	5	6	0	2
1	1	0	4	0	3	0	6	1	1	1
4	0	0	3	1	2	0	0	0	0	0
2	3	2	12	7	8	18	7	8	1	0
55	9	14	86	81	65	48	48	63	10	12
35	5	11	61	89	27	36	24	50	2	13
27	2	12	80	2	18	65	12	12	0	4
0	0	0	0	0	0	0	0	1	0	0
29	0	2	7	5	4	3	1	7	1	0
4	3	5	56	46	12	9	29	3	0	12
25	9	18	100	127	78	71	81	58	7	26
25	10	16	90	122	74	71	69	41	2	4
56	6	34	111	249	187	95	420	96	76	58
46	5	34	78	125	365	45	51	64	26	11
79	3	27	85	44	100	56	93	110	3	5
2	1	1	6	3	6	0	9	0	0	0
18	5	15	66	64	51	87	70	24	3	3
78	7	68	86	405	403	62	282	121	73	48
3	1	4	17	5	20	16	11	5	0	3
103	2	19	45	105	123	19	230	158	93	24
50	6	36	147	168	101	74	52	41	5	21
21	5	18	59	94	70	36	238	14	2	13
6	3	2	10	25	35	7	7	11	5	1
24	1	4	12	23	52	7	1	208	2	5
0	0	0	1	0	0	0	0	0	0	0
8	2	2	7	7	7	4	3	3	0	1
34	12	15	52	55	56	25	18	15	0	0
17	0	2	7	4	33	0	2	3	1	2
13	2	57	19	83	100	18	17	13	11	8
6	5	8	13	7	21	5	4	8	3	1
9	0	0	6	4	9	3	1	2	0	0
30	1	28	27	115	173	9	284	23	17	6
1	5	0	8	10	4	1	4	2	0	1
37	7	14	62	45	37	41	27	34	2	6
1	5	7	25	17	5	6	3	12	0	3
22	8	14	87	43	42	82	58	8	0	9
2	1	9	9	7	14	1	2	0	2	1
31	4	42	85	69	47	50	43	40	3	19
1	0	1	4	10	13	3	3	54	1	0
10	0	15	107	63	31	50	122	24	3	53
61	12	37	77	222	372	28	73	62	76	18

APPENDIX B

Appendix B

STIMULUS NUMBER	STIMULUS NAME	PLOT SYMBOL	1	2
1	ABRAMS	1	1.0686	-0.4397
2	ADORNO	2	-1.5757	1.1793
3	BAKER	3	-2.2509	-2.5945
4	BAKHTIN	4	-0.2673	0.2351
5	BALDICK	5	-0.2743	-1.5930
6	BARTHES	6	-0.3341	0.3291
7	BELSEY	7	-0.5664	-0.6759
8	BENJAMIN	8	-0.9542	0.6049
9	BENNETT	9	-1.1277	0.0747
10	BLEICH	A	2.4057	0.3107
11	BLOOM	B	0.4632	-0.4637
12	BOOTH	C	1.1187	0.0457
13	BROOKS	D	1.7921	-0.6968
14	CHASE	E	1.0594	-1.8856
15	CROCE	F	-0.1105	1.5375
16	CULLER	G	0.4499	0.1147
17	DEMAN	H	0.0886	0.1199
18	DERRIDA	I	-0.2980	0.4185
19	EAGLETON	J	-0.4779	-0.1055
20	ELIOT	K	0.3919	-0.4408
21	FISCHER	L	0.2000	0.5347
22	FISH	M	1.1439	0.5573
23	FOUCAULT	N	-0.5717	0.4603
24	FOWLER	O	1.5236	0.4277
25	FREUD	P	-1.0668	0.4084
26	FRYE	Q	0.7016	-0.4986
27	GADAMER	R	-0.2187	1.4391
28	GATES	S	-1.3928	-1.0444
29	GILBERT	T	-0.9813	-2.1338
30	GOODHEAR	U	0.6113	-0.7862
31	GRAFF	V	0.4644	-0.2963
32	GREENM	W	-1.2051	-1.3186
33	GREENBLA	X	-0.5967	-0.2020
34	GUILLORY	Y	-0.0360	-1.0378
35	GUNN	Z	-0.2881	-1.0653
36	HABERMAS	1	-1.2654	1.1384
37	HARARI	2	0.5770	0.0407
38	HARTMAN	3	0.7494	-0.4991
39	HERNADI	4	1.7540	0.3730
40	HIRSCH	5	1.1897	0.5823
41	HOHENDAH	6	-1.3350	2.2036
42	ISER	7	1.0572	0.7712
43	JACOBUS	8	-0.8048	-2.3365
44	JAKOBSON	9	0.5451	0.9764

45	JAMESON	A	-0.5188	0.1139
46	JAUSS	B	0.4880	1.2097
47	JOHNSON	C	0.0229	-0.4276
48	KREIGER	D	1.1915	-0.1603
49	KRISTEVA	E	-0.4867	0.1345
50	KRUPNICK	F	-0.9142	-0.6675
51	KUHN	G	-0.7081	1.6836
52	LACAN	H	-1.6278	-0.0020
53	LACAPRA	I	-0.6902	0.5481
54	LEAVIS	J	0.5331	-1.0937
55	LEITCH	K	0.8962	-0.0919
56	LENTRICC	L	0.3032	-0.2920
57	LUKACS	M	-1.5489	1.0829
58	MCGANN	N	0.0817	-0.8442
59	MARX	O	-1.6432	0.8379
60	MEISEL	P	-0.7631	-1.7351
61	MOI	Q	-1.5985	-0.9687
62	NORRIS	R	-0.0006	0.3991
63	PRATT	S	0.6596	0.5594
64	RANSON	T	2.1184	-1.0739
65	RICHARDS	U	1.5148	0.1276
66	RIFFATER	V	1.1042	0.3443
67	RORTY	W	-0.6081	1.3505
68	RYAN	X	-0.7599	0.0984
69	SAID	Y	-0.3373	-0.0406
70	SAUSSURE	Z	0.1685	0.9268
71	SCHMIDT	1	1.0676	2.0972
72	SCHOLES	2	0.6624	-0.0579
73	SEARLE	3	0.5648	1.6996
74	SHOWALTE	4	-1.3179	-2.0203
75	SIEBERS	5	-0.4422	-0.5006
76	TODOROV	6	0.2118	0.4056
77	TOMPKINS	7	1.4500	0.0435
78	TRILLING	8	-0.9075	-0.6010
79	WATKINS	9	1.6808	-1.2340
80	WEIMANN	A	-0.3053	1.0720
81	WELLEK	B	1.2410	0.2323
82	WHITE	C	-0.1694	0.1939
83	WILLIAMS	D	-0.9713	0.0981
84	WIMSATT	E	1.5716	0.0773
85	WITTGENS	F	-0.5192	1.5569
86	WOOLF	G	-0.8205	-1.4279
87	ZIZEK	H	-1.7239	0.0611
88	ZUMTHOR	I	0.4948	1.5161

APPENDIX C

Appendix C

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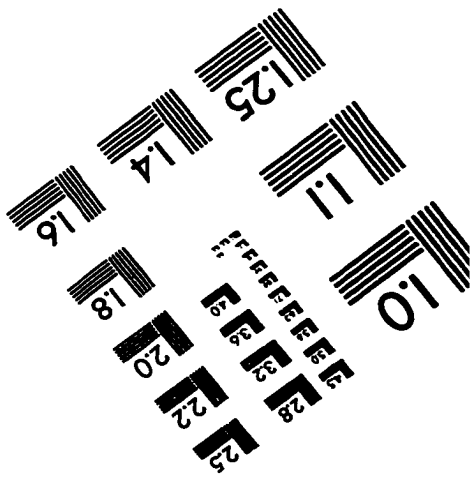
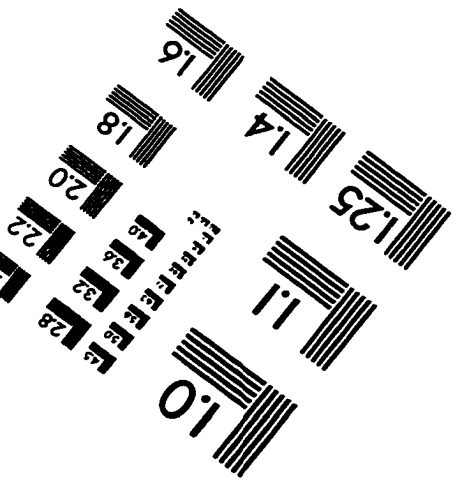
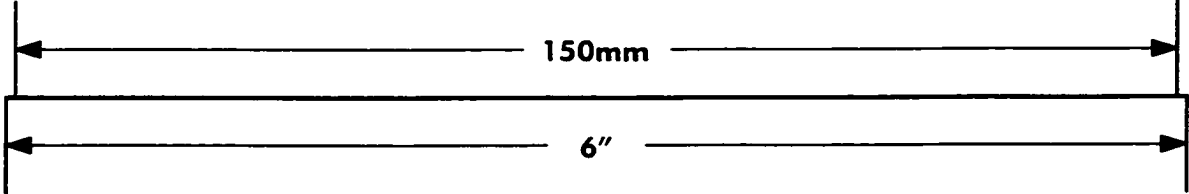
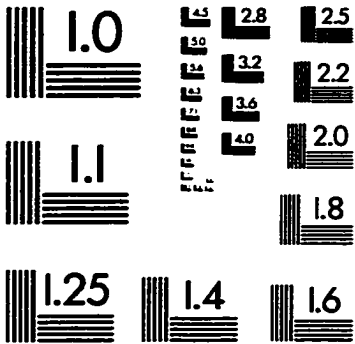
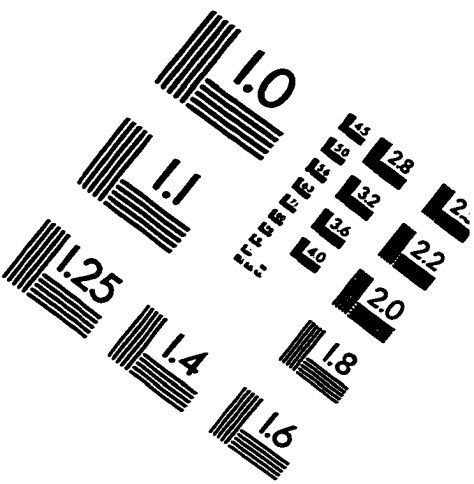
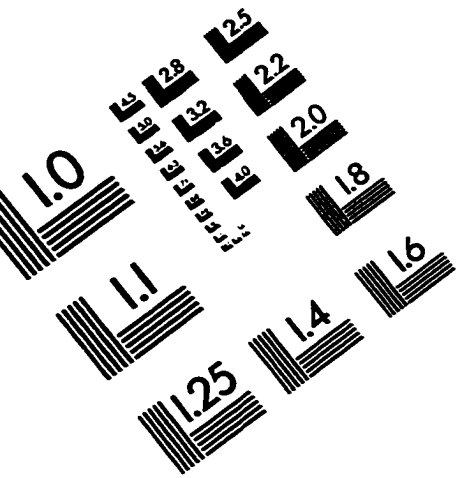
The Basic School: a Carnegie Foundation policy report on elementary
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The Academic Profession: a report on a 15-country survey of college and
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