

Procedures and methods for the research of English from a sociolinguistic and historical perspective – 5 Creds.

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CONTENTS

This course aims to show several elements of analysis relevant to the study of the historical grammar of the English language. The consideration of variation analysis and linguistic change makes up the core of the course in terms of concepts and criteria. Besides, all these considerations are applied to the study of several historical synchronies; these linguistic periods are studied by means of a textual corpus illustrating the major features of the period and the salient characteristics of the discourses at the sociolinguistic level.

1. Historical perspective of the sociolinguistic analysis
2. Synchrony and diachrony in sociolinguistic studies
3. From rural to urban dialectology
4. Regional, national, and international varieties.
5. Current trends in English historical sociolinguistics

OBJECTIVES

The main objective is to familiarize the graduate student with the current explorations in historical grammar and sociolinguistics, in terms of methods of study, applications and text editions. The second objective is to offer a view of grammar and textualities that go beyond the traditional patterns of structural applications. Thirdly, my intention is to promote the study of historical sociolinguistics of English among scholars of the new generations.

METHODOLOGY

The course follows the pattern of seminars and workshops which follow a set of lectures on the foundations of historical sociolinguistics. The seminars consist of exposition of specialized readings based upon bibliographical items previously commented upon; the workshops consist of applications of principles to case studies.

BIBLIOGRAPHY

- Bernstein, B. 1971, *Class, codes and control. Vol 1. Theoretical studies towards a sociology of language*, London: Routledge & Kegan Paul
- Brown, R. and A. Gilman 1960, “The pronouns of power and solidarity” in T.A. Sebeok (ed), *Style in language* M.I.T. Press, pp-253-276 (reprinted in *Language and social context*, P. P. Giglioli (ed.), Harmondsworth: Penguin 1972, pp. 252-282)

- Calvo, C. 1991, *Power relations and fool-master discourse. A discourse stylistics approach to dramatic dialogue*, Nottingham: University of Nottingham Monographs in Systemic Linguistics
- Calvo, C. 1992, "Pronouns of address and social negotiation in *As You Like It*", *Language and Literature* 1: 5-27
- Hernández Campoy, J. M. et al. (eds.), 2012, *The handbook of historical sociolinguistics*, Malden, MA: Wiley-Blackwell 2012
- Hughes A. and P. Trudgill, *English accents and dialects. An introduction to social and regional varieties of British English*, London: Edward Arnold
- Hudson, R. A. 1980, *Sociolinguistics*, Cambridge: Cambridge University Press
- Labov, W. 1994, *Principles of linguistic change. Internal factors*, Oxford: Blackwell
- Schendl, R. 2001, *Historical linguistics*, Oxford: Oxford University Press
- Trask, R.L. 2000, *The dictionary of historical and comparative linguistics*, Edinburgh: Edinburgh University Press
- Trask, R. L., 2015, *Historical linguistics*, revised and edited by Robert McColl Millar, London: Routledge
- Trudgill, P. 1974, *Sociolinguistics. An introduction*, Harmondsworth: Penguin
- Wardaugh, R, 2015, *An introduction to sociolinguistics*, West Sussex, England: John Wiley and Sons

EVALUATION

Students will need to attend lectures, seminars, and workshops.

Assignments: Four 'course' papers on the readings and the applications will be required throughout the year. A final paper will do as final exam. Information relevant to the papers will be given in class.

Participation: Students are expected to participate and engage actively in class. Note that class attendance *per se* does not count as active participation.

Final mark. The final mark will be the sum total of the following:

4 'course' papers (60%)

Final paper (30%)

Active participation (10%)