



Course syllabus

Faculty of Arts and Humanities

Department of Languages

4EN100 Engelsk språk- och litteraturvetenskap, introduktion, 30 högskolepoäng

English language and literature, an introduction, 30 credits

Main field of study

English

Subject Group

English

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2018-11-21

Revised 2019-06-05 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2019

Prerequisites

General entry requirements for studies at the second level and specific entry requirements:

- 90 credits in English Linguistics or English Literature, or some other relevant field within language or literature.
- English 7 or the equivalent.

Objectives

After completing the course, the student should be able to:

- account for English as an interdisciplinary subject including linguistics and literature, and its interdisciplinary history, theories and methods,
- apply English linguistic and literary methods and theories on relevant issues and challenges in contemporary society,
- cooperate with other subjects, specialisations and fields outside of the English subject,
- work, manage social interaction and do research in academic project-based research environments,
- formulate an individual plan for their studies and future research.

Module 1. English – an Interdisciplinary Subject, 5 credits

After completing the module, the student should be able to:

- participate in an academic discourse on the role of English as a multidisciplinary subject including both linguistic and literary perspectives,
- discuss English as an academic subject from historical and contemporary perspectives, and discuss English as an academic discipline in Sweden and the world,
- account for the basic principles of research-based studies.

Module 2. Academic Communication, 5 credits

After completing the module, the student should be able to:

- discuss written and oral practices in their own discipline,
- analyse and critically review academic texts,
- produce written and oral academic texts with various purposes.

Module 3. Cognitive Poetics, 5 credits

After completing the module, the student should be able to:

- account for central ideas and trends in cognitive poetics,
- apply concepts and methods in cognitive poetics in oral and written analyses,
- critically review the methods and aims of theoretical texts,
- discuss how various tools in cognitive poetics may be applied in various research contexts.

Module 4. Sustainability and Gender in Language and Literature, 7.5 credits

After completing the module, the student should be able to:

- use linguistics and literature as tools in critical reviews of society from a broad perspective of sustainability,
- independently and critically apply relevant linguistic and literary theories and methods to review sustainable development and gender issues in various texts and media.

Module 5. Language, Literature and Global Values, 7.5 credits

After completing the module, the student should be able to:

- use linguistics and literature as tools in critical reviews of society from broad postcolonial and multicultural perspectives,
- independently and critically apply relevant linguistic and literary theories and methods to review issues of democracy, globalisation and migration in various texts and media.

Content

The course introduces students to English as an interdisciplinary subject, to the research specialisations available in the programme, and to academic communication in research. The students are introduced to current research, and have the opportunity to engage in it. Students also develop knowledge of how linguistics and literature may be used as tools in critical reviews of society from the perspective of sustainability. The course consists of five modules:

Module 1. English – an Interdisciplinary Subject, 5 credits

This module introduces students to the historical and current role of the subject of English in Sweden and the world, and emphasises connections to relevant perspectives of contemporary society. The students develop basic knowledge of the theories and methods included in the Master Programme in English Language and Literature, and are introduced to the principles and practice of research-based university studies.

The thematic courses offered in the second and third semesters of the programme are introduced and the students give short, oral presentations on their main fields of interests and experiences of English studies. Current research at the faculty is introduced, with a focus on research in English and the faculty's prominent research centres. The students plan their master studies with the help of individual supervision.

Module 2. Academic Communication, 5 credits

In this module the students develop necessary academic skills. By analysing and producing academic texts for different target groups, the students practise academic writing, participating in academic seminar culture, reading and listening comprehension, and critical reviews. The module focuses on different types of oral and written academic texts, such as summaries, research articles, conference presentations and popular texts such as press releases.

Module 3. Cognitive Poetics, 5 credits

This module introduces the interdisciplinary field of cognitive poetics and the related fields of stylistics and stylometry. The students are introduced to central frameworks in the field, and apply concepts and methods in cognitive poetics in various analytical contexts, both literary and non-literary. The students also evaluate the applicability of tools in cognitive poetics in relation to the social and cultural contexts of the primary material discussed.

