



An Interdisciplinary Analytical Model in Literary Studies Based on Cultural Studies and Digital Analysis of Global Texts

Naufal Hidayat^{1*}, Meutia Saputra², Arif Wijaya³

^{1,2} Department of Management, Faculty of Economics and Business, Universitas Indonesia, Depok, Indonesia

³ Department of Business Administration, Faculty of Administrative Science, Universitas Brawijaya, Malang, Indonesia

Article Info

Received : 4 January 2026
Revised : 20 February 2026
Accepted : 16 March 2026

Keyword:

Cultural studies;
Digital analysis;
Digital humanities;
Global texts;
Interdisciplinary literary studies.

ABSTRACT

This study aims to develop an interdisciplinary analytical model in literary studies based on cultural studies and digital analysis of global texts. The study responds to the growing need for a qualitative framework that can connect cultural interpretation with digital textual analysis in examining global literary works. A qualitative approach with an exploratory case study design was used. Data were collected through digital documentation, semi-structured interviews with expert informants in literary studies, cultural studies, and digital humanities, and non-participant observation of digital text analysis practices. The data were analyzed using reflective thematic analysis combined with qualitative content analysis. The findings reveal four main themes: literary texts as cultural data, digital analysis as a tool for pattern recognition, cultural studies as an interpretive framework, and the need for an integrated analytical workflow. The study proposes a five-stage model consisting of contextual framing, corpus construction, digital exploration, cultural interpretation, and theoretical synthesis. These findings show that digital analysis can support literary research by identifying patterns in language, themes, characters, space, emotions, reception, and intertextual networks. However, such patterns require cultural interpretation to explain their social and ideological meanings. The study contributes to literary studies by offering a systematic model that integrates close reading, distant reading, cultural studies, and digital humanities. Future research should apply this model to specific literary corpora and multilingual archives to examine its wider relevance.



© 2026 The authors. Published by PT. Global Teras Fana.

This is an open-access article under the Creative Commons Attribution-ShareAlike

(<https://creativecommons.org/licenses/by-sa/4.0/>)

*) Corresponding Author:

Naufal Hidayat,

Department of Management, Faculty of Economics and Business, Universitas Indonesia, Depok, Indonesia

Email: naufal.hidayat048@gmail.com

1. Introduction

Contemporary literary studies have experienced a significant shift because literary texts no longer exist only as printed works, but also as part of a global digital ecosystem. Novels, poems, dramas, literary archives, reader reviews, publishing metadata, and digital conversations have become research sources that expand how scholars understand texts. Fischer et al. (2023) explain that digital space broadens the scope of world literature studies because texts can be examined through circulation, translation, archival access, and cross-cultural connectivity. This shift shows that literature cannot be understood only as an independent aesthetic object. Literature also needs to

be read as a cultural artifact, social data, and ideological representation that moves within global networks. Therefore, literary studies require an analytical model that can connect qualitative interpretation with digital analysis in a systematic way.

The development of digital humanities and computational literary studies has opened new possibilities in literary research. Digital approaches allow researchers to examine patterns of language, themes, characters, emotions, space, genre, and intertextual relations across larger bodies of data. Gius and Jacke (2022) argue that computational literary studies still require an interpretive foundation because literary concepts cannot be separated from meaning-making processes. Hatzel et al. (2023) show that machine learning can support genre analysis, text classification, and narrative pattern mapping, but these methods must be guided by clear humanities-based research questions. Elkins (2025) also demonstrates that sentiment analysis can help researchers understand emotional structures in narrative texts. However, digital analysis cannot stand alone because numbers, models, and visualizations still require cultural interpretation.

In the context of Indonesian literary studies, the need for an interdisciplinary model is increasingly important. Many literary studies still use structural, sociological, semiotic, feminist, or postcolonial approaches manually. These approaches remain relevant, but they do not always explain the relationship between local texts, digital readers, global archives, and transnational cultural circulation. Antoniak et al. (2024) show that online reader data can be used to examine literary reception and changes in reader responses to works over time. Kuijpers et al. (2024) explain that online book reviews can record reading experiences, emotional engagement, and readers' relationships with story worlds. Koeser and LeBlanc (2024) remind researchers that digital archives also contain gaps, bias, and missing data. These findings are important for Indonesian literary studies because literary works, readers, and digital archives are now connected within a wider cultural space.

Field-related problems show that the use of digital analysis in literary studies often stops at word frequency calculation, theme mapping, genre classification, or character network visualization. These results can help researchers identify patterns, but they do not always explain deeper cultural meanings. Freitas and Santos (2024) show that distant reading can be used to examine gender representation in Portuguese and Brazilian literature. Wilkens et al. (2024) demonstrate that character mobility in fiction can be analyzed to understand spatial imagination and social movement in texts. Blankenship (2024) proves that machine learning can open new readings of textual forms that were previously often considered less valuable in literary terms. These studies show that digital analysis can enrich literary studies when researchers connect it with cultural theory, power relations, identity, class, gender, coloniality, and global circulation.

The limitation of previous studies lies in the weak integration between cultural studies and digital analysis within a single analytical model. Many digital literary studies still focus on techniques such as named entity recognition, topic modelling, sentiment analysis, network analysis, and coreference resolution. Mélanie-Becquet et al. (2024) developed BookNLP-fr to process French literary texts in large corpora, allowing researchers to examine narrative structures and characters more systematically. Szemes and Nagy (2024) show that measuring novelty in characters' speech in drama can help explain linguistic innovation in literary texts. Jacke (2025) emphasizes that the operationalization of literary concepts always depends on interpretation, so digital indicators must be explained theoretically. Visser Solissa et al. (2025) also show that event detection in fictional texts needs to engage with narratology because literary events are not always the same as events in natural language processing. This gap shows the need for a model that integrates cultural theory, qualitative reading, and digital analysis of global texts.

Based on this background, this study aims to develop an interdisciplinary analytical model in literary studies based on cultural studies and digital analysis of global texts. The study focuses on how literary texts can be read as cultural representations, products of global circulation, and

digital data that can be analyzed through themes, language, characters, space, emotions, reception, and intertextual networks. Theoretically, this study contributes to strengthening the relationship between literary studies, cultural studies, digital humanities, and computational literary studies. Practically, this study offers a framework for literary researchers to analyze global texts systematically without losing the depth of qualitative interpretation. This model is expected to help literary studies move toward an approach that is more empirical, reflective, and relevant to the development of contemporary digital culture.

2. Materials and Methods

This study uses a qualitative approach with an exploratory case study design. This approach was selected because the study aims to develop an interdisciplinary analytical model in literary studies, not to test statistical relationships between variables. An exploratory case study design allows the researcher to examine in depth the process of integrating cultural studies and digital analysis in reading global texts. Lim (2025) explains that qualitative research is appropriate for understanding complex phenomena related to meaning, experience, context, and social processes. In this study, the phenomenon examined is how global literary texts can be read as cultural representations and as digital data that contain patterns of language, themes, characters, space, emotions, reception, and intertextual relations.

The research was conducted online through digital archives, academic databases, literary text repositories, and digital literary studies platforms from March to June 2025. The research location is understood as a digital space because the main objects of the study consist of global texts, academic documents, metadata, and digital analysis practices available in the digital humanities ecosystem. The main data sources include purposively selected global literary texts, academic articles related to cultural studies, digital humanities, and computational literary studies, and expert informants with experience in literary studies, cultural studies, or digital analysis. The criteria for selecting texts include legal accessibility, relevance to global cultural issues, genre representation, and potential for digital analysis. The criteria for selecting informants include lecturers in literature, cultural researchers, digital humanities practitioners, or academics who have studied literary texts through interdisciplinary approaches.

Data sources were selected through purposive sampling because the study requires data that directly support the development of the analytical model. Campbell et al. (2020) explain that purposive sampling is effective when researchers need to select participants or data sources based on information depth, experiential relevance, and connection to the research focus. In the first stage, the researcher selected global literary texts, academic articles, and expert informants based on predetermined criteria. In the next stage, snowball sampling was used when initial informants recommended other sources, texts, or experts that were strongly relevant to digital literary studies and cultural studies. This strategy was used to expand the scope of data while maintaining control over the research focus.

Data were collected through digital documentation, semi-structured interviews, and non-participant observation of text analysis practices in digital spaces. Digital documentation was used to collect literary texts, academic articles, methodological notes, metadata, and examples of digital analysis results relevant to the development of the model. Semi-structured interviews were conducted with expert informants to explore their views on the opportunities, limitations, and needs of integrating cultural theory and digital analysis in literary studies. Braun and Clarke (2022) emphasize that interviews and textual data in qualitative research need to be analyzed with awareness of the researcher's theoretical position so that the resulting themes do not become mechanical. Non-participant observation was conducted by examining the operation of platforms, corpora, or digital tools commonly used in literary analysis, such as keyword searching, theme mapping, text annotation, and visualization of relationships among textual elements.

