

CHTH G105-C09 - NT/OT 6ZG6 Linguistic Stylistics

McMaster Divinity College
Stanley E. Porter, PhD
(Appointments through President's office)

Fall 2018 (Term 1)
Tuesday, 2:00 p.m.–3:50 p.m.

Course Description

This course focuses upon developing appropriate linguistic models and linguistically-based approaches to the study of the New Testament as a piece of Greek literature (and Hebrew Bible for those approaching it through Hebrew). Linguistics traditionally focuses upon occasional instances of natural language, but has often neglected the study of literature. This course addresses this shortcoming by working to develop appropriate linguistic methods for the analysis of literature (note that this is not a Bible as literature course, but a linguistics course using linguistics to study the Bible considered as a collection of pieces of literature). Although students can utilize a range of discourse theories and linguistic approaches in this course, the professor will approach the topic from the perspective of Systemic Functional Linguistics. This course may be taken by those working in either Greek or Hebrew, and may be repeated in a new program with new content. This course will fulfill the expectations for Linguistic Modeling, with an added dimension addressed to literature.

Course Objectives

The general objectives of the course are as follows, although individual students will have personal objectives based upon their own linguistic and research interests.

Knowing:

1. to develop the student's ability to formulate and analyze advanced linguistic methods and models appropriate to study of the Bible as a piece of written literature in its original languages
2. to master the pertinent secondary scholarly literature regarding such methods and models
3. to gain familiarity with a wide variety of linguistic models as applied to the study of literature

Being:

4. to become a competent constructive critic of the linguistic models of others
5. to apply such methods or models in appropriate and interesting ways to enhance understanding of the Bible
6. to become an astute linguistic analyst of literature

Doing:

7. to be able to articulate the nature of the method or model chosen in dialogue with others
8. to become competent at devising and developing relevant linguistic models for biblical analysis

9. to utilize recent advances in supporting media, such as OpenText.org, in the development of such methods and models

Course Prerequisites

Prerequisites: At least two years of study of the appropriate ancient language(s), admission to the M.A. or Ph.D. programs of McMaster Divinity College. A conversation with the professor is recommended.

Course Requirements

This is a graduate research-level course in biblical studies and will be taught in this way. Therefore, it is assumed that students will perform as research degree students to facilitate learning. This means that students will be expected to do suitable academic work outside of the classroom.

The major requirements include demonstrated knowledge of an approach or issue in linguistic stylistics (as demonstrated in a single 5,000-word short paper), the critical discussion of a significant issue in linguistic stylistics applied to a significant biblical text (9,000 word major paper), critical response to the work of other students, including one formal response to work introduced by a fellow student (2,500 words), and a final statement of definition of linguistic stylistics (1,000 words). The student is to do new (for the student and the discipline) work that goes beyond summary of previous research and suggests and develops new ways of understanding (i.e. secondary literature surveys are to be kept to a minimum in the major paper). Dates for discussion of topics and presentation of material will be set on the first meeting of the course (the first meeting is Tuesday, **September 10**). The expectation is that all students will be present for all meetings, and materials for discussion will be distributed in advance per the agreed schedule. For any paper submitted, the student must determine the total number of words in the draft and include that number on the title page. All final papers are to be submitted in hard form no later than 4:30 on the date due. **No e-mail submissions of final submitted papers are accepted. Hard copy only.**

Course Textbooks

There is no set required reading in this course, but students are expected to gain sufficient knowledge in stylistics/literary analysis, as well as such areas as discourse analysis, Systemic Functional Linguistics, other pertinent linguistic theories, and any other necessary theories or approaches. I also include a short bibliography of some important works in the area I am calling linguistic stylistics. Students will want to ensure that they are familiar with the major issues in a significant number of these volumes.

It is recommended that students be familiar with the major issues in this book:

Anne H. Stevens. *Literary Theory and Criticism: An Introduction*. Peterborough: Broadview, 2015.

The following volume is highly recommended for those students who wish to learn how to become publishing scholars, as well as learning how to write their dissertations or theses:

Stanley E. Porter. *Inking the Deal: A Guide for Successful Academic Publishing*. Waco, TX: Baylor University Press, 2010.

The student is required to have the following available for use in class on a regular basis: A standard edition of the Greek New Testament, such as the Nestle-Aland (26th, 27th, or 28th ed.), UBS (3rd or 4th or 5th ed.) or Westcott-Hort. Neither the Textus Receptus nor the British Bible Society 1st/2nd ed. is acceptable as a primary edition, but should be consulted where pertinent; or The Biblia Hebraica Stuttgartensia or Biblia Hebraica Quinta, or equivalent Hebrew Bible.

Course Assessment

Each student is required to complete all of the following requirements (failure to complete all assignments and assessment vehicles constitutes grounds for failure of the course):

1. Participation and Reading. Participation is required in all course meetings, including evidence of having read the paper(s) of the day and required reading, and active participation in discussion of the paper(s). Failure to participate adequately can result in reduction of the student's final grade. The student is expected to read in a range of linguistic books appropriate to the course and to produce a list of such readings (with full and specific bibliographical information, including page numbers) on the final day of the course. The student is also required to read any other assigned reading and the assigned reading to accompany each student presentation. Failure to demonstrate adequate quantity, depth, and breadth of reading can result in reduction of the student's final grade.

2. Short Paper. Presentation and defense (5,000 words) of a particular approach to linguistic study of literature or of the history of discussion of a major topic in the linguistic study of literature. Some topics for such a paper might be: the influence of Russian formalism, the importance of the Prague School, point of view, narrative theory, characterization, prominence, genre theory, and many others. This paper should involve a specific engagement of one linguistic model or topic. This paper is to be electronically distributed by the end of the previous Friday. The paper is presented and is due on **October 23**. 30%.

3. Presentation of a major research project (major paper) on an appropriate method for linguistic study of the literature of the Bible, with application to a selected text(s) (including distribution of paper by the previous Friday, with bibliography). The student is to distribute (subject to the laws of copyright) a suitable reading (around 6,000 words; 10,000 words absolute maximum, so count them!) for all students to read in advance of discussion. The presentation will be two minutes maximum, but discussion will take at least one hour. Date for presentation to be agreed. See number 4 below.

4. Major Paper. Submission of a major research project on an appropriate method for linguistic study of the literature of the Bible, with application to a selected text(s) (c. 9,000 well-selected words; no less than 6,000 words of text, with maximum of 3,000 words of notes and bibliography). The research paper should chart new ground in the subject—both in terms of the student's own and previous work and in terms of the discipline. This is to be a revised form of the paper presented under par. 3 above, benefiting from the response, class discussion, and further reflection. The theory and application must be suitably balanced so as to contribute to both. The revised and final copy of the paper is due the last day we meet (**December 11**). 45%.

5. Presentation of a formal, critical response to the topic and material presented in one of the major research projects, not just a response to the particular paper. The presentation includes two minutes of formal presentation (as well as distribution of the response paper two days in advance, with bibliography).

6. Written Critical Response. A written critical response to the topic and material presented in one other student paper presented for the course (2,500 words). This documented written response, a revision of par. 5 above, is meant to be its own contribution to knowledge, not just a response to the particular paper. In other words, it needs a thesis and arguments. It is due the last day we meet and is to take into consideration the revisions to the originally presented paper (**December 11**). 15%.

7. Final Statement. The student is asked to define the field of linguistic stylistics with reference to their own work and the work of others (in and outside of class) and be prepared to discuss this definition at the final course meeting (1,000 words) (**December 11**). 10%.

The professor assumes that students already know how to research and write papers. Content, clear thinking and depth of analysis and research are the most important requirements, but clarity and consistency of presentation are also of high importance. Students *must* follow the *McMaster Divinity College Style Guidelines for Essays and Theses* in presentations and submission of all written work. Failure to do so will result in a lower grade.

Late papers are reduced 5% per day they are late, including late distribution of papers for others (both major presentation and response). Failure to make a valid attempt at each and every assignment may result in failure of the course. Drafts of papers read and returned by the professor (the student is under no obligation to receive the professor's comments) must be returned with the final submission to qualify as a complete paper submission (failure to return the draft paper results in an automatic 20% grade reduction).

Classroom Behaviour and Policies

The following guidelines are presented to encourage all students to participate together in this course, and should be kept in mind at all times.

1. Please respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas, but feel free to respond to them logically and critically and in an orderly manner.
2. Students should be on time to class, or be prepared to offer an explanation after class to the professor.

3. Students are expected to stay for the entire class session, unless arranged in advance.
4. Students may eat or drink in class so long as they do not distract others or leave the remains of such activities behind for others to clean up (and bring enough for the professor as well!)
5. Students are not expected to be doing work on any other subject except that of this course according to the outline below and as appropriate.
6. Students are not to carry on other conversations in class, especially with those seated immediately adjacent to them. If something being said or done in class is not clear, please ask the professor at an appropriate time and in an appropriate way.
7. No cell phones may be used in any way, and no computers are to be used for anything but course business. Please do not test the seriousness of this policy regarding classroom behaviour.

Students who fail to respect these guidelines will be dismissed from the class, with all of the consequences implied.

Statement on Academic Honesty

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty at <https://www.mcmasterdivinity.ca/programs/rules-regulations>.

Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

READ On Bookstore

The required textbook for this class is available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstores at 416-620-2934; fax: 416-234-8840; e-mail books@readon.ca; or www.readon.ca. Other book services may also carry the texts.

Course Schedule

The course will meet on Tuesday afternoons (the first meeting is **September 11**) from 2:00 p.m. to 3:50 p.m. (or thereabouts—sometimes longer). This outline is approximate. Adjustments may be made in light of student presentations.

September 11 Introduction of Course: Why Linguistic Stylistics?

Discussion of objectives of course

Preliminary agreement of topics and schedule

September 18: Discourse Analysis and Other Linguistic Approaches

September 25: The History of and Major Influences on Linguistic Stylistics

October 2: The Major Features of Linguistic Stylistics

October 9: Intensive Hybrid Week (no class meeting)

October 16: Developing Appropriate Tools for Linguistic Analysis of Literature

Brief discussion of progress toward two presentations and papers

October 23: Presentation and Discussion of Short Paper

All students should come to class having read the papers distributed by the end of the previous Friday. They are to be prepared to discuss the topic in detail, responding in a creative and helpful way to the subject.

Short Paper Due

October 30: The Relationship of Related Fields of Enquiry (Literary Criticism, Narratology)

November 6: Major Paper Presentations

November 13, 20: ETS/SBL (no class meeting)

November 27: Major Paper Presentations

December 4: Major Paper Presentations

December 11 (Final week): Major Paper Presentation (if necessary)

Final Meeting to discuss general responses to topic and present final statement

December 11: All other written Papers due in hard copy (only hard copy accepted for final version), along with previous drafts (failure to submit previous drafts results in failure of submission)

This syllabus for this course is for information only and remains the property of the respective professor. This syllabus is prepared with the best information available, but the professor reserves the right to change the content and format of the course at any time.

Bibliography

Books on Various Linguistic Models and Methods (a very incomplete list)

- De Beaugrande, Robert. *Linguistic Theory: The Discourse of Fundamental Works*. London: Longmans, 1991.
- Dixon, R. M. W. *Basic Linguistic Theory. I. Methodology*. Oxford: Oxford University Press, 2010.
- Droste, Flip G., and John E. Joseph, eds. *Linguistic Theory and Grammatical Description*. Amsterdam: Benjamins, 1991.
- Glinz, Heinz. *Textanalyse und Verstehenstheorie I, II*. Wiesbaden: Athenaion, 1977.
- Halliday, M. A. K. *Introduction to Functional Linguistics*. London: Arnold, 1985. 4th ed. Rev. Christian M. I. M. Matthiessen. London: Routledge, 2014.
- Hengeveld, Kees, and J. Lachlan Mackenzie. *Functional Discourse Grammar: A Typologically-based Theory of Language Structure*. Oxford: Oxford University Press, 2008.
- Ivic, M. *Trends in Linguistics*. The Hague: Mouton, 1970.
- Lepschy, Giulio C. *A Survey of Structural Linguistics*. London: Andre Deutsch, 1980.
- Sampson, Geoffrey. *Empirical Linguistics*. London: Continuum, 2001.

