

**Pensumlister
Vårsemesteret 2008**

Bachelor- og mastergradsemner

**Institutt for moderne fremmedspråk
Seksjon for engelsk**

Introduction

This booklet contains short descriptions of the courses being offered by the English Section in the spring semester 2008, together with lists of the required reading (pensum) for these courses. In some cases, recommended further reading is also listed here.

Fuller descriptions of the courses – including teaching schedules, submission dates for term papers, etc. – will be available from the Department at the start of the semester. In most cases, such information will be posted on It's:Learning.

Note that if you do not register for a course, you will not have access to information regarding that course on It's:Learning. If you are interested in taking a particular course, you should register at an early stage (you can withdraw from the exam later should you decide not to complete the course).

Further information regarding the English courses offered by the Department is available in the web version of the Studiehåndbok (http://www.hf.ntnu.no/hf/adm/studier/studiehandboka/bok/s20072008/studieplaner/forord_sprak_litteratur/engelsk). This is the best place for checking details of obligatory assignments and the means of evaluation for each course.

Dictionaries

Whatever courses in English you are taking you should have an English-English dictionary and an English-Norwegian/Norwegian-English dictionary.

English-English

In the final examinations for courses in English you are allowed to consult an English-English dictionary – but not any English-English dictionary. You will find a list of dictionaries which have been approved for use in examinations in the *Studiehåndbok* (pp. 150-51), and we recommend that you obtain one of these. The following are approved:

Collins COBUILD English (Advanced Learner's) Dictionary (britisk)

The Concise Oxford Dictionary (britisk)

Longman Dictionary of Contemporary English (britisk)

Longman Dictionary of American English

Merriam Webster's Collegiate Dictionary (amerikansk)

Random-House Webster's College Dictionary (amerikansk)

Cambridge Advanced Learners Dictionary

Note that for use in an examination your dictionary should NOT contain your own notes. Your dictionary may be checked during the examination, and removed if it does not meet the criteria for acceptability.

English-Norwegian/Norwegian-English

NB! These are not allowed in final examinations.

We recommend:

Engelsk blå ordbok: Engelsk-norsk/norsk-engelsk (Kunnskapsforlaget)

This is a relatively cheap publication which will cover most of what you need for your studies.

We also recommend:

Engelsk stor ordbok: Engelsk-norsk/norsk-engelsk (Kunnskapsforlaget)

This is a more comprehensive dictionary – but it is also more expensive. If you intend to study English up to a high level, it may be worthwhile investing in this volume.

Pronunciation Dictionary

We recommend:

J. C. Wells, *Longman Pronunciation Dictionary*

Dictionaries of synonyms and idioms

There is a wide range of books of this kind, and it is difficult to isolate the most useful. However, these may prove to be of most interest to Norwegian students of English:

S. Follestad, *Engelske idiommer*

The Longman Dictionary of idioms

The Penguin Dictionary of English Synonyms & Antonyms

Bachelornivå

Basis

ENG1101 Engelsk språkvitenskap

English Linguistics

7,5 sp

Course leaders

Chris Wilder (christopher.wilder@hf.ntnu.no)

Helene Hauge (helene.hauge@hf.ntnu.no)

Outline

The course aims to equip students with the tools needed for linguistic description and analysis, and to introduce some main topics in the linguistic analysis of English. We will cover the following core areas of (descriptive and theoretical) linguistics, learning basic notions and applying them to the description and analysis of English:

- Phonetics: the study of linguistic sounds
- Phonology: the study of the sound systems of individual languages
- Morphology: structure of words
- Syntax: structure of sentences

We will also address aspects of the analysis of the meaning of words and sentences (Semantics).

Basic knowledge in all these core areas is a prerequisite for further study in the various subfields of linguistics as well as being very useful when approaching related disciplines, e.g. sociolinguistics, first / second language acquisition, language teaching, translation studies.

Pensum

M. Dimitrova-Vulchanova, B. Græsli, H. Hauge & T. Midtgård (2005):
ENG 1101 Coursebook. English language: an introduction to the structure of English.

ENG1303 Litteratur: Prosa

7,5 sp

Course leader

Domhnall Mitchell (domhnall.mitchell@hf.ntnu.no)

Pensum

1. Jane Austen, *Sense and Sensibility*. Recommended edition: Ros Ballaster (ed.). Penguin Books. ISBN: 0141439661
2. Emily Brontë, *Wuthering Heights*. The following edition *must* be bought: Linda H. Peterson (ed.). Second edition. Boston: Bedford / St. Martin's, 2003. ISBN 0333973496

Note: In addition to the text of *Wuthering Heights*, pages 333–502 of this edition are also pensum. Included in these pages are a critical history of the novel, introductions to psychoanalytic criticism, Marxist criticism, cultural criticism, and feminist criticism, and essays by Philip K. Wion, Terry Eagleton, Nancy Armstrong, Lyn Pykett, and Susan Meyer.

