Stockholm University

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 groups 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 Athena.

Language and Gender

Teacher: Josep Soler

Module description

This module provides an overview of how language and gender are inherently interconnected, and how gender roles and relations are formed, maintained, and expressed through language. Students will study the social and performative nature of gender and the multiple ways that gender is constructed through language, including the reflexive relationship between social expectations about gender and the social practices that construct it. In addition, students will learn about the special relationships that hold between gender and sexuality, with a focus on the social and linguistic practices that accompany them. Students will engage in critically reading and reflecting on academic texts on language, gender, and sexuality from a range of domains (professional communication, educational contexts, etc.).

Required reading

All readings are available as electronic resources at the SU Library catalogue.

Coursebook:

Kiesling, S. (2019). Language, gender, and sexuality. An introduction. Routledge.

Seminar readings:

Block, D. & Corona, V. (2014). Exploring class-based intersectionality. Language, Culture & Curriculum, 27(1), 27-42.

Cameron, D. (2000). Styling the worker: Gender and the commodification of language in the globalized service economy. Journal of Sociolinguistics, 4(3), 323-347.

Gray, J. (2013). LGBT invisibility and heteronormativity in ELT materials. In: Gray, J. (Ed.) Critical Perspectives on Language Teaching Materials. Palgrave Macmillan.

Levon, E. (2015). Integrating intersectionality in language, gender, and sexuality research. Language and Linguistics Compass, 9(7), 295-308.

Lindqvist, A., Renström, E.A., & Gustafsson Sandén, M. (2019). Reducing a male bias in language? Establishing the efficiency of three different gender-fair language strategies. Sex Roles, 81, 109-117.

McDowell, J. (2015). Talk in feminized occupations: Exploring male nurses' linguistic behaviour. Gender and Language, 9(3), 365-390.

Piller, I. & Takahashi, K. (2006). A passion for English: Desire and the language market. In A. Pavlenko (Ed.), Bilingual minds: Emotional experience, expression and representation. (pp. 59-83). Clevedon: Multilingual Matters.

Wallner, L. & Eriksson Barajas, K. (2022). 'It's not her, it's hen' – situated classroom use of the Swedish gender-neutral pronoun hen. Classroom Discourse (early view online).

OPTIONAL LITERATURE MODULES (PERIOD C-D)

Ursula K. Le Guin and Philip K. Dick: Masters of the New Wave

Teacher: Bo G. Ekelund

Module description

Science fiction was largely seen as a popular genre fit only for cheap magazines and paperbacks in the 1940s and 1950s. However, the genre would be transformed in the two following decades by a host of innovative writers, who were less interested in rockets and laser guns than in culture, politics, and religion. The "new wave" of science fiction rolled across the world, but it played an especially important role in the US in the period of the counter-culture and the Vietnam War. This course will explore the work of two of the most important writers of speculative fiction in the US from the late fifties to the 1980s: Ursula K. Le Guin and Philip K. Dick. No history of science fiction would be complete without these two writers, and they represent a fascinating case of parallel careers with a distinctive West Coast perspective on the world, drawing on Eastern religions and philosophies as much as postmodern American society.

In this course unit we read some 2 000 pages of short stories, novels, and criticism. Students will learn to analyze works of speculative fiction understood as challenges to commonly held world-views and the building of alternative worlds, against the background of the upheavals of US culture in the 1960s and 1970s.

The module comprises eight two-hour seminars, all of which involve active participation from the students. The students will read primary texts and, in some instances, secondary material before each seminar. All students will prepare brief oral presentations. The final examination will be comprised of written assignment(s).

Required reading

(I have added publishing information for the novels as a recommendation, but if you have another edition, that is acceptable)

Dick, Philip K. "Man, Android and Machine." *The Shifting Realities of Philip K. Dick*. Ed. Lawrence Sutin. New York: Pantheon, 1995. 211-232. [Hand-out]

Dick, Philip. "Beyond Lies the Wub." (1952). *Selected Stories of Philip K. Dick*. Boston: Houghton, 2013. (hand-out)

Dick, Philip. "Roog." (1953) *Selected Stories of Philip K. Dick*. Boston: Houghton, 2013. (hand-out)

Dick, Philip. *Do Androids Dream of Electric Sheep?* (1968) S.F. Masterworks, 2010. ISBN: 9780575094185.

Dick, Philip. *The Man in the High Castle*. (1962) Penguin Modern Classics, 2001. ISBN: 9780141186672

Dick, Philip. *The Transmigration of Timothy Archer*. (1982) Orion, 2011.

Harris-Fain, Darren. "Dangerous Visions: New Wave and Post-New Wave Science Fiction." *The Cambridge Companion to American Science Fiction*. Cambridge: CUP, 2015. 31 – 43. DOI: https://doi.org/10.1017/CCO9781107280601

Hayles, N. Katherine. "Metaphysics and Metafiction in *The Man in the High Castle*." *Philip K. Dick.* Ed. Joseph D. Olander and Martin Harry Greenberg. New York: Taplinger, 1983. 53-71. (hand-out)

Jameson, Fredric. "Philip K. Dick, In Memoriam." *Archaeologies of the Future*. London: Verso, 2005. 345-348. (hand-out)

Jameson, Fredric. "World Reduction in Le Guin: The Emergence of Utopian Narrative." *Science Fiction Studies* 2.3 (1975) : 221–230

Le Guin, Ursula K. *Always Coming Home*. (1985). S.F. Masterworks, 2016.

Le Guin, Ursula K. *The Left Hand of Darkness*. (1969). Orion, 2018.

Le Guin, Ursula K. *The Word for World Is Forest*. (1972) TOR, 2010.

Le Guin, Ursula. "April in Paris." (1962). *The Wind's Twelve Quarters*. New York: Harper, 1975. (hand-out)

Le Guin, Ursula. "The Masters." (1963). *The Wind's Twelve Quarters*. New York: Harper, 1975. (hand-out)

Le Guin, Ursula. "The Modest One." (1976). In *The Language of the Night: Essays on Writing, Science Fiction, and Fantasy*. New York: Putnam's, 1979.

Suvin, Darko. "Estrangement and Cognition." *Metamorphoses of Science Fiction*. Edited by Gerry Canavan. Berlin: Peter Lang, 2016. 17-27

Westfahl, Gary. "The Mightiest Machine: The Development of American Science Fiction from the 1920s to the 1960s." *The Cambridge Companion to American Science Fiction*. Cambridge: CUP, 2015. 17 – 30. DOI: https://doi.org/10.1017/CCO9781107280601

In addition, students will choose at least one academic, peer-reviewed article for their course essay.

Writing Women in Early Modern England

Teacher: Anna Swärdh

Module description

In early modern England, a number of women were active writers, and women were also represented in the literature of the period. Taking as its starting point this dual perspective on writing women, the module examines a rich selection of textual material from a number of genres, some of which were considered more fitting for female writers at the time. The module encourages students to analyse texts by early modern female writers, as well as examines the representation of women in early modern texts by male as well as female authors. Different ways of critically and theoretically approaching the period and its literature are addressed, as well as the social, technological and institutional conditions underwriting early modern texts. By examining how the texts studied on the module were influenced by not only gender, but also by, for instance, manuscript and print cultures, education, class, patronage, and theatrical practices, the module functions as an introduction to the literary culture of the period.

The module comprises eight two-hour seminars, all of which involve active participation from the students. The students will read primary texts and secondary material before each seminar. They will discuss the material in groups, in and outside of class, using these meetings as occasions to reflect upon and voice their ideas about the reading of primary texts and understanding of the secondary material. The final examination will be comprised of one written and one oral assignment.

Required reading

Primary Texts

Poetry:

Philip Sidney: from *Astrophil and Stella* (c. 1582): Sonnets 1, 20, 34, 45, 47, 69, 71, 81, 91
Mary Wroth: from *Pamphilia to Amphilantus* (1621): Sonnets 1, 16, 26, 28 (song), 39, 68, 77, 103; (Folger MS version): Song, Sonnets 30, 33 (in Bell)
John Donne: "A Valediction Forbidding Mourning" and "The Good-Morrow" from *Songs and Sonnets* (1632)
Katherine Philips: "Friendship's Mystery, To My Dearest *Lucasia*" (1655, 1667), "To Mrs. M. A. at Parting" (1664)

PDFs will be provided for all poetry.

Letters:

Princess Elizabeth to her brother King Edward VI, September 20, 1547
Anne Cooke Bacon, Letter to mother defending learning Italian against her will (c 1551)
Elizabeth Bourne and John Conway: formal letter: no. 20 (to Caesar), 67–69; familiar letter no. 14 (to her mother), 56–57; love letters between Bourne and Conway (no. 39–42, 148–156)
Letters by Elizabeth I and Anne Cooke Bacon will be provided as PDFs

Letters to and from Elizabeth Bourne are found in: Alfar, Christina Léon and Emily Sherwood. *Reading Mistress Elizabeth Bourne: Marriage, Separation, and Legal Controversies*. Routledge, 2001. E-book Stockholm University Library.

Drama:

Jane Lumley: *Iphigeneia at Aulis* (1555)

Elizabeth Cary: *The Tragedy of Mariam* (1613)

William Shakespeare: *Romeo and Juliet* (1597)

William Shakespeare: *Titus Andronicus* (1594)

Plays by Jane Lumley and Elizabeth Cary are available in: Purkiss, Diane. *Three Tragedies by Renaissance Women*. London: Penguin, 1998. Internet Archive: borrow with free account.

Elizabeth Cary's *The Tragdy of Mariam* is also available in scholarly editions, such as the Arden edited by Ramona Wray.

Plays by Shakespeare: buy or borrow. Recommended scholarly editions are: Arden, Oxford, New Cambridge.

Secondary Reading

The following articles and chapters are all available as e-texts via Stockholm University Library.

Bell, Ilona. "'Joy's Sports': The Unexpurgated Text of Mary Wroth's *Pamphilia to Amphilanthus*." *Modern Philology*, 111.2 (2013): 231–52.

Detmer-Goebel, Emily. "The Need for Lavinia's Voice: *Titus Andronicus* and the Telling of Rape." *Shakespeare Studies*, 29 (2001): 75–92.

Hall, Meghan E. Cu. 25: "Race and Geographies of Escape in Elizabeth Cary's *The Tragedy of Mariam.*" *The Oxford Handbook of Early Modern Women's Writing in English, 1540–1700*. Ed. Danielle Clarke et al. 365–76.

Lees-Jeffries, Hester. "Body Language: Making Love in Lyric in Romeo and Juliet." *The Review of English Studies*, 74.314 (2023): 237–53.

Scott-Baumann, Elizabeth. Ch. 4: "Katherine Philips and Lucy Hutchinson Reading John Donne." *Forms of Engagement: Women, Poetry and Culture 1640–1680*. Oxford, 2013. 113–43 (focus on 113–125).

Smith, Daniel Starza and Leah Veronese. Ch. 36: Desire, Dreams, Disguise: The Letters of Elizabeth Bourne. *The Oxford Handbook of Early Modern Women's Writing in English, 1540–1700*. Ed. Danielle Clarke. Oxford, 2022. 531–46.

Uman, Deborah. "'Wonderfully astonied at the stoutenes of her minde': Translating Rhetoric and Education in Jane Lumley's *The Tragedie of Iphigeneia*", Ch. 4 in *Performing Pedagogy in Early Modern England: Gender, Instruction, Performance*. Ed. Kathryn R. McPherson and Kathryn M. Moncrief. 53–64.