Learning Outcomes
After the completion of an optional module / course in linguistics the student should be able to

- coherently present the contents of the course readings
- understand and apply some basic concepts and methods to authentic texts
- in both oral and written form analyze texts using a theoretical perspective of specific relevance to the discipline
- motivate their own analyses in both written form and in oral discussions

Examination
A comprehensive grade for the module will be based on examinations, in the form of a final written exam and/or written and oral assessments throughout the course. Please note that, as course syllabi are under revision, the descriptions of the optional modules confirm which modules will include a final written exam.

Modules in English linguistics

OC 101: Language and Gender
Heli Tissari

How does language help form who we are, and how we perceive ourselves and are perceived by others? Why is it that a man can be called handsome, but hardly ever pretty – and then only with a sneer? And why are 11-year-old girls not allowed to talk as much in the classroom as their male comrades? This course gives an overview of how gender roles are formed, maintained and expressed through language. We will examine and critically assess questions such as: what is gender, and is it inevitable? Is there such a thing as “male/female language” and are we pre-programmed to use it? Do women talk more than men? Are men more assertive than women? How do we
express our sexuality, explicitly and implicitly? What presuppositions are prevalent in our society, and how are we forced to relate to them?

Reading list:  

Additional material, available on-line, as assigned by the teacher.

OC 129: English as a Lingua Franca  
Beyza Björkman

English today is a global lingua franca (ELF) that brings very large populations of people together, enabling them to communicate with each other for a variety of purposes, in a wide spectrum of international domains. Having one global lingua franca in such unprecedented dimensions certainly brings the need to approach the topic critically, including its status and ownership issues. The number of studies on ELF has increased dramatically since the early studies in the late 90s, leading to what is now a vibrant field of research at different linguistic levels, i.e. phonology, lexis/lexicogrammar and pragmatics, carried out in various domains, e.g. business and academic domains. This course aims to provide students with an in-depth overview of the theories and research on English as a lingua franca.

Reading List

Additional readings assigned by the teacher.

OC157: Emotions in English  
Heli Tissari

In this course I will teach you about the language of emotions, in particular about words and metaphors for emotions. Words for emotions have interesting histories. Many of them have meant or still mean other things as well. For example, the word sad has meant ‘weary or tired’, ‘steadfast, firm, constant’ and ‘grave, serious’ in the history of English. People’s ideas about emotions have also changed. In Old English times, people used the word mod to refer to the locus of emotions in a human being, while nowadays mood has a rather different meaning.
Metaphors are important in the study of emotions, because emotions are partly very abstract phenomena, and it is hard to grasp them without the help of figurative language. Some metaphors such as THE BODY IS A CONTAINER FOR EMOTIONS characterize all emotions, while other metaphors such as ANGER IS THE HEAT OF A FLUID IN A CONTAINER characterize particular emotions. The metaphors of emotions can also be studied in order to analyze changes in people’s understanding of emotions between different periods of time.

Reading list


Other texts assigned by the teacher.

**OC159 Interactional Competence in Ordinary and Institutional Settings**
*Silvia Kunitz*

This course explores what it means to be an interactionally competent speaker of a language in ordinary and institutional settings. In recent years, interactional competence (IC) has been studied by researchers in Conversation Analysis (CA), a discipline interested in describing the mechanisms organizing talk-in-interaction (i.e., turn-taking, repair, and sequence organization) and the linguistic and other embodied resources that participants in interaction employ. From a CA perspective, IC consists of the ability to design turns-at-talk in context-sensitive ways and to accomplish recognizable social actions through these turns. This course offers you an overview of CA’s main findings concerning English IC and engages you in hands-on work on recordings and transcripts of naturally occurring conversations.

Reading list

Other readings provided by the instructor.
Literary Modules
General Information

Learning Outcomes
After the completion of an optional module / course in literature the student should be able to
- give an account of the content of the literary texts studied in the course
- demonstrate a critical understanding of basic concepts and methods of literary criticism
- analyse literary texts applying such concepts and methods, orally and in writing
- formulate an independent interpretation of a literary text

Examination
A comprehensive grade for the module will be based on examinations, in the form of a final written exam and/or written and oral assessments throughout the course. Please note that, as course syllabi are under revision, the descriptions of the optional modules confirm which modules will include a final written exam.

Modules in English literature

OC15: One author course: The Poetry of Gerard Manley Hopkins
Elisabet Dellming

In this course we explore the poetry of G.M. Hopkins through the lens of Hopkins’s own concepts inscape and instress. We focus on how Hopkins’s poems raise experiential, existential as well as epistemological concerns. This will entail paying close attention to the ways in which formal aspects of poetic expression affect how we perceive, experience, and understand poetry in general and Hopkins’s poems in particular.

