

## Liverpool John Moores University

Title: Digital Victorians: Investigating the Victorians in the 21st Century  
Status: Definitive  
Code: **4102ENGL** (122057)  
Version Start Date: 01-08-2021

Owning School/Faculty: Humanities and Social Science  
Teaching School/Faculty: Humanities and Social Science

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**Academic Level:** FHEQ4      **Credit Value:** 20      **Total Delivered Hours:** 46  
**Total Learning Hours:** 200      **Private Study:** 154

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	11
Online	11
Tutorial	2
Workshop	22

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	AS1	On-line reading journal & critical reflection	40	
Portfolio	AS2	Creative output & critical reflection	60	

## Aims

1. To introduce 21st century critical and methodological approaches to studying 19th-century literature and culture
2. To provide a practice-based foundation in using Digital Humanities tools, methods and resources
3. To have a critical understanding of aspects of Victorian culture and their legacy for our own time

## Learning Outcomes

After completing the module the student should be able to:

- 1 Have awareness of e-resources and social media tools they can use at LJMU and confidence to incorporate these into their learning
- 2 Have a basic understanding of how Digital Humanities approaches can complement and transform traditional approaches to reading, writing, and communication
- 3 Be able to identify and account for cultural similarities and differences between the Victorian period and our own

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Reading journal/reflection	1	
Creative output & reflection	2	3

## Outline Syllabus

1. *Digital Victorians: Introduction*
2. *Serial Reading: 'close reading' & Great Expectations (1861)*
3. *Reading between the pages Great Expectations in All the Year Round: Dickens Journals Online*
4. *Reading in the archives: LJMU periodicals collections*
5. *Visualising the Victorians: Dickens's illustrators & Punch Online*
6. *Picturing the Victorians: Walker Art Gallery & creating an interactive gallery*
7. *Distant Reading & Analytics: Google Books; 19th Century Collections Online; British Library 19th Century Newspapers*
8. *Legacies of Slavery: Abolitionist poetry & Legacies of Slavery database*
9. *Mapping Liverpool's Legacy of Slavery; Museum of Slavery & designing walking tour*
10. *Recreating the Victorians: Lloyd Jones, Mister Pip (2006)*
11. *Doing the Victorians: Planning a Creative and Critical Output*

## Learning Activities

Serial reading: Facebook group week-by-week reading & discussion of novel in instalments (Charles Dickens, Great Expectations); tweeting in character  
Charting & mapping 'distant' reading and analytics (Google Books; 19th Century Collections Online; British Library 19th Century Newspapers)  
Comparing printed and e-copies of novel with magazine serial editions (Dickens Journals Online)  
Comparing digital archives with traditional archives (Punch Database and LJMU periodical collections)  
Picturing the Victorians: Walker Art Galley & creating an interactive gallery (pinterest/instagram)  
Mapping Slavery: Liverpool, Slavery & Abolition (Museum of Slavery; Legacies of Slavery Database; protest & poetry; designing a walking tour  
Adapting/Recreating/Subverting the Victorians: Lloyd Jones, Mister Pip

## **Notes**

This module examines Victorian literature and culture through 21st century digital technology and critical and creative approaches. Through a series of 'hands-on' activities, students will be introduced to a range of digital and social media tools and resources to explore how 21st century technology can enhance our understanding of culture and society in the past and present. Students will compare how changes in communication in the Victorian period and our own have transformed cultural representation and experience. Digital Victorians provides a foundation for nineteenth-century period- and theme-based modules at Levels 5 and 6 and, similarly, for modules which develop online research and social media skills. More generally, the module will give students awareness and practical experience of e-learning resources and tools that can enhance their study across the programme.