3. James Joyce, 'The Dead'. Recommended edition: Daniel R. Schwarz (ed.). Boston: Bedford / St. Martin's, 1994. ISBN 0-333-61849-1
4. Philip Roth, *The Ghost Writer*. London: Vintage, 2005. ISBN: 0099477572
5. Jeanette Winterson, *Lighthousekeeping*. London: Harper Perennial, 2005. ISBN: 0007181507
6. Jonathan Swift, 'A Modest Proposal'*
7. Katherine Mansfield, 'The Voyage'*
8. Charlotte Perkins Gilman, 'The Yellow Wallpaper' *
9. Jeremy Hawthorn, *Studying the Novel*. Fifth edition. London: Hodder-Arnold, 2005. ISBN 0-340-88787-7
10. M.H.Abrams, *A Glossary of Literary Terms*. International Student Edition. Eighth edition (or later edition if available). London: Thomson Wadsworth, 2005. ISBN 1-4130-0456-3

* These three texts will be made available for downloading in a pdf file from *It's Learning* (NTNU's electronic educational program). If you prefer to have these stories in a conventional book, such books are available in the Dragvoll bookshop. The Katherine Mansfield story is in Christopher Dolley, (ed.), *The Penguin Book of English Short Stories*. London: Penguin, 1973. ISBN: 0140026177.

ENG1401 Kulturkunnskap/Civilization

15 sp

Course leader

Ane Vikaune (ane.vikaune@hf.ntnu.no)

Outline

The course will provide an up-to-date overview of the geography, population, minorities, politics and government, foreign policy and international connections, legislation, economy, social services, educational system and mass media in Great Britain and the United States, presented in a historical and critical context.

Pensum

Oakland, John. *British Civilization: An Introduction*, 6th ed. London: Routledge, 2006. Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11.

Mauk, David, and John Oakland. *American Civilization: An Introduction*, 4th ed. London: Routledge, 2005. Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13.

Recommended additional reading

Oakland, John. *British Civilization: A Student's Dictionary*, 2nd ed. London: Routledge, 2003.

Duchak, Alicia. *A-Z of Modern America*. London/New York: Routledge, 1999.

Bachelornivå

Fordypning

ENG2153 Tilegnelse av første- og andrespråk med fokus på engelsk/First and second language acquisition

7,5 sp

Course leader

Mila Vulchanova (mila.vulchanova@hf.ntnu.no)

Outline

The course provides an introduction to First and Second language (L1 & L2) acquisition with a special focus on how theoretical knowledge of these phenomena can be employed for practical purposes in education and more specifically in language teaching. We will follow the natural progression in how children acquire their native tongue (L1) and the factors that play a major role in this process. First language acquisition will then be compared to the acquisition of Second language(s) following recent research in the field. We will discuss the repercussions recent theoretical advances may have, among other things, on improving the methods for L2 instruction and the notion of bi-/multilingualism in a global world.

Instruction is provided through seminars, discussions and individual supervision. During the course students are expected to complete an obligatory in-class presentation reflecting their own research in a selected topic.

Readings:

Karmiloff, Kyra & Anette Karmiloff-Smith 2001. *Pathways to Language. From Fetus to Adolescent*. Cambridge, MA/London, England: Harvard University Press.

A selection of research papers on specific topics to be made available in the course of instruction.

ENG2303 Litteratur III: Litteratur og nasjon/Literature and Nation

This semester's variant: "The English Novel in the Victorian Period"

7.5 sp

Course leader

Ruth Sherry (ruth.sherry@hf.ntnu.no)

Outline

This course will provide an introduction to developments in the novel form in the Victorian period in England, and will relate the novels to major social, political and intellectual issues and developments in the period concerned.

Lists of additional suggested supplementary reading will be provided to those taking the course.

Two short written submissions on assigned topics will be required, one of about 1-2 pages (500-1000 words) and one of about 3 pages (1500 words). These must be approved before a student is allowed to take the final written exam (4 hours). Further details will be announced at the beginning of the semester.

