



OPTIONAL LINGUISTICS MODULES (PERIOD C-D)

Accents of English

Teacher: Peter Sundkvist

Module description

The aim of this module is to enable undergraduate students to gain familiarity with and an overview of the formidable variation in how the English language is pronounced across the world, and to acquire skills in analyzing such variation in a scholarly fashion. Exposure and insight into variation is provided through readings and analysis of audio and audio-visual material, and arguably the most influential framework for the classification of accent differences is introduced (Wells, 1982). The course offers a review of the principles that underlie the phonetic description and classification of human speech sounds and an introduction to the International Phonetic Alphabet (IPA). Students are then given the opportunity to practice phonetic analysis and the application of Wells's (1982) framework in the analysis of multiple English accents, based on audio-visual material. While of interest to anyone wanting to know more about global variation in English, this module is perhaps particularly relevant for future teachers, who will need to address questions regarding norm and variability in English pronunciation, and for those considering writing degree projects on English accents, dialectology, world Englishes, sociolinguistics, etc.

The module comprises eight two-hour seminars, all of which involve active participation from the students. The students will read texts and complete listening and other exercises related to the course content. In the seminars students will discuss the texts and exercises, and give oral group presentations relating to the topic of individual seminars. The examination consists of one oral assignment and three written assignments.

Required reading

Books

Melchers, G., Shaw, P., & Sundkvist, P. 2019. *World Englishes*, 3rd ed. London: Routledge.

Wells, J. C. 1982. *Accents of English: 3 volumes*. Cambridge: Cambridge University Press. [Vols. 2 and 3 are available as e-books at SUB; vol. 1 has never been released as e-book]

Hayes, B. 2009. *Introductory Phonology*. Oxford: Wiley-Blackwell. [Available as e-book at SUB, and only chapters 1–2 assigned].

Articles

- Edwards, W. F. 2004[2008]. African American Vernacular English: phonology. In: Kortmann, B., Schneider, E. W., Burridge, K., Mesthrie, R. & Upton, C. A Handbook of Varieties of English: A Multimedia Reference Tool. Volume 1: Phonology, 383–392. [Available as e-book at SUB]
- Gargesh, R. 2004[2008]. Indian English: phonology. In: Kortmann, B., Schneider, E. W., Burridge, K., Mesthrie, R. & Upton, C. A Handbook of Varieties of English: A Multimedia Reference Tool. Volume 1: Phonology, 992–1002. [Available as e-book at SUB]
- Hickey, R. 2004[2008]. Irish English: phonology. In: Kortmann, B., Schneider, E. W., Burridge, K., Mesthrie, R. & Upton, C. A Handbook of Varieties of English: A Multimedia Reference Tool. Volume 1: Phonology, 68–97. [Available as e-book at SUB]
- Horvath, B. M. 2004[2008]. Australian English: phonology. In: Kortmann, B., Schneider, E. W., Burridge, K., Mesthrie, R. & Upton, C. A Handbook of Varieties of English: A Multimedia Reference Tool. Volume 1: Phonology, 625–644. [Available as e-book at SUB]
- Kretzschmar, W. A. 2004[2008]. Standard American English pronunciation. In: Kortmann, B., Schneider, E. W., Burridge, K., Mesthrie, R. & Upton, C. A Handbook of Varieties of English: A Multimedia Reference Tool. Volume 1: Phonology, 257–269. [Available as e-book at SUB]
- Sundkvist, P. 2011. ‘Standard English’ as spoken in Shetland’s capital. *World Englishes*, 30(2), 166–181.
- Thomas, Erik R. 2004[2008]. Rural Southern white accents. In: Kortmann, B., Schneider, E. W., Burridge, K., Mesthrie, R. & Upton, C. A Handbook of Varieties of English: A Multimedia Reference Tool. Volume 1: Phonology, 300–324. [Available as e-book at SUB]

Audio-visual material

Audio and audio-visual training material available in Melchers, Shaw, & Sundkvist and online; web links provided on Canvas.

Sociolinguistics

Teacher: Beyza Jacobsson

Module description

The module is intended to provide an overview of sociolinguistic theories and sociolinguistic research. It will cover topics such as the foundations of sociolinguistics (variability, and communicative competence), interaction, style and discourse, linguistic variation (social class, gender, ethnicity), multilingualism and translanguaging, and applied areas of sociolinguistic research (language policy and planning, sociolinguistics and law, language and media, language in education). The focus will be primarily on English but other languages will be considered depending on the topic.

Required reading

Coursebook:

Mesthrie, Rajend (ed.) (2011). *The Cambridge handbook of sociolinguistics* [Electronic resource]. Cambridge: Cambridge University Press. (selected chapters).

- Ch. 1: Introduction: The sociolinguistic enterprise (R. Mesthrie).
- Ch. 3: Linguistic anthropology: The study of language as a non-neutral medium (A. Duranti).
- Ch. 8: Pragmatics and discourse (J. Blommaert).
- Ch. 12: Language and place (B. Johnstone).
- Ch. 15: Multilingualism (A. Deumert).
- Ch. 21: Language and the law (D. Eades).

