Course Syllabus

Course description
The course is based on a historical, cultural and sociolinguistic analysis of two exceptionally important and in many respects contrasting periods in the British history – the Victorian and the Edwardian. The course is both cultural and historical in nature and has an applied emphasis: students are taught methods of cultural and historical interpretation of primary texts from these two periods and use them as a major source of information about them.

The Aim of the Course
The course aims to provide students with a specific example of the dialectical interrelation between language and culture. Through a detailed analysis of the overall framework of social, cultural, national, political, ideological and religious relations within British society and their reflection in the texts of a certain historical period, the students gain a historical and cultural perspective on linguistic and sociolinguistic issues. The study of two chronologically linked, but otherwise quite different periods in the history of British civilisation enables students to analyse cultural and sociolinguistic phenomena diachronically.

Course Skills
This course will provide students with the following skills:

- to comprehend the general principles of socio- and pragmalinguistics, including the basic terminology and concepts
- to comprehend the general principles of text analysis and interpretation
- to enhance cultural and historical awareness of the studied periods of British history
- to apply the above knowledge and skills to the analysis of primary texts representing the periods studied
- to be able to characterise the given historical and cultural period and illustrate it with appropriate historical and cultural realia from the analysed texts

Course prerequisites
The course is aimed at 4th or 5th year students and presupposes a familiarity with such courses as the *Introductory Course of General Linguistics, English Stylistics, Sociolinguistics and British Studies (History and Culture of the UK)*. The course integrates the information and skills acquired during previous years of study and develops them in a more concrete and practical direction.

**Readings**

34. The Industrial Reformation of English Fiction/ by Katherine Gallagher: Chicago University Press, 1985

**Required texts for analysis**

1. Jane Eyre by Charlotte Bronte
2. David Copperfield by Charles Dickens
3. Tess of the D’Urbervilles by Thomas Hardy
4. The Moonstone by Wilkie Collins
5. The Picture of Dorian Gray by Oscar Wilde
6. Three Men in a Boat by J.K. Jerome
7. The Man Who Was Thursday by G.K. Chesterton
8. Short Stories by Saki
9. Short Stories by H.G. Wells
10. Short Stories by P.G. Wodehouse
11. The Man of Property by John Galsworthy
12. The Wind in the Willows by Kenneth Grahame

**Course Structure**

The course consists of 1.5-hour classes with alternating lectures and seminars. The lectures provide a general overview of the subject and the main problems of the course, while the seminars offer a detailed discussion of more specific issues. Students are expected to prepare and
deliver individual and group reports and projects based on their research of a particular week's
seminar topic. The seminars also include role-play exercises, quizzes and video material. An
essential part of the seminars is the cultural and historical analysis of the primary texts of the
periods studied.

**Course Requirements**

**Regular attendance** of classes is essential because of their interactive character. Students
who miss more than 30% of classes without medical proof of illness will not be awarded the
course credit.

**Active participation in class** is expected. Such participation in the seminars reflects their
level of understanding the issues discussed.

**Individual or group presentation (25% of final mark):** students are required to present
a project on a social or cultural aspect of the periods studied, based on their own research.

**Text analysis (25% of final mark):** students are required to read a list of primary texts,
to analyse them with a cultural and historical focus (both linguistic and extralinguistic) and to
present the analysis in class with further group discussion of the text. This shows the students'
skills and abilities in applying the theoretical knowledge acquired in the lectures.

**Mid-term and Final examinations on theoretical issues (25% each):** students are
required to sit two exams that check their understanding of the key theoretical issues of the
course.

**Course Syllabus**

**Week 1.** General introduction to the course – its subject, aims, outline, basic terminology and
issues. Overview of sociolinguistic and stylistic concepts and problems, with a special focus on
the concepts of communication, linguistic and social conventions, communicative and cultural
context, social status, cultural and national identity etc. Principal concepts and methods of text
analysis.

**Readings:**

2. Approaches to discourse / Deborah Schiffrin: Oxford, UK; Cambridge, Mass.,
3. Toward a speech act theory of literary discourse / Mary Louise Pratt: Bloomington:
4. The language of criticism: linguistic models and literary theory / Jacqueline M.
Week 2. Historical and cultural overview of Victorian Britain. Ideological, ethical, aesthetic, religious and political features of British society of the period.

Student projects

Readings:


Student projects

Readings:
Week 4. Language issues in Victorian Britain. Student projects

Readings:

Week 5. Literary development in Victorian Britain. Student projects

Readings:

Week 6. Primary text interpretation with particular attention to cultural and social perspectives.

Required texts for analysis
1. Jane Eyre by Charlotte Bronte
2. David Copperfield by Charles Dickens
3. Tess of the D’Urbervilles by Thomas Hardy

Week 7. Primary text interpretation with particular attention to cultural and social perspectives.

Required texts for analysis
1. The Moonstone by Wilkie Collins
2. The Picture of Dorian Gray by Oscar Wilde
3. Three Men in a Boat by J.K. Jerome

Week 8. Mid-term test. Student projects.
**Week 9.** Historical and cultural overview of Edwardian Britain; the phenomenon of the *fin de siècle*. Ideological, ethical, aesthetic, religious and political features of British society of the period.

**Readings:**

**Week 10.** The class system in British society and its development during the period analysed. National identities and their development. Developments in the position of women.

**Student projects**

**Readings:**

**Week 11.** Language issues in Edwardian Britain. Student projects

**Readings:**
**Week 12.** Literary developments in Edwardian Britain. Student projects

**Readings:**


**Week 13.** Primary text interpretation with particular attention to cultural and social perspectives

**Required texts for analysis**

1. The Man Who Was Thursday by G.K.Chesterton
2. Short Stories by Saki
3. Short Stories by H.G.Wells

**Week 14.** Primary text interpretation with particular attention to cultural and social perspectives

**Required texts for analysis**

1. Short Stories by P.G.Wodehouse
2. The Man of Property by John Galsworthy
3. The Wind in the Willows by Kenneth Grahame

**Week 15.** Final overview of the interrelation between language and culture and its development in Victorian and Edwardian Britain. Final test.