Required reading: Primary texts

Charlotte Brontë, *Jane Eyre* (Norton Critical Edition)

Charles Dickens, *Great Expectations* (Penguin Classics)

George Eliot, *Silas Marner* (Oxford World's Classics)

Thomas Hardy, *The Return of the Native* (Penguin Classics)

Required secondary reading

Michael Wheeler, *English Fiction of the Victorian Period 1830-1890*, 2nd edition (Longman)

ENG2403 Debatter innen britisk samfunn/Debates in British society

This semester's variant: **"British immigration"**

7,5 sp

Course leader

Ane Vikaune (ane.vikaune@hf.ntnu.no)

Outline

This course will cover some general aspects of British immigration history and race relations, and deal with central terms and the experiences of immigrants and minorities. The course will examine the debate about immigration and ethnic minorities in Britain with a focus on contemporary issues, presented in the historical context of the post-war world. Examples of issues to be discussed are legislation and social inequalities, xenophobia and discrimination.

Pensum

Spencer, Ian R. G. *British Immigration Policy since 1939: the Making of Multi-Racial Britain*. London: Routledge, 1997.

Blackstone, Tessa, Bhikhu Parekh and Peter Sanders, eds. *Race Relations in Britain: a Developing Agenda*. London: Routledge, 1998.

Phillips, Mike, and Trevor Phillips. *Windrush: the Irresistible Rise of Multi-Racial Britain*. London: HarperCollins, 1998 (selected chapters – to be announced).

Compendium of selected articles (ENG2403 Compendium, will be available from the bookstore).

Recommended additional reading

Winder, Robert. *Bloody Foreigners: the Story of Immigration to Britain*. London: Abacus: 2005.

ALIT2203 Fordypningskurs i allmenn litteratur etter 1800

15 sp

In the spring 2008 semester the 15 sp emne "ALIT2203, Fordypningskurs i allmenn litteratur etter 1800" can be taken by students of English. It will count the equivalent of two 7,5 fordypningsemner for the English programme. The specific topic of the emne will be: "Litteratur, Kjønn og Identitet". Students on the English programme taking this emne will read texts in English and will be examined in English. Further details of the emne are available from INL (Institutt for Nordisk og Litteratvitenskap).

Masternivå

ENG3122 Kognitive og teoretiske aspekter ved språk/Cognitive and Theoretical Aspects of Language

This semester's variant: **“Grammar and Lexicon”**

15 sp

Course leaders

Mila Vulchanova (mila.vulchanova@hf.ntnu.no)

Chris Wilder (christopher.wilder@hf.ntnu.no)

Outline

The course addresses the study of language from the point of view of contemporary linguistic theory and cognitive science. We will introduce theoretical approaches and their linguistic and cognitive motivations, and illustrate them extensively using data from Modern English. We will show how adopting a wider theoretical perspective on human language in general allows for deeper insights into particular aspects of the structure of English.

The course will be organised in two parts: part 1 will focus on grammar (syntax / sentence structure), and part 2 will focus on the lexicon, including lexical semantics (word meaning). Students' special interest areas will be accommodated where possible.

Recommended previous knowledge: basic knowledge of linguistics will be presupposed. The course is designed so as to be accessible to those with no background in the specific topics addressed.

Requirement: 2 short presentations in class (10 mins each).

Exam: written paper (hjemmeksamen, 4000 words)

Readings:

Radford, A. 2004 *Minimalist Syntax: Exploring the Structure of English*. Cambridge University Press.

Research articles on specific topics, which will be made available during the course.

ENG3123 Oversettelse

7,5 sp

Course leader

Adriana Serban

Outline

This course aims to give you a broad overview of key concepts in Translation Studies and hands-on experience in identifying translation issues in texts and using appropriate strategies for solving translation problems.

We will start with a brief overview of the history of translation and of ideas about translation, and explore the role translators have played in the transmission of religious, literary, social and political values, and their role as cross-cultural mediators and communicators. This will enable us to understand the context-based nature of the translational activity and the complexity of the decision-taking process involved in translation, which require that the translator be equipped with a wide range of strategies and techniques they can choose from in each situation.

We will then study issues of translation methodology, within a target-oriented framework, and focus on the issue of equivalence. Other concepts which will be discussed are: foreignisation, domestication and the translator's invisibility, as well as those of function, *skopos* or purpose, audience design, mediation and ideology in translation. Finally, we will refer to some of the issues involved in the reception of translated texts and the phenomenon of re-translation, and will conclude with a discussion of quality assessment and the ethics of the translator. Both literary and non-literary texts will be used to illustrate theoretical aspects, and there will be a brief introduction to audiovisual translation, especially subