

## Literature in English: Older Period III (A005261)

**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

seminar

**Lecturers in academic year 2024-2025**

Dashwood, Rita Jane

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**

Jane Austen, nineteenth-century literature, popular culture, young adult literature

**Position of the course**

This course combines nineteenth-century literature, young adult literature and popular culture to explore how Jane Austen's two most popular works, *Pride and Prejudice* (1813) and *Emma* (1815), which are so deeply rooted in a particular social and political context, can be made to be of relevance to the present-day lives of young people.

**Contents**

Over two hundred years after her death, Jane Austen and her works are more ubiquitous than ever, and this is especially the case amongst literature targeted at young adults. With the celebration of the 250<sup>th</sup> anniversary of Austen's birth forthcoming in 2025, this is the perfect opportunity to reflect on Austen's legacy and receptions of her work. This module will consider the impact of works produced for young adults in the shaping of Austen's modern reputation. It will reflect on Austen's position in the literary canon and the ways in which her popularity can be seen as a reflection of the period in which we are living, as well as of the debates and narratives that are important to young people today. With this in mind, we will be analysing Austen's two most popular works, *Pride and Prejudice* (1813) and *Emma* (1815) alongside different recent reimaginings of Austen's novels across different media (literature, film, television, new media, visual arts) in order to explore how her works, which are so deeply rooted in a particular social and political context, can be made to be of relevance to the present-day lives of young people.

While we investigate the different ways in which our modern society is presently adapting and refashioning Austen's works, influencing her reception in the process, this module will ask the following questions:

1. What does it mean for a young person today to love Austen and her works?
2. What attracts young people to Austen's works?
3. In what ways are young people and people writing for young people changing our previous perceptions of Austen, her works, and the period throughout which she lived?
4. What role do the categories of gender, class, race and sexuality play in these modern reimaginings of Austen's works?
5. What relevance do Austen's works hold for today's global young adult audiences?

Details for the study materials will be made available by September 2024.

### **Initial competences**

Academic proficiency in writing; B2/C1 English language level in presentations. To have successfully completed at least one of the "English Literature III" courses or to have achieved the intended learning objectives incl. thorough command of the English language; familiarity with literary and critical theory as well as literary or cultural analysis) by other means.

### **Final competences**

- 1 Demonstrate insights into early nineteenth-century novels and the literary, social, cultural and political context in which they were produced.
- 2 Critically examine and evaluate modern reimaginings of these novels across different mediums (literature, visual culture, TV, film, and new media).
- 3 Understand the role that the categories of gender, class, race and sexuality play in modern reimaginings of Austen's works.
- 4 Articulate advanced knowledge of and engage critically with the historical, cultural and ideological contexts of these texts from an interdisciplinary perspective.
- 5 Formulate an original research question about a chosen topic and conduct the research necessary to answer that question.
- 6 Evaluate and critique secondary and critical material in studies of the nineteenth century and its legacies, with a particular focus on new and/or innovative approaches.
- 7 Evaluate and engage with advanced critical concepts, and use them to critique and defend critical positions.

### **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**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Seminar

### **Extra information on the teaching methods**

Individual sessions will combine lecture and seminar methods, with opportunities for students to participate in class discussions. Each session will situate the assigned texts in their relevant literary and cultural contexts.

### **Study material**

Type: Handbook

Name: Pride and Prejudice

Indicative price: € 6

Optional: no

Language : English

Author : Jane Austen

### **References**

Bautz, Anika. Bicentennial Essays on Jane Austen's After Lives, *Women's Writing*, vol. 25, no. 4, 2018.

Cano, Maria and Rosa García-Periago (Eds). Introduction. *Jane Austen and William Shakespeare: A Love Affair in Literature, Film and Performance*. Palgrave, 2019.

Casal, Elvira. Laughing at Mr. Darcy: Wit and Sexuality in *Pride and Prejudice*, *Persuasions Online*, vol. 22, no.1, 2001.

Coldwell, Andrew. Imagining Future Janeites: Young Adult Adaptations of Austen's Legacy, *Persuasions Online*, vol. 35, no. 1, 2014.

Dashwood, Rita. *Women and Property Ownership in Jane Austen*. Peter Lang, 2022.

Dow, Gillian and Clare Hanson (Eds). *Uses of Austen: Jane Austen's Afterlives*. Palgrave, 2012.

Galperin, William. Adapting Jane Austen: The Surprising Fidelity of *Clueless*, *The Wordsworth Circle*, vol. 42, no. 3, 2011, 187-193.

Hu, Jane. Why *Clueless* Is the Best Jane Austen Adaptation. *The Ringer*, 2020. <https://www.theringer.com/movies/2020/7/17/21327905/clueless-jane-austen-adaptations>.

Johnson, Claudia. *Jane Austen's Cults and Cultures*. Chicago University Press, 2012.

Looser, Devoney. *The Making of Jane Austen*. Johns Hopkins University Press, 2017.

Montz, Amy L. 'Not Usually a Gawker': Fame, Notoriety, and Austenian Youth Culture. *The Lion and the Unicorn*, vol. 44, no. 1, 2020, pp. 78-88.

McInnes, Andrew and Rita J. Dashwood. *Reading the Romantic Ridiculous*, Routledge, 2024.

#### **Course content-related study coaching**

Interactive teaching in the classroom and online ; opportunity to discuss the preparation of the paper by appointment

#### **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, Assignment

#### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

#### **Extra information on the examination methods**

Group Presentation (30%) – Put yourself in the position of a critic and present a review to your colleagues of one of the reimaginings we will be considering throughout the module, or another Austen reimagining. This can be a work of literary fiction, a TV show, a film, a boardgame, etc.

Final Research Project (70%): This project has to: 1. Engage with the primary materials of the course or related texts, adaptations, films, artworks, etc. and 2. Demonstrate extensive research into relevant scholarship (i.e., a citational system or works cited, etc.). Students can choose between two options:

1. A 2,500-word research-based literary-analysis essay on any topic on Austen in popular culture.

2. A creative assignment. This could be a podcast, a video, a piece of art, a boardgame, etc., whatever allows you to engage creatively with the discussions on reimaginings of Austen's novels we have been having throughout the module. I am open to students working in pairs or groups, if the labour of the project requires it.

To determine your FRP focus, you must first submit a short proposal via Ufora (which will be evaluated but not graded). Your proposal must include:

- A research question you hope to answer (a few sentences/ a paragraph);
- An explanation regarding which format you might use and why this format makes the most sense for your question/project/findings (a few sentences);

- A bibliography of 10-15 potential academic sources (i.e., peer-reviewed articles in high-quality academic journals, monographs and essay collections published by academic and university presses);
- A proposed submission date for your project.

#### **Calculation of the examination mark**

#### **Facilities for Working Students**

1. Possible rescheduling of the examination to a different time in the same academic year
2. Feedback can be given during an appointment during or after office hours