Reading list
Primary texts (available online e.g. through bartleby.com or poetry foundation):
Hopkins, G.M. “Moonrise June 19,1876”
“The Windhover”
“Inversnaid”
“The Caged Skylark”
“The Lantern Out of Doors”
“The Candle Indoors”
“Tom’s Garland”
“Wreck of the Deutschland”
“I wake and feel the fell of dark not day”
“Carrion Comfort”
“No worse there is none”
“When Kingfishers catch fire”
“Glory be to God for dappled things”
“Duns Scotus’ Oxford”
“That Nature is a Heraclitean Fire”
“It was a hard thing to undo this knot”
“Binsey Poplars”
“To seem a stranger”
“Pied beauty”
“Henry Purcell”
“God’s Grandeur”
“The Blesses Virgin Compared to the Air we Breathe”
“Hurrahing in Harvest”
“To What Serves Mortal Beauty?”
“The Leaden Echo and the Golden Echo”
“The May Magnificat”
“Spring”
“Spring and Fall”
“Ad Mariam”
“Rosa Mystica”
“A Nun takes the Veil”
“Ribblesdale”

Secondary texts (made available on Mondo):

Additional material as assigned by the teacher
OC71: English literature for young readers
Marina Ludwigs

In this course students will read a selection of prose works from a variety of periods and regions. We shall explore the texts with the aid of a number of different theoretical approaches. The texts selected address children and young adults who read themselves. Among the topics to be discussed are the construction of reality, nonsense and language construction, values and historicity, the role of the hero, empire in literature, gender perspectives, the identity of the reader, different genres (fantasy, fairy tale, realism, etc.).

Written exam (exam schedule will be published with schedules).

Reading list
J.M. Barrie, *Peter Pan in Kensington Gardens & Peter and Wendy.*
Meg Cabot, *The Princess Diaries.*
Lewis Carroll, *Alice’s Adventures in Wonderland and Through the Looking-Glass*
Lewis Carroll, *Through the Looking-Glass, and What Alice Found There.*
Anne Fine, *Goggle-Eyes.*
Burnett, F.H. *The Secret Garden.*
C.S. Lewis, *The Lion, the Witch and the Wardrobe.*
Michelle Magorian, *Good Night, Mr. Tom*
Edith Nesbit, *The Railway Children.*
Mark Twain, *Tom Sawyer.*

Non-fiction:

Some additional electronic handouts assigned by the teacher and placed on Mondo

OC156: Ecopoetics: Fiction in the Anthropocene
Claudia Egerer

"I think if you want to be true to the subject [of climate change] you have to acknowledge its complexity. No one has a single solution to what’s happening to our environment. There are many competing voices, competing stories."

At a time when the increase in droughts, tropical storms and shrinking glaciers by far surpass what we usually refer to as "weather," evidence of human accountability in global warming becomes more and more difficult to deny.
Scientific reports about an irreversible ecological catastrophe in progress may be alarming, yet it seems that the very scale of environmental changes poses a crisis of the imagination - too vast to grasp, defying our understanding.

This course traces the ways in which fictional narrative creates the sense of reality that scientific terminology at times falls short of. Literature is the place where abstract notions are fleshed out, gain body and shape to make the intangible more concrete. Literature helps us to experience what is at stake in scientific concepts such as global warming, climate change, the sixth extinction - all phenomena we associate with the Anthropocene, the age of man.

In the last decades or so a new type of fiction has emerged which takes Anthropocene anxieties as its subject matter. This growing canon of eco- or climate fiction challenges the dominant nature/culture dichotomies as well as calling for a rethinking of the exceptionalism of the human. Instead of seeing the natural world as a passive backdrop to the human which we can use at will, the argument is that we need to resituate the human within the environment, understood as an agent in its own right, which calls for a new understanding of the relationship between human, nonhuman and environment.

In addition to climate fiction we will read poetry and a number of critical texts that form an important part of the field of ecopoetics. Instead of seminars, this course is built around three workshops, each a four-hour meeting focusing on a particular challenge. To prepare for these workshops, it is of utmost importance that you have read and worked with the texts and actively participated in your study group. Each study group is responsible for one workshop and will initiate discussions. As the epigraph suggests, this course aims to engage critically and creatively with the complexity of the climate debate by paying attention to a variety of voices. Your voice is an important contribution to the debate, so feel free to suggest poems/texts.

Reading List
Atwood, Margaret. *It's not climate change - it's everything change* (pdf-file)


A selection of poetry, such as:


____________________. "Dynamic Positioning."

Berry, Wendell. "Water."