Linguistic Stylistics

- Biber, Douglas, and Susan Conrad. *Register, Genre, and Style*. CTL. Cambridge: Cambridge University Press, 2009.
- Birch, David. *Language, Literature and Critical Practice: Ways of Analysing Text*. London: Routledge, 1989.
- Birch, David, and Michael O'Toole, eds. *Functions of Style*. London: Pinter, 1988.
- Bradford, Richard. *Stylistics*. London: Routledge, 1997.
- Carter, Ronald, and Paul Simpson, eds. *Language, Discourse and Literature: An Introductory Reader in Discourse Stylistics*. London: Unwin Hyman, 1969.
- Carter, Ronald, and Walter Nash. *Seeing Through Language: A Guide to Styles of English Writing*. Oxford: Blackwell, 1990.
- Chapman, Raymond. *Linguistics and Literature: An Introduction to Literary Stylistics*. London: Edward Arnold, 1973.
- Chatman, Seymour. *A Theory of Meter*. The Hague: Mouton, 1964.
- Chatman, Seymour, ed. *Style in Language*. Cambridge, MA: MIT Press, 1960.
- Clysenaar, Anne. *Introduction to Literary Stylistics*. London: Batsford, 1976.
- Coupland, Nikolas. *Style: Language Variation and Identity*. Cambridge: Cambridge University Press, 2007.

- Crystal, David, and Derek Davy. *Investigating English Style*. London: Longman, 1969.
- Dillon, George L. *Language Processing and the Reading of Literature: Toward a Model of Comprehension*. Bloomington: Indiana University Press, 1978.
- Easthope, Antony. *Poetry as Discourse*. London: Methuen, 1983.
- Emmott, Catherine. *Narrative Comprehension: A Discourse Perspective*. Oxford: Oxford University Press, 1997.
- Enkvist, Nils Erik, John Spencer, and Michael J. Gregory. *Linguistics and Style*. Oxford: Oxford University Press, 1964.
- Epstein, E. L. *Language and Style*. London: Methuen, 1978.
- Esser, Jürgen. *English Linguistic Stylistics*. Tübingen: Niemeyer, 1993.
- Fabb, Nigel. *Language and Literary Structure: The Linguistic Analysis of Form in Verse and Narrative*. Cambridge: Cambridge University Press, 2002.
- Fowler, Roger. *The Languages of Literature: Some Linguistic Contributions to Criticism*. London: Routledge & Kegan Paul, 1971.
- Fowler, Roger. *Style and Structure in Literature: Essays in the New Stylistics*. Oxford: Blackwell, 1975.
- Fowler, Roger. *Linguistics and the Novel*. London: Methuen, 1977.
- Fowler, Roger. *Literature as Social Discourse: The Practice of Linguistic Criticism*. Bloomington: Indiana University Press, 1981.
- Fowler, Roger. *Linguistic Criticism*. 2nd ed. Oxford: Oxford University Press, 1996 (1986).
- Fowler, Roger, ed. *Essays on Style and Language: Linguistic and Critical Approaches to Literary Style*. London: Routledge & Kegan Paul, 1966.
- Freeman, Donald C., ed. *Linguistics and Literary Style*. New York: Holt, Rinehart, and Winston, 1970.
- Frow, John. *Genre*. 2nd ed. London: Routledge, 2015.
- Garvin, Paul, ed. *A Prague School Reader on Aesthetics, Literary Structure and Style*. Washington, DC: Georgetown University Press, 1964.
- Goatly, Andrew. *Explorations in Stylistics*. London: Equinox, 2008.
- Halliday, M. A. K. *Linguistic Studies of Text and Discourse*, edited by Jonathan J. Webster. Collected Works of M. A. K. Halliday 2. London: Continuum, 2002.
- Halliday, M. A. K., and J. J. Webster. *Text Linguistics: The How and Why of Meaning*. London: Equinox, 2014.
- Halliday, M. A. K., and Ruqaiya Hasan. *Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective*. 2nd ed. Oxford: Oxford University Press, 1989.
- Halliday, M. A. K., and Jonathan J. Webster, eds. *Continuum Companion to Systemic Functional Linguistics*. London: Continuum, 2009.
- Hasan, Ruqaiya. *Linguistics, Language, and Verbal Art*. 2nd ed. Oxford: Oxford University Press, 1989.
- Hasan, Ruqaiya, Christian Matthiessen, and Jonathan J. Webster, eds. *Continuing Discourse on Language*. 2 vols. London: Equinox, 2005.
- Hoey, Michael. *Textual Interaction: An Introduction to Written Discourse Analysis*. London: Routledge, 2001.
- Hough, Graham. *Style and Stylistics*. London: Routledge & Kegan Paul, 1969.