Additional readings for the seminars (see syllabus below):

- Blommaert, J. & Mali, I. (2016). Ethnographic linguistic landscape analysis and social change: A case study. In K. Arnaut, J. Blommaert, B. Rampton & M. Spotti (eds.), *Language and Superdiversity*. (pp. 197-217). London: Routledge.
- Hoffman, M. (2014). Sociolinguistic interviews. In: J. Holmes and K. Hazen (eds.), *Research methods in sociolinguistics* (pp. 25-41). Oxford. Wiley Blackell.
- King, K., Fogle, L. & Logan-Terry, A. (2008). Family language policy. *Language and Linguistics Compass*, 2(5): 907-922.
- Lewis, G., Jones, B., Baker, C. (2012). Translanguaging: Developing its conceptualisation and contextualisation. *Educational Research and Evaluation*, 18(7): 655-670.
- Ricento, T. (2014). Thinking about language: What political theorists need to know about language in the real world. *Language policy*, 13(4), 351-369.
- Van Parijs, P. (2000). The ground floor of the world: On the socio-economic consequences of linguistic globalization. *International political science review*, 21(2), 217-233.

OPTIONAL LITERATURE MODULES (PERIOD C-D)

Bad Modernisms

Teacher: Irina Rasmussen

Module description

Bad Modernisms: The Avant-Garde and the Rear Guard of Modernism

“It was modernism itself that gave bad a good name. Being bad has always meant crossing the line, turning away from what is accepted and familiar, heading out for the unknown; but it was only with modernism that the value of such transgression underwent a sharp reversal ... it was modernism that gave currency to the idea that going to the limits might be essential to the recreation of the world.”

—Heather K. Love

The aim of this module is to help undergraduate students to develop advanced skills for reading and analyzing English-language literature. Students will study literary texts in English from specific historical, critical or generic perspectives and will learn advanced analytic methods, as well as theoretical perspectives. The module comprises a number of seminars, all of which involve active

participation from the students. The students will read primary texts and secondary material before each seminar. The final examination will be comprised of one oral and one written assignment.

More specifically, this module will cover a range of literary texts written in the early twentieth century—the period that became known as modernism. It introduces students to some major literary figures of the period, its cultural contexts and key concepts, and aims to illuminate the relationship between literary innovations and the culture of modernism. The topics will include modernism's preoccupation with new technologies, psychology, race and empire, and popular culture. Other concepts that will help to organize the course are space, time, and the body, which were greatly altered by the dynamic processes of modernization. By studying a select group of British and American modernist texts, we will consider how modernization transformed cultural and aesthetic sensibilities. The texts include novels, poems, manifestos, and essays, all of which aspire to convey modernity's radically changed understanding of the self and the world. Modernism entailed a radical break with tradition and we will explore these changes in the writers' experimental rendering of interiority and the social world.

Required reading

Primary Texts

Reading will include a selection of 1800–2000 pages from the following list.

1. S. Greenblatt. *The Norton Anthology of English Literature, Volume F: Twentieth Century and After*.

From *Norton*: A selection of readings on modernist manifestoes.

2. James Joyce. *Dubliners* (1914)

3. Ford Madox Ford. *The Good Soldier* (1915)

4. Virginia Woolf. *Jacob's Room* (1922)

5. T.S. Eliot. *The Waste Land* (1922) (Norton)

6. Ernest Hemingway. *The Sun Also Rises* (1926)

7. Zora N. Hurston. *Their Eyes Were Watching God* (1937)

8. Jean Rhys. *After Leaving Mr Mackenzie* (1931)

The assigned selection of texts from secondary sources (see the titles below) will be available on Athena as PDFs.

For the **Oral Presentation** (Assignment #1), please choose the seminar slot for your presentation and sign-up for it in Seminar 1.

For the **Analytical Essay** (Assignment #2), please choose among any of the primary texts – novels, short stories, or poetry – assigned for this course.

Secondary Readings

Selection from:

Armstrong, Tim. *Modernism: A Cultural History*. Cambridge: Polity Press. 2005.

Bradshaw, David. Ed. *A Concise Companion to Modernism*. Oxford: Blackwell, 2003.

Whitworth, Michael. Ed. *Modernism*. Blackwell Guides to Criticism Series. Oxford: Blackwell, 2007.

Narratives & Desire

Teachers: Joakim Wrethed and Marina Ludwigs

Module description

Desire is a fundamental principle of human life. It spans over basic desires as hunger, thirst, need for sleep, safety, love and sex. In addition, it encompasses curiosity generally and science specifically through the desire to know and to know more and more. Inevitably, desire figures in literature and the arts, as the very basis of narration, alongside such basic literary concepts as plot and suspense, which indicate our need for closure. On top of that, we require notions of desire to even be able to understand the motivations behind the actions of characters in narratives and to be able to root for or against them. Finally, in a more subtle way, desire factors into the interaction between different levels of narrative perspectives in the form of readers responding to narrators and their agendas. Since the phenomenon of desire is such a fundamental part of humanity and human life, the narratives we create often thematize and problematize the workings of desire. Is a world without desire even imaginable? According to Slavoj Žižek, film is the ultimate art of desire, since it displays desire at the same time as it teaches us how to desire. The whole advertising world of consumerism is all about how to manipulate our desires. Not even our religious and spiritual spheres are free from desire. If anything, all religions have some aspect of finding ways of harnessing and regulating desire. In this module, you will have the chance to examine the concept of desire and many of its different forms as it appears in literary works and films.