Data validation was conducted through source triangulation, method triangulation, member checking, and an audit trail. Source triangulation was carried out by comparing data from literary texts, academic articles, interviews, and digital observation notes. Method triangulation was conducted by combining documentation, interviews, and observation so that interpretation did not depend on only one type of data. Ahmed (2024) explains that credibility, transferability, dependability, and confirmability are important elements in maintaining rigor in qualitative research. Member checking was conducted by sending summaries of interview results or initial interpretations to informants so that they could confirm, correct, or clarify the meanings conveyed. The audit trail was prepared through records of research decisions, category changes, coding processes, and theoretical considerations used during analysis.

Data analysis used reflective thematic analysis combined with qualitative content analysis. Thematic analysis was used to identify patterns of meaning emerging from interviews, academic documents, and textual readings. Trainor and Bundon (2021) emphasize that reflective thematic analysis requires researchers to understand coding as an interpretive practice, not merely as a technical process of grouping data. Naeem et al. (2023) explain that thematic analysis can be conducted systematically through data familiarization, code development, theme construction, theme review, theme naming, and narrative writing. In this study, the analysis was conducted through several stages, namely reading all data, creating initial codes, grouping codes into categories, developing themes, comparing themes with theory, and constructing an interdisciplinary analytical model.

The final stage of analysis involved building a conceptual model based on the relationship between empirical findings, cultural studies theory, and digital analysis procedures. The model was developed through repeated processes of data reduction, data display, conclusion drawing, and verification. At this stage, the researcher connected categories such as cultural representation, global circulation, language patterns, narrative emotions, character relations, textual space, reader reception, and intertextual networks. Hatzel et al. (2023) explain that machine learning in literary studies can help identify textual patterns, but the results must still be guided by clear humanities-based questions. Jacke (2025) also emphasizes that the operationalization of literary concepts in digital analysis must be explained interpretively so that the relationship between data and meaning is not broken. Therefore, the model developed in this study does not place digital analysis as a replacement for qualitative reading, but as a supporting tool to strengthen cultural interpretation of global texts.

3. Results and Discussions

The findings show that the development of an interdisciplinary analytical model in literary studies requires a clear connection between cultural interpretation and digital textual analysis. Based on interviews, documentation, and observation of digital literary practices, four main themes emerged from the data: literary texts as cultural data, digital analysis as a tool for pattern recognition, cultural studies as an interpretive framework, and the need for an integrated analytical workflow. These themes indicate that global texts cannot be understood only through close reading or only through digital computation. They require a combined approach that connects textual meaning, cultural context, digital structure, and global circulation.

The first theme concerns the understanding of literary texts as cultural data. Participants viewed global literary texts as cultural objects that contain social memory, ideological positions, identity negotiations, and historical tensions. Literary texts were not treated only as aesthetic works, but also as records of cultural experience. One participant stated, “A literary text is not only a story. It carries the way a society imagines identity, power, gender, space, and history.” This view shows that literary interpretation needs to move beyond textual description and examine how texts represent wider cultural relations. Documentation from previous studies also supports this finding because digital literary research increasingly treats texts as data that can reveal cultural patterns across large collections.

The second theme shows that digital analysis helps researchers identify patterns that are difficult to observe through manual reading alone. Participants explained that tools such as word frequency analysis, topic modelling, sentiment analysis, character network analysis, and metadata mapping can support the early stage of literary interpretation. One informant explained, “Digital tools help us see repeated patterns, but those patterns still need explanation. The machine can show the structure, but it cannot explain the cultural meaning by itself.” This finding suggests that digital analysis is useful as a supporting method, especially when researchers work with large-scale global texts. However, the data also show that digital outputs must be interpreted carefully because frequency, similarity, and visualization do not automatically represent meaning.

The third theme relates to cultural studies as the main interpretive foundation. Participants emphasized that cultural studies is needed to interpret the social meanings behind digital patterns. The categories that appeared most often in the data were representation, ideology, identity, gender, class, coloniality, cultural circulation, and reader reception. One participant noted, “Without cultural theory, digital analysis becomes a technical exercise. It may count words, but it cannot explain why certain meanings matter in society.” This finding indicates that cultural studies provides the theoretical language for explaining how literary texts participate in broader cultural struggles. It also helps researchers examine how global texts reproduce, negotiate, or challenge dominant cultural narratives.

The fourth theme concerns the need for an integrated analytical workflow. The data show that researchers need a structured model that begins with corpus selection, continues with digital exploration, moves to qualitative interpretation, and ends with theoretical synthesis. Participants argued that many literary studies use digital tools without a clear interpretive framework, while many cultural studies analyses remain limited to a small number of texts. One participant stated, “The problem is not whether we use close reading or distant reading. The real question is how both can work together in one research design.” This statement reflects the central finding of the study. An interdisciplinary model is needed to bridge the distance between computational pattern recognition and cultural meaning-making.

Based on the thematic analysis, this study proposes an interdisciplinary analytical model consisting of five stages. The first stage is contextual framing, in which researchers identify the cultural issue, theoretical lens, and global relevance of the texts. The second stage is corpus construction, in which researchers select texts based on genre, period, language, theme, accessibility, and cultural relevance. The third stage is digital exploration, which includes keyword mapping, topic analysis, sentiment analysis, character relation mapping, metadata analysis, or other relevant techniques. The fourth stage is cultural interpretation, in which digital findings are read through cultural studies concepts such as representation, identity, ideology, power, and circulation. The fifth stage is theoretical synthesis, in which the researcher explains how the findings contribute to literary studies, digital humanities, and cultural analysis.

The findings also show that the model can reduce the gap between technical analysis and interpretive depth. Participants agreed that digital methods can make literary research more systematic, while cultural studies keeps the analysis sensitive to meaning, context, and power. One participant explained, “The model is useful because it does not force literature to become data only. It keeps the text as a cultural object.” This statement confirms that digital analysis should not replace qualitative interpretation. Instead, it should strengthen the researcher’s ability to identify textual patterns and connect them with broader cultural meanings.

Discussion

The findings confirm that global literary texts need to be studied through an interdisciplinary framework that combines cultural studies and digital analysis. This result is consistent with Fischer et al. (2023), who explain that world literature has expanded within digital space through circulation, translation, archival systems, and cross-cultural networks. The present study extends this view by showing that digital expansion also requires a clear analytical model. Without such

a model, researchers may treat global texts either as isolated literary works or as technical data without cultural depth. The proposed model responds to this problem by placing digital analysis and cultural interpretation within one connected workflow.

The finding that literary texts function as cultural data supports the argument that literature must be understood as part of social and cultural processes. Gius and Jacke (2022) argue that computational literary studies still depend on interpretation because literary concepts cannot be fully separated from meaning-making. This study strengthens that argument by showing that participants rejected a purely technical reading of literature. They viewed texts as cultural objects shaped by identity, ideology, history, and social relations. This means that digital analysis should not reduce literary works to measurable units only. It should help researchers identify patterns that can later be interpreted through cultural theory.

The role of digital analysis as a tool for pattern recognition aligns with Hatzel et al. (2023), who show that machine learning can support classification, pattern mapping, and genre analysis in literary studies. The findings also relate to Elkins (2025), who demonstrates that sentiment analysis can help explain emotional structures in narrative texts. However, this study adds a critical point. Participants emphasized that digital tools only provide analytical entry points. They do not produce cultural explanation by themselves. This finding shows that digital analysis is most useful when researchers treat it as a method of exploration, not as the final source of interpretation.

The emphasis on cultural studies as an interpretive framework is also consistent with studies that examine representation, gender, mobility, and textual form through computational methods. Freitas and Santos (2024) show that distant reading can reveal gender depiction in Portuguese and Brazilian literature. Wilkens et al. (2024) demonstrate that character mobility in fiction can help explain spatial imagination and social movement. Blankenship (2024) shows that machine learning can expand the understanding of textual forms that were previously overlooked. The present study builds on these works by arguing that cultural theory is needed to explain why such patterns matter. A pattern only becomes meaningful when it is connected to culture, power, identity, and historical context.