- Jakobson, Roman. *Language in Literature*, edited by Krystyna Pomorska and Stephen Rudy. Cambridge, MA: Belknap Press, 1987.
- Jeffries, Leslie, and Dan McIntyre. *Stylistics*. CTL. Cambridge: Cambridge University Press, 2010.
- Leech, Geoffrey. *A Linguistic Guide to English Poetry*. London: Longman, 1969.
- Leech, Geoffrey N., and Michael H. Short. *Style in Fiction: A Linguistic Introduction to English Fictional Prose*. London: Longman, 1981.
- Lemon, Lee T., and Marion J. Reis, eds. *Russian Formalist Criticism: Four Essays*. Lincoln: University of Nebraska Press, 1965.
- Levin, Samuel R. *Linguistic Structures in Poetry*. The Hague: Mouton, 1962.
- Martin, J. R., and David Rose. *Genre Relations: Mapping Culture*. London: Equinox, 2008.
- Miller, Donna R., and Monica Turci, eds. *Language and Verbal Art Revisited: Linguistic Approaches to the Study of Literature*. London: Equinox, 2007.
- Mills, Sarah. *Discourse*. London: Routledge, 2004.
- Mukarovsky, Jan. *The Word and Verbal Art*. Translated and edited by John Burbank and Peter Steiner. Foreword by René Wellek. New Haven: Yale University Press, 1977.
- Porter, Stanley E. *The Letter to the Romans: A Linguistic and Literary Commentary*. New Testament Monographs 37. Sheffield: Sheffield Phoenix, 2015.
- Porter, Stanley E. *Linguistic Analysis of the Greek New Testament: Studies in Theory, Method, and Practice*. Grand Rapids: Baker, 2015.
- Porter, Stanley E. "Why Hasn't Literary Stylistics Caught on in New Testament Studies?" In *Discourse Studies and Biblical Interpretation: A Festschrift in Honor of Stephen H. Levinsohn*, edited by Steven E. Runge, 35-57. Bellingham, WA: Lexham, 2011.
- Quigley, A. E. *Theoretical Inquiry: Language, Linguistics, and Literature*. New Haven: Yale University Press, 2004.
- Ringbom, Håkan, et al., eds. *Style and Text: Studies Presented to Nils Erik Enkvist*. Stockholm: Språkförlaget Skriptor, 1975.
- Seboek, Thomas A., ed. *Style in Language*. Cambridge, MA: MIT Press, 1960.
- Short, Mick. *Exploring the Language of Poems, Plays and Prose*. London: Longman, 1996.
- Simpson, Paul. *Language, Ideology, and Point of View*. London: Routledge, 1993.
- Spitzer, Leo. *Linguistics and Literary History: Essays in Stylistics*. Princeton: Princeton University Press, 1948.
- Stockwell, Peter. *Texture: A Cognitive Aesthetics of Reading*. Edinburgh: Edinburgh University Press, 2012.
- Toolan, Michael. *Language in Literature: An Introduction to Stylistics*. London: Routledge, 1998.
- Toolan, Michael. *Narrative Progression in the Short Story: A Corpus Stylistic Approach*. Amsterdam: John Benjamins, 2009.
- Turner, G. W. *Stylistics*. Harmondsworth: Penguin, 1973.
- Uitti, Karl D. *Linguistics and Literary Theory*. New York: Norton, 1969.
- Ullmann, Stephen. *Language and Style: Collected Papers*. Oxford: Blackwell, 1966.