Required reading

- Barbaras, Renaud (2006). *Desire and Distance: Introduction to a Phenomenology of Perception*. Stanford, Calif.: Stanford University Press. [Chapter 5, 20 pages]
- Bishop, Bernardine. 'Stool' in Beard, Alan, et al. (2020) *The New Abject: Tales of Modern Unease*. United Kingdom, Comma Press, 1–8. [8 pages]
- Bosch, Magdalena (2020). *Desire and Human Flourishing*. Springer Nature Switzerland AG. "Desire in Freud". [4 pages]
- Brooks, Peter (1992). *Reading for the Plot: Design and Intention in Narrative*. Cambridge, Mass.: Harvard Univ. Press. Chapter 2. [Excerpt, 13 pages]
- Conan Doyle, Sir Arthur. (1892). "The Adventure of the Speckled Band". [14 pages]
- Deleuze, Gilles & Holland, Eugene W. (2001[1999]). *Deleuze and Guattari's Anti-Oedipus [Ebook] introduction to schizoanalysis*. London: Routledge. [Excerpt, 16 pages]
- Fitzgerald, F. Scott (2000). *The Great Gatsby*. London: Penguin Classics. [240 pages]
- Freud, Sigmund & Riviere, Joan (1989). *The Ego and the Id*. Standard ed. New York: W.W. Norton. [Excerpt 16 pages]
- Freud, Sigmund (2003). *Beyond the Pleasure Principle*. Penguin Books Ltd. [Excerpt 16 pages]
- Gans, Eric. 'A Brief Introduction to Generative Anthropology'. Available at: [A Brief Introduction to Generative Anthropology — Anthropoetics \(ucla.edu\)](https://www.ucla.edu/~anthropoetics/) [1 page]
- Gao, Jihai (2013) "Deleuze's Conception of Desire", *Deleuze Studies*, 7(3), pp. 406–420. doi:10.2307/45331557. [14 pages]
- Girard, René (1976[1965]). *Deceit, Desire, and the Novel: Self and Other in Literary Structure*. Baltimore: Johns Hopkins University Press. [Excerpt, 23 pages]
- Kristeva, Julia. (2018) "Approaching Abjection." *Powers of Horror: An Essay on Abjection*. Amsterdam: Amsterdam University Press. doi:10.1515/9781942401209-010. [7 pages]
- Lawrence, D.H. "The Rocking-Horse Winner". Available at: [The Rocking-Horse Winner—D. H. Lawrence \(1885-1930\) \(classicshorts.com\)](https://www.classicshorts.com/the-rocking-horse-winner/). [12 pages]
- Miller, Henry (2015 [1934]) *The Tropic of Cancer*. London: Penguin Classics. [272 pages]
- Mulvey, Laura (1991). "Visual Pleasure and Narrative Cinema." *Feminisms: An Anthology*. Ithaca, NY: Rutgers University Press, pp. 432-442. <https://doi.org/10.36019/9780813568409-034> [11 pages]

Nietzsche, Friedrich (1968). *The Will to Power*. Vintage books ed. New York: Vintage. [Excerpt, 12 pages]

O'Neill, Joseph (2018) "The Poltroon Husband". [10 pages]

Plath, Sylvia (2019). *The Bell Jar*. London: Faber and Faber. [240 pages]

Poe, Edgar Allan (1843). "The Tell-Tale Heart". Available at: [The Tell-Tale Heart \(poemuseum.org\)](https://www.poemuseum.org/poems/tell-tale-heart) [2 pages]

Schopenhauer, A. (2023) *The World As Will and Idea*. Taylor and Francis. Available at: <https://research.ebsco.com/linkprocessor/plink?id=9e406deb-1316-333b-abf4-20e64dd795e7> (Accessed: 26 March 2024). [Excerpt, 10 pages]

Films and Clips

Psycho, Alfred Hitchcock, 1960.
American Psycho, Mary Harron, 2000.
Crash, David Cronenberg, 1996.
Club Zero, Jessica Hausner, 2023.
 You Tube Clip: “Julia Kristeva’s ‘Powers of Horror: An Essay on Abjection’”. Available at: [Julia Kristeva’s ‘Powers of Horror: An Essay on Abjection’” - YouTube](#)
 You Tube Clip: “Slavoj Zizek on Norman Bates House”. Available at: [Slavoj Zizek on Norman Bates House - YouTube](#)
 You Tube Clip: “Zizek on desire and film”. Available at: [The Pervert's Guide To Cinema | How to know your desire | Slavoj Zizek \(youtube.com\)](#)