Module 4. Sustainability and Gender in Language and Literature, 7.5 credits

In this module students develop knowledge of how linguistics and literature may be used as tools in critical reviews of society from the perspective of sustainability. The module includes the perspectives of the anthropocene, ecology and zoology, as well as equality, gender, transgender identity or expression, sexuality, and disability. Fields discussed include corpus linguistics, critical discourse analysis, narratology, intermediality, ecocriticism and gender and queer studies. Texts from various media are discussed.

Module 5. Language, Literature and Global Values, 7.5 credits

In this module students are introduced to how linguistics and literature can be used as tools in critical examinations of important issues such as democracy, globalisation, migration, integration, ethnicity, diversity, religion and multiculturalism. The module focuses on postcolonial theory, transnationalism, critical discourse analysis and translation studies.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, group projects and written and oral exercises.

Examination

The course is assessed with the grades A, B, C, D, E, Fx or F.

The grade of A is the highest grade and the grade of E is the lowest grade for passing

the course. The grade of F means that the student has failed the course.

In order to receive the grade of E, the student must achieve the objectives. Grading criteria for the grades A and B will be specified when the course starts. Module 1 is assessed with the grades Pass (C–E) or Fail (Fx–F).

Module 1 is examined through oral and written assignments.

Module 2 is examined through written and oral assignments.

Module 3 is examined through seminars and written and oral assignments.

Module 4 is examined through oral and written assignments.

Module 5 is examined through written assignments, oral presentations and seminars.

For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university.

In order to receive the grade of A or B on the entire course, the student must have received the grade of A or B on at least 22.5 credits.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Required Reading and Additional Study Material

Module 1. English – an Interdisciplinary Subject, 5 credits

Gupta, Suman. 2015. *Philology and Global English Studies: Retracings*. London: Palgrave. 253 p.

Material provided by the department. Ca 500 pages.

Module 2. Academic Communication, 5 credits

Swales, John M. and Christine B. Feak. 2012. *Academic Writing for Graduate Students: Essential Tasks and Skills*. 3rd edition. Ann Arbor: University of Michigan Press, 440 p.

Selection of articles and chapters, max. 400 p.

Module 3. Cognitive Poetics, 5 credits

Gibbons, Alison and Sara Whiteley. 2018. *Contemporary Stylistics: Language, Cognition, Interpretation*. Edinburgh: Edinburgh University Press. 288 p. (selection, ca 150 p.) ISBN: 9780748682775

Stockwell, Peter. *Cognitive Poetics: An Introduction*. [electronic resource] The latest edition. London: Routledge. 194 p.

Material provided by the department, ca. 300 p.

Additional study material

Burke, Michael and Emily T. Troscianko (eds.). 2017. *Cognitive Literary Science: Dialogues between Literature and Cognition*. Oxford: Oxford University Press. ISBN: 9780190496869, e-book 9780190643072

Toolan, Michael. 2009. *Narrative Progression in the Short Story: A Corpus Stylistic Approach*. Amsterdam: John Benjamins Publishing Company. ISBN: 9789027233431, e-book 9789027290618

Module 4. Sustainability and Gender in Language and Literature, 7.5 credits

Atwood, Margaret. 2013. *Oryx and Crake*. London: Virago. 448 p. ISBN: 9780349004068.

Baker, Paul. 2014. *Using Corpora to Analyse Gender*. London: Bloomsbury. 228 p.

Butler, Judith. (2004). *Undoing gender*. New York: Routledge. ISBN 0415969239. ca 100 p.

Grusin, Richard (ed.). 2017. *Anthropocene Feminism*. University of Minnesota Press. Ca 100 p. ISBN: 9781517900618

Mossner, Alexa Weik von. 2017. *Affective Ecologies: Empathy, Emotion, and Environmental Narrative*. The Ohio State UP. Ca 150 p. ISBN: 9780814254011

Stibbe, Arran. 2015. *Ecolinguistics: Language, Ecology and the Stories We Live By*. Routledge. 210 p.

Villeneuve, Denis (director). 2017. *Blade Runner 2049*. Colombia Pictures. 163 min.