The proposed five-stage model also responds to the methodological gap identified in previous digital literary studies. Many studies focus on specific tools, such as topic modelling, named entity recognition, sentiment analysis, or character network analysis. Mélanie-Becquet et al. (2024) show the importance of tailored pipelines for processing literary texts in large corpora. Szemes and Nagy (2024) demonstrate that computational measurement can help identify novelty in characters' speech. These studies offer useful technical contributions. However, the findings of this study show that technical procedures need to be integrated with theoretical framing, corpus justification, interpretive reading, and conceptual synthesis. This integration is important for research that aims to contribute to SINTA-accredited journals because the argument must show clear novelty, methodological rigor, and theoretical relevance.

The findings also support Jacke's (2025) argument that the operationalization of literary concepts always depends on interpretation. In this study, participants stressed that concepts such as identity, representation, ideology, emotion, and cultural circulation cannot be measured directly without theoretical clarification. For example, a repeated word may indicate a theme, but it does not automatically explain cultural meaning. A character network may show centrality, but it does not directly explain power relations. A sentiment score may show emotional polarity, but it does not fully capture irony, trauma, ambiguity, or symbolic tension. This shows that digital indicators must be interpreted within a qualitative and theoretical framework.

The study also contributes to debates on digital archives and online reception. Antoniak et al. (2024) show that online reader data can reveal the afterlives of literary works, while Kuijpers et al. (2024) explain that online reviews can record reading absorption and reader engagement. The present findings confirm that reader reception and digital traces can become important sources in

literary studies. However, they must be used critically because digital archives may contain bias, absence, and uneven representation. Koeser and LeBlanc (2024) remind researchers that missing data should not be ignored because absence itself can shape interpretation. This is especially relevant for global texts because not all cultures, languages, authors, and readers are equally visible in digital archives.

Theoretically, this study contributes by positioning interdisciplinary literary analysis as a bridge between close reading, distant reading, cultural studies, and digital humanities. The proposed model offers a way to combine interpretive sensitivity with systematic data exploration. It also helps researchers avoid two methodological risks. The first risk is textual interpretation that lacks empirical structure. The second risk is digital analysis that lacks cultural explanation. By integrating both approaches, the model supports a more balanced form of literary research that remains attentive to meaning, context, and evidence.

Practically, the model can guide researchers, lecturers, and students who want to analyze global texts using digital tools without losing the depth of qualitative interpretation. The model can be applied to studies of novels, poetry, drama, online literary archives, translated texts, reader reviews, and global literary circulation. It can also support curriculum development in literary studies, especially in courses related to digital humanities, cultural studies, world literature, and research methodology. For Indonesian literary studies, this model is useful because it can help researchers connect local literary issues with global cultural debates and digital research methods.

Future research can develop this model further by applying it to specific corpora, such as Southeast Asian novels, translated Indonesian literature, postcolonial fiction, digital poetry, or online reader reviews. Further studies can also compare different digital tools to examine how each tool shapes interpretation. Researchers may also test the model in multilingual corpora to understand how translation, language hierarchy, and cultural circulation influence literary meaning. In this way, the model can continue to develop as a flexible framework for interdisciplinary literary research in the digital age.

4. Conclusions

This study concludes that an interdisciplinary analytical model is needed to strengthen literary studies in the digital age. The findings show that global literary texts should be understood not only as aesthetic works, but also as cultural data shaped by representation, ideology, identity, power relations, reader reception, and global circulation. The study identified four main themes: literary texts as cultural data, digital analysis as a tool for pattern recognition, cultural studies as an interpretive framework, and the need for an integrated analytical workflow. These findings confirm that digital tools can support literary research by identifying textual patterns, but cultural interpretation remains essential for explaining meaning, context, and social relevance.

The study contributes theoretically by connecting literary studies, cultural studies, digital humanities, and computational literary studies in one qualitative framework. Practically, the proposed five-stage model can guide researchers in conducting systematic analysis through contextual framing, corpus construction, digital exploration, cultural interpretation, and theoretical synthesis. The findings also offer implications for research policy and curriculum development, especially in strengthening digital humanities competence in literary studies. Future research should apply this model to specific corpora, such as Southeast Asian literature, translated Indonesian literature, postcolonial fiction, online reader reviews, or multilingual literary archives, to test its flexibility and deepen its contribution to interdisciplinary literary research.

