

ELECTIVE COURSES – SPRING SEMESTER 2014

Exchange students and students doing second and third level English are invited to choose *one* of the courses described below.

Number of credits: 5

Method of teaching: Seminars

Examination: See each course description.

Please complete the elective course form, which you will either get at the 19 February information meeting or find in the pigeonhole marked “*Fabian Beijer -- till studenter*” to the left of the departmental office. Put it in the pigeonhole marked “*Fabian Beijer -- från studenter*” no later than **Friday 28 February at noon**.

ENGG01 students who did not get their first choice last time normally get their first choice now.

20TH CENTURY FEMINISM

Birgitta Berglund (birgitta.berglund@englund.lu.se)

The women’s movement started in the 19th century with the struggle for causes like women’s right to higher education and married women’s property right; and it might be said to culminate in the suffragette movement of the early 20th century. However, alongside this very active and sometimes rather militant struggle focussing on concrete goals, there was also a more intellectual side of feminism which aimed at discussing and analysing what might be called the internal repression, i.e. the patterns of thought and behaviour which kept women back. In the 20th century this developed into a questioning not just of stereotyped and confining gender roles, but of the construction of gender as such. The aim of this course is to study a representative selection of novels primarily from the early part of the past century to see how they both reflect this discussion and carry it forward. The books will be read in chronological order as listed below.

READING LIST

Chopin, Kate. (1899). *The Awakening*.

Woolf, Virginia. (1927). *To the Lighthouse*.

Sayers, Dorothy. (1935). *Gaudy Night*.

Plath, Sylvia. (1963). *The Bell Jar*.

Atwood, Margaret. (1969). *The Edible Woman*.

Godwin, Gail. (1978). *Violet Clay*.

ASSESSMENT

The final grade will be based on the following: 1) class attendance and active participation in discussions; 2) a final written exam; and 3) an (optional) essay of 1200-1500 words.

DISCOURSE ANALYSIS

Matteo Fuoli (matteo.fuoli@englund.lu.se)

The term ‘Discourse Analysis’ refers to the study of language use in real world situations. Discourse analysts investigate, among other things, how people use language to achieve certain communicative goals, to express their social identity, how they draw on their linguistic and cultural knowledge to interpret other peoples’ intentions and how language mediates and contributes to shaping ideas, beliefs and interpersonal relations.

This course presents a general introduction to the field of Discourse Analysis. It aims to provide students with a solid knowledge of the fundamental concepts and the main theoretical approaches in this area as well as with the practical skills needed to undertake small-scale research projects. At the same time, the course aims to raise the students’ awareness of the complexity of language use and help them develop their analytical and critical thinking skills.

REQUIREMENTS

Students are expected to attend class meetings and participate actively in discussions. Course examination consists of one essay and one oral presentation.

READING LIST

Johnstone, B. (2008). *Discourse analysis*. Malden, MA: Blackwell. [course book]

Additional readings will be assigned as the course progresses.

SOCIOLINGUISTICS

Francis M. Hult (francis.hult@englund.lu.se)

Have you ever wondered about questions like these:

- How do we use language in different social situations?
- How do we avoid miscommunicating and offending people when using a language like English for intercultural communication?
- Is it okay to speak with an accent?
- Are there patterns and routines in our daily conversations?
- How do social factors like class, ethnicity, and gender influence the way we use language?
- What makes some languages in the world more powerful than others?

The poet Emily Dickenson wrote,

A word is dead
When it is said,
Some say.
I say it just
Begins to live
That day.

Language is all around us. It lives and breathes in our speech and texts. Sociolinguistics is the area of language study that systematically examines the relationship between language and society. In this course, we take up questions like the ones above by studying topics such as social, geographic, and situational language variation; language use and social interaction; societal and individual bi-/multilingualism; language maintenance, shift, and death; and language planning and policy. These topics will be studied in relation to linguistic situations throughout the world while paying particular attention the role of English.

REQUIREMENTS

Course requirements consist of two short essays that facilitate hands-on engagement with the application of sociolinguistic concepts. Attendance and participation at class meetings is expected.

READING LIST

Mesthrie, R., Swann, J., Deumert, A., & Leap, W.L. (2000). *Introducing sociolinguistics* (2nd edition). Edinburgh: Edinburgh University Press. ISBN 9780748638444

Additional readings available free through the university library

ROMEO AND JULIET:

DRAMA IN PRACTICE – SHAKESPEARE ON STAGE

Kiki Lindell (kiki.lindell@englund.lu.se)

When a play by Shakespeare is made the subject matter of a university course, it is usually analysed primarily as a *literary* work – a written text to be read on the page. Here, we will study *Romeo and Juliet* in a slightly different way: we will look at the play *as a play*, by performing it, or part of it (as well as analysing it in the more conventional manner). The hours will be divided between traditional lectures on matters relating to the performance of a Shakespearean play (historical background, what we know about the theatre, acting and actors' conditions in Shakespeare's day, the function of music, props and costumes, etc.) and actual rehearsals of the play. There will be opportunities for watching some film versions which I hope will provide food for thought.

Anyone choosing this course should be prepared to spend a great amount of extra time on it, outside the fourteen hours pre-scheduled for the elective courses; rehearsals are very time-consuming. However, these rehearsals will be scheduled by the group together, week by week, so as to find times that suit everyone.

ASSESSMENT

The examination of the course will be twofold. You will be

- 1) writing seven 'diary entries', dealing with our work during lectures/rehearsals, to be continuously handed in to me. Sometimes you will be given a topic or asked to write on a specific subject related to a lecture or a current issue; at other times, you will be free to write whatever you like, as long as it has relevance for the work we are doing.

- 2) performing the play (an abridged version of about 1-1,5 hours – or possibly part of that abridged version, depending on how much rehearsal time can be squeezed in) in front of an audience. This is the 'oral exam', giving you your credits (which, however, will not be registered in LADOK until all the written work is in).

READING LIST

William Shakespeare, *Romeo and Juliet* (Penguin Classics/New Ed., 2005), ISBN 0-141-01670-1.