

Notes on Contributors

Lea Heiberg Madsen obtained her doctoral degree from the University of Málaga, Spain, in 2014. Her PhD thesis dealt with medical discourse and Female Gothic in the neo-Victorian novel. In 2015 she received a postdoctoral fellowship at the same University where she is currently a member of the research group Contemporary European Literature, and of the network VINS (<https://vins-network.org/>). Her research interests include contemporary feminist fiction, neo-Victorian experiences, and literary renegotiations of cultural and political issues.

Neil Hultgren is Associate Professor of English at California State University, Long Beach, California, USA, where he teaches courses in Victorian studies, postcolonial studies, and the novel. He is the author of *Melodramatic Imperial Writing: From the Sepoy Rebellion to Cecil Rhodes* (Ohio University Press, 2014) and has published essays on H. Rider Haggard, Wilkie Collins, Oscar Wilde, and Richard Marsh. He is currently working on a project titled 'Cosmic Romance: The Universe in British Fiction, 1885-1925', which examines works of British science fiction and fantasy fiction that attempt to make sense of the cosmos.

Frances Kelly is a Senior Lecturer in the School of Critical Studies in Education, in the Faculty of Education and Social Work at The University of Auckland, New Zealand. Long ago, Frances completed a PhD in English which examined the fiction and criticism of A.S. Byatt. Frances' research now spans the fields of education, history and cultural studies; she has a longstanding interest in contemporary engagements (of various kinds) with the nineteenth century, and in the ways that cultural practices contribute to our understanding of the purpose of a higher education. Her work has appeared in diverse journals, from *Higher Education Research and Development* to *Neo-Victorian Studies*, and she recently published *The Idea of the PhD: The Doctorate in the Twenty-First Century Imagination* (Routledge, 2017).

Mark Llewellyn is Professor of English Literature in the School of English, Communication and Philosophy at Cardiff University, Wales, UK. The co-author of *Neo-Victorianism: The Victorians in the Twenty-first Century, 1999-2009* (with Ann Heilmann; Palgrave, 2010), Mark has published

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widely on late Victorian and contemporary literature and culture. Having recently returned to academia after five years in the civil service as Director of Research at the Arts and Humanities Research Council, Mark is currently completing two book manuscripts – one on incest in literary and political culture in the Victorian and Edwardian periods and the second on celibacy in the 1890s.

Jonathan Godshaw Memel is currently a Research Assistant at the University of Exeter, England, UK, on the [COVE project](#), an online research resource in Nineteenth-century Studies that involves universities across the U.S. and U.K. He recently completed a Great Western Research/National Trust-funded PhD project at the University of Exeter on the role of education in Thomas Hardy's writing. His work has appeared in *The Hardy Review*, *History of Education* and *The Conversation*. An AHRC Cultural Engagement Fellowship supported the early stages of his current project, 'Teaching Subjects', which investigates how the viewpoint of the child came to occupy both literary and educational thinking in the late nineteenth and early twentieth centuries.

Shannon Scott is Professor of English at the University of St. Thomas and Hamline University, Minnesota, USA. She has published articles and book reviews in various academic publications and newspapers. Her most recent essay, 'Wild Sanctuary: Running into the Forest in Russian Fairy Tales', will appear in *The Company of Wolves Collection*, published by Manchester University Press.

Judith Seaboyer is a Senior Lecturer at the University of Queensland, Australia, where she teaches nineteenth-century and contemporary fiction. Her current research looks at why the classical pastoral mode is so often adapted and appropriated by contemporary novelists and she has published on the political work that mode enables in Ian McEwan's *Black Dogs* (1992) and Barbara Kingsolver's *The Lacuna* (2009). She is engaged in an ongoing reading resilience project designed to encourage deep reading in a digital age and is presently jointly editing a Special Issue of *Higher Education and Research Development* entitled 'New Perspectives on Reading and Writing Across the Disciplines'.

David Thiele is Associate Professor and Chair of English at the University of Mount Union in Ohio, USA. His research interests include Victorian knowledge diffusion, utopianism, the Gothic, Irish literature, literature to film adaptation, and current higher education. His essays have appeared in *English Literature in Transition*, *Texas Studies in Language and Literature*, *Victorian Literature and Culture*, *Inside Higher Ed*, *Nineteenth-Century Prose*, and other publications. He is currently pursuing a number of projects that seek to apply the lessons of Victorian knowledge democracy to the challenges of promoting liberal education in the twenty-first century.

Marlena Tronicke is Assistant Professor in British literary and cultural studies at the University of Münster, Germany. Her areas of research and teaching include early modern as well as contemporary drama, Victorian and neo-Victorian literature, adaptation, and gender studies. She recently published her first monograph, *Shakespeare's Suicides: Dead Bodies That Matter* (Routledge, 2017) and is currently working on a second book project on spatiality in neo-Victorian cultural production.