References

- Ahmed, S. K. (2024). The pillars of trustworthiness in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 2, 100051. <https://doi.org/10.1016/j.glmedi.2024.100051>

- Antoniak, M., Mimno, D., Thalken, R., Walsh, M., Wilkens, M., & Yauney, G. (2024). The afterlives of Shakespeare and Company in online social readership. *Journal of Cultural Analytics*, 9(2). <https://doi.org/10.22148/001c.116919>
- Blankenship, A. (2024). What we didn't know a recipe could be: Political commentary, machine learning models, and the fluidity of form in nineteenth-century newspaper recipes. *Journal of Cultural Analytics*, 9(1). <https://doi.org/10.22148/001c.115371>
- Bode, K. (2023). What's the matter with computational literary studies? *Critical Inquiry*, 49(4), 507–529. <https://doi.org/10.1086/724943>
- Braun, V., & Clarke, V. (2022). Toward good practice in thematic analysis: Avoiding common problems and be(com)ing a knowing researcher. *International Journal of Transgender Health*, 24(1), 1–6. <https://doi.org/10.1080/26895269.2022.2129597>
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: Complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652–661. <https://doi.org/10.1177/1744987120927206>
- Elkins, K. (2025). Beyond plot: How sentiment analysis reshapes our understanding of narrative structure. *Journal of Cultural Analytics*, 10(3). <https://doi.org/10.22148/001c.143671>
- Fischer, F., Blakesley, J., Wojcik, P., & Jäschke, R. (2023). Preface: World literature in an expanding digital space. *Journal of Cultural Analytics*, 8(2). <https://doi.org/10.22148/001c.74598>
- Freitas, C., & Santos, D. (2024). Gender depiction in Portuguese: Distant reading Brazilian and Portuguese literature. *Journal of Computational Literary Studies*, 3(1), 4–30. <https://doi.org/10.48694/jcls.3576>
- Gius, E., & Jacke, J. (2022). Are computational literary studies structuralist? *Journal of Cultural Analytics*, 7(4). <https://doi.org/10.22148/001c.46662>
- Hatzel, H. O., Stierner, H., Biemann, C., & Gius, E. (2023). Machine learning in computational literary studies. *it: Information Technology*, 65(4–5), 200–217. <https://doi.org/10.1515/itit-2023-0041>
- Jacke, J. (2025). Operationalization and interpretation dependence in computational literary studies. *Journal of Computational Literary Studies*, 4(1), 1–26. <https://doi.org/10.48694/jcls.3959>
- Koeser, R. S., & LeBlanc, Z. (2024). Missing data, speculative reading. *Journal of Cultural Analytics*, 9(2). <https://doi.org/10.22148/001c.116926>
- Kuijpers, M. M., Lusetti, M., Lendvai, P., & Rebora, S. (2024). Validation of the story world absorption scale through annotation of online book reviews. *Journal of Cultural Analytics*, 9(1). <https://doi.org/10.22148/001c.92531>
- Lim, W. M. (2025). What is qualitative research? An overview and guidelines. *Australasian Marketing Journal*, 33(2), 199–229. <https://doi.org/10.1177/14413582241264619>
- Mélanie-Becquet, F., Barré, J., Seminck, O., Plancq, C., Naguib, M., Pastor, M., & Poibeau, T. (2024). BookNLP-fr, the French versant of BookNLP: A tailored pipeline for 19th and 20th century French literature. *Journal of Computational Literary Studies*, 3(1), 1–34. <https://doi.org/10.48694/jcls.3924>
- Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A step-by-step process of thematic analysis to develop a conceptual model in qualitative research. *International Journal of Qualitative Methods*, 22, 1–18. <https://doi.org/10.1177/16094069231205789>

- Szemes, B., & Nagy, M. (2024). Repetition and innovation in dramatic texts: An attempt to measure the degree of novelty in character's speech. *Journal of Computational Literary Studies*, 3(1), 1–27. <https://doi.org/10.48694/jcls.3923>
- Trainor, L. R., & Bundon, A. (2021). Developing the craft: Reflexive accounts of doing reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 13(5), 705–726. <https://doi.org/10.1080/2159676X.2020.1840423>
- Visser Solissa, N., van Cranenburgh, A., & Pianzola, F. (2025). Event detection between literary studies and NLP: A survey, a narratological reflection, and a case study. *Journal of Computational Literary Studies*, 4(1). <https://doi.org/10.48694/jcls.4215>
- Wilkins, M., Evans, E. F., Soni, S., Bamman, D., & Piper, A. (2024). Small worlds: Measuring the mobility of characters in English-language fiction. *Journal of Computational Literary Studies*, 3(1), 1–16. <https://doi.org/10.48694/jcls.3917>