Wodak, Ruth and Michael Meyer. 2015. *Methods of Critical Discourse Studies*. SAGE. 272 p.

Material provided by the department. Ca 300 pages.

Additional study material

Clucas, Tom, Andressa Schröder, Nico Völker & Robert A. Winkler (eds.). 2018. *Futures Worth Preserving: Cultural Constructions of Nostalgia and Sustainability*. Berlin: Transcript.

Eckert, Penelope and Sally McConnell-Ginet. 2013. *Language and Gender*. Second edition. Cambridge: Cambridge University Press. 320 p.

Hatavara, Mari (ed.). 2018. *Narrative Theory, Literature, and New Media*. Routledge. 314 p. ISBN: 9781138547735

Haraway, Donna. 2016. *Staying with the Trouble: Making Kin in the Chthulucene*. Duke University Press. 312 p. ISBN: 9780822362241

Laitinen, Mikko and Anastassia Zabrodsjaka. 2015. *Dimensions of Sociolinguistic Landscapes in Europe: Materials and Methodological Solutions*. Frankfurt: Peter Lang Publishing Group. 297 p.

Zapf, Hubert. 2016. *Literature as Cultural Ecology: Sustainable Texts*. Bloomsbury Publishing. 288 p. ISBN: 9781350051966

Module 5. Language, Literature and Global Values, 7.5 credits

Adichie, Chimamanda Ngozi. 2014. *Americanah*. London: Fourth Estate. 400 p.

Jenkins, Jennifer. 2014. *Global Englishes: A resource book for students*. 3rd edition. London: Routledge. 280 p.

Julien, Isaac (director). 1997. *Frantz Fanon: Black Skin, White Mask*. Normal Films. 70 min.

Kunzru, Hari. 2005 [2004]. *Transmission*. London: Penguin. 296 p.

Loomba, Ania. 2015. *Colonialism/postcolonialism*. Third edition. New York: Routledge. 304 p.

WReC. 2015. *Combined and uneven development: towards a new theory of world-literature*. Liverpool: Liverpool University Press. 196 p.

Material provided by the department. Ca 300 pages.

Additional study material

Ahmed, Sara. 2000. *Strange encounters: embodied others in post-coloniality*. London: Routledge. 212 p.

Ahmed, Sara. 2014 [2004]. *The cultural politics of emotion*. Edinburgh: Edinburgh University Press. 256 p.

Apter, Emily. 2013. *Against world literature: on the politics of untranslatability*. London: Verso. 358 p.

Canagarajah, Suresh (ed.). 2017. *The Routledge Handbook of Migration and Language*. Routledge. 590 p. (selection)

Chakrabarty, Dipesh. 2008 [2000]. *Provincializing Europe: postcolonial thought and historical difference*. Princeton, N. J.: Princeton University Press. 301 p.

Duchêne, Alexandre, Melissa Moyer, & Celia Roberts. (eds.). 2013. *Language, Migration and Social Inequalities: A Critical Sociolinguistic Perspective on Institutions and Work*. Vol. 2. Bristol: Multilingual Matters. 296 p.

Holmes, Prue, Richard Fay, & Jane Andrews. 2019. *Education and Migration: Languages Foregrounded*. Taylor & Francis Group. 172 p.

Leppihalme, Ritva. 1997. *Culture Bumps: An Empirical Approach to the Translation of Allusions*. Clevedon: Multilingual Matters. 241 p.

Mbembe, Achille. 2001. *On the postcolony*. Berkeley, Calif.: University of California Press. 274 p.

Mohanty, Chandra. 2003. *Feminism without borders: decolonizing theory, practicing solidarity*. Durham: Duke Univ. Press. 300 p.

Robbins, Bruce & Horta, Paulo Lemos. (eds.) 2017. *Cosmopolitanisms*. New York, NY: New York University Press. 291 p.

Seoane, Elena and Cristina Suárez-Gómez. 2016. *World Englishes: New theoretical and methodological considerations*. Amsterdam: John Benjamins. 282 p.

Won Lee, Jerry. 2017. *The Politics of Translingualism: After Englishes*. Routledge. 180 p.