

Literature in English: Modern Period IV (A005260)

Course size *(nominal values; actual values may depend on programme)*

Credits 5.0

Study time 150 h

Course offerings and teaching methods in academic year 2024-2025

A (semester 2)

English

Gent

independent work

seminar

lecture

Lecturers in academic year 2024-2025

Van Remoortel, Marianne

LW07

lecturer-in-charge

Offered in the following programmes in 2024-2025

crdts

offering

Master of Science in Teaching in Languages(main subject Linguistics and Literature)

5

A

Master of Arts in Linguistics and Literature(main subject Dutch - English)

5

A

Master of Arts in Linguistics and Literature(main subject English)

5

A

Master of Arts in Linguistics and Literature(main subject English - German)

5

A

Master of Arts in Linguistics and Literature(main subject English - Greek)

5

A

Master of Arts in Linguistics and Literature(main subject English - Italian)

5

A

Master of Arts in Linguistics and Literature(main subject English - Latin)

5

A

Master of Arts in Linguistics and Literature(main subject English - Scandinavian Studies)

5

A

Master of Arts in Linguistics and Literature(main subject English - Spanish)

5

A

Master of Arts in Linguistics and Literature(main subject French - English)

5

A

Exchange Programme Cultures and Languages in Context

5

A

Exchange Programme Linguistics and Literature

5

A

Teaching languages

English

Keywords

digital literary studies, Digital Humanities, poetry, periodicals, literature in English, nineteenth century

Position of the course

This course on digital literary studies focuses on poetry published in nineteenth-century English-language periodicals. It explores the periodical press as a key publication context for poetry and equips students with a range of traditional and innovative digital research methods to study and analyse poems in their original periodical context.

Contents

This course on digital literary studies centres on the relationship between nineteenth-century literature in English and the periodical press, with a key focus on poetry. Magazines, newspapers and other periodical publications were key vehicles for the dissemination of (literary) texts in the nineteenth century. Periodicals played a crucial role in the careers of important poets such as Alfred Tennyson, Elizabeth Barrett Browning, Robert Browning, Dante Gabriel Rossetti and Christina Rossetti, as publication venue for their poems, but also as the platform where reviews of their work appeared. Yet, when we read these poems in neatly printed Norton Anthologies, that context is lost. Restoring these texts to their original, or at least one of their original publication contexts, this course will address the various ways in which periodicals "matter" (Linda Hughes' word) to the study of poetry. It will introduce students to the most important theoretical insights in periodical studies as a discipline distinct from, for example, book history; situate the periodicals in the history of the press, discuss the different

types of periodicals (e.g. in terms of frequency, price, contents and audience); and study their role in the social, cultural and political developments of the time.

Students will integrate these insights into a small digital research project of their own. They will make use of digital research methods to identify and analyse particular poems, and they will learn how to present the results of their research using digital storytelling and the digital web publishing platform Omeka S.

Initial competences

To have successfully completed at least one of the "English Literature III" courses or to have acquired the necessary skills by other means. Students must be highly proficient in English and competent in analyzing literary (particularly poetic) texts.

Final competences

- 1 Demonstrate insight into Victorian periodical poetry and the periodical press as a publication context;
- 2 Demonstrate insight into how periodical studies has developed as a field and is currently evolving;
- 3 Apply theories of periodicals and periodical poetry to the analysis of poems in their periodical context;
- 4 Use digital search environments and strategies to identify research objects;
- 5 Formulate an original research question about a chosen topic and conduct the research necessary to answer that question;
- 6 Report on the research process and results orally and in writing in academically sound English;
- 7 Publish research data and results digitally;
- 8 Give constructive and academically sound feedback on the work of peers.

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

Teaching methods

Group work, Seminar, Lecture, Independent work

Extra information on the teaching methods

- Group work
Students may choose to collaborate in groups of up to three students for part of their digital research project.
- Lecture
Students prepare for each lecture by studying a number of sources prior to the lecture (for example an article, poem, magazine, ...). Students are encouraged to ask questions during class and to participate actively in the discussions.
- Seminar
Students are trained to use a number of digital tools. They share outlines of their projects in small groups, give feedback on each other's work-in-progress, and discuss their ideas collectively.
- Independent work
Students are expected to come to class prepared (see Lecture). Students work individually or in kleine groepjes on a digital research project.

Study material

None

References

- A list of references will be made available on Ufora.
- Some examples include:
Margaret Beetham, "Towards the Periodical as a Publishing Genre", *Investigating Victorian Journalism*, edited by Laurel Brake, Aled Jones, Lionel Madden. St. Martin's Press, pp. 19-32.
Linda Hughes, "What the Wellesley Index Left Out: Why Poetry Matters to Periodical Studies," *Victorian Periodical Studies*, vol. 40, no. 2 (2007): 91-125.
Katie Lanning. "2011 VanArsdel Prize Essay. Tessellating Texts: Reading The Moonstone in *All the Year Round*." *Victorian Periodicals Review*, vol.45, no. 1 (2012): 1-22.
Sean Latham and Robert Scholes, "The Rise of Periodical Studies," *PMLA*, vol. 121, no. 2

(March 2006): 517-31.

Course content-related study coaching

Students can talk to the teacher after class. They can ask questions via the digital learning platform Ufora or make an appointment via email.

Assessment moments

continuous assessment

Examination methods in case of periodic assessment during the first examination period

Examination methods in case of periodic assessment during the second examination period

Examination methods in case of permanent assessment

Participation, Peer and/or self assessment, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

1. Participation
 - active participation in the seminars
2. Peer assessment
 - active participation in the peer feedback session
2. Assignment
 - Project registration and first outline (intermediate deadlines)
 - Digital research project (final version)

Calculation of the examination mark

- 1 Participation: 10%
- 2 Peer assessment: 20%
- 3 Digital research project: 70%

Facilities for Working Students

1. Absence is allowed. Supporting teaching material is provided (slides, recordings).
 2. Feedback can be given via appointment during or after office hours.
- For more information concerning flexible learning: contact the monitoring service of the faculty of Arts and philosophy