

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

poetry, protest, literature in English, long nineteenth century, newspapers and periodicals, digital literary studies, Digital Humanities

Position of the course

This course focuses on poetry in English as a medium for social, political and cultural protest in the long nineteenth century. It equips students with a range of traditional and innovative digital research methods to study and analyse this poetry in its original historical contexts.

Contents

This course focuses on the relationship between poetry in English and social, political, and cultural protest in the long nineteenth century (c. 1800-1920). It studies not only individual poets such as Alfred Tennyson, Elizabeth Barrett Browning, and Dante Gabriel Rossetti but also the close relationship between poetry and major nineteenth-century emancipation movements such as abolitionism, socialism and feminism. By going back to the original publication contexts of protest poetry in newspapers and periodicals the course examines how poetry engaged with key events, evolutions, debates and themes (e.g. war, child labour, slavery, women's rights, and the significance of the arts).

Methodologically, this course is situated in the field of digital literary studies. Students will process and build on insights acquired in class in a small digital research project of their own. They will work with digital databases and use digital

research methods to identify, analyse, and contextualise poetry, 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.

To be competent in analysing poetry.

To master English at CEFR C1 level ("Expert"/"Effective operational" proficiency).

Final competences

- 1 Demonstrate insight into the relationship between poetry in English and social, political, and cultural protest in the long nineteenth century
- 2 Analyse poetry in the context of wider social, political and cultural developments.
- 3 Use digital search environments and strategies to identify research objects;
- 4 Have an understanding of the ways in which the digital turn affects the nature, origin, distribution, (re)use, manipulation and retrievability of digitised resources;
- 5 Formulate an original research question about a chosen topic and conduct the research necessary to answer that question;
- 6 Independently select, use and critically evaluate appropriate theories and concepts;
- 7 Independently select, use and critically evaluate appropriate digital and traditional research methods, tools, and strategies;
- 8 Report on the research process and results orally and in writing in academically sound English;
- 9 Give constructive and academically sound feedback on the work of peers;
- 10 Publish research data and results digitally.

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

Type: Slides

Name: Slides

Indicative price: Free or paid by faculty

Optional: no

Language : English

Available on Ufora : Yes

Type: Reader

Name: Reader

Indicative price: Free or paid by faculty

Optional: no

Language : English

Available on Ufora : Yes

References

- A list of references will be made available on Ufora.
- Some examples include:

Elizabeth F. Gray, "Journalism and Poetry in the Nineteenth Century: Calls to action," *Journalism Studies*, 18.7 (2017), 807–25.

Henry Peaches, "The Sentimental Artistry of Barrett Browning's 'The Cry of the Children'," *Victorian Poetry*, 49.4 (2011), 535–56.

Heather Bozant Witcher and Amy Kahrmann Huseby, "Introduction: Defining Pre-Raphaelite Poetics", *Defining Pre-Raphaelite Poetics* (Cham: Palgrave Macmillan, 2020), 1-26.

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.

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