Course
Specifications
Valid as from the academic year 2019-2020

Literature in English: Modern Period IV (A005260)

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Study time</th>
<th>Contact hrs</th>
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<tbody>
<tr>
<td>5.0</td>
<td>150 h</td>
<td>45.0 h</td>
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Course offerings and teaching methods in academic year 2019-2020

| A (semester 2) | English | seminar | 30.0 h |

Lecturers in academic year 2019-2020

Van Remoortel, Marianne LW07 lecturer-in-charge

Offered in the following programmes in 2019-2020

<table>
<thead>
<tr>
<th>Programme</th>
<th>5</th>
<th>A</th>
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<tbody>
<tr>
<td>Master of Science in Teaching in Languages (main subject Linguistics and Literature)</td>
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<tr>
<td>Master of Arts in Linguistics and Literature (main subject Dutch - English)</td>
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<tr>
<td>Master of Arts in Linguistics and Literature (main subject English)</td>
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<tr>
<td>Master of Arts in Linguistics and Literature (main subject English - German)</td>
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<tr>
<td>Master of Arts in Linguistics and Literature (main subject English - Greek)</td>
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<td>Master of Arts in Linguistics and Literature (main subject English - Italian)</td>
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<td>Master of Arts in Linguistics and Literature (main subject English - Latin)</td>
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<td>Master of Arts in Linguistics and Literature (main subject English - Scandinavian Studies)</td>
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<tr>
<td>Master of Arts in Linguistics and Literature (main subject English - Spanish)</td>
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<tr>
<td>Master of Arts in Linguistics and Literature (main subject French - English)</td>
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<tr>
<td>Exchange Programme Linguistics and Literature</td>
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Teaching languages

English

Keywords

English, literature, poetry, periodicals, Victorian

Position of the course

This advanced course focuses on poetry published in Victorian periodicals. It aims at equipping students with the knowledge and skills to study and analyse literary texts in a periodical context and to explore the periodical press as a key publication context for Victorian literature and culture.

Contents

This course studies the relationship between Victorian literature 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 Victorian period. 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 Victorian 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 situate Victorian periodicals in the history of the press, discuss the different types of periodicals.

(Approved)
Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in ‘Starting Competences’

Access to this course unit via an exam contract is unrestricted

Seminar
(e.g. in terms of frequency, price, contents and audience) and study their role in the social, cultural and political developments of the time. Exploring a range of theoretical approaches to and methods for the study of periodicals and periodical poetry in particular, the course will address a series of key questions, including:

• How do periodicals as historically contingent, heterogeneous textual and visual objects shape practices of reading and interpretation?
• Who was involved in the production of these periodicals? Who were the readers?
• What functions did periodical publication serve in authors’ careers? How did periodical publication differ from book publication? What was at stake for the editors of the periodicals? How did critics make use of the medium?
• How did periodical poetry contribute to processes of change in society, politics and culture? How did it impact the public perception of these processes and shape the representation of particular historical events?
• How does reprinting or remediation in a completely different publication context affect interpretation? What does it mean for a poem to go “viral”?

Initial competences
To have successfully completed at least one of the “English Literature III” courses or to have acquired the necessary skills by others 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 and methods for the study of periodicals and periodical poetry to the analysis of poems in their periodical context;
4 Formulate an original research question about a chosen topic and conduct the research necessary to answer that question;
5 Report on the research process and results orally and in writing in academically sound English;
6 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
Seminar

Extra information on the teaching methods
• Lecture: response lecture
  During a response lecture, learning materials are discussed interactively. Students prepare for each lecture and study sources prior to the lecture (for example an article, poem, magazine, ...). Students are more than encouraged to ask questions during class, to answer each other’s questions and to actively think along.
• Self-reliant study activities
  Students are expected to come to class prepared (see above)
• Independent work
  Students individually write a short research paper.
• Seminar
  Students share their research paper in small groups. They give feedback on each other’s (pre-circulated) papers and discuss their ideas collectively.

Learning materials and price
• reader available on Ufora
• periodicals available via digital databases and in the library

References
• A list of references will be made available on Minerva.
• Some examples include:

(Approved)

**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.

**Evaluation methods**

end-of-term evaluation and continuous assessment

**Examination methods in case of periodic evaluation during the first examination period**

Assignment

**Examination methods in case of periodic evaluation during the second examination period**

Assignment

**Examination methods in case of permanent evaluation**

Participation

**Possibilities of retake in case of permanent evaluation**

examination during the second examination period is possible

**Extra information on the examination methods**

1. Participation
   1. active participation in class discussions
   2. active participation in the seminars
2. Research paper

**Calculation of the examination mark**

1. Participation: 50%
2. Research paper: 50%

**Facilities for Working Students**

1. Possible exemption from educational activities requiring student attendance for a limited set of classes.
2. Possible rescheduling of the examination to a different time in the same academic year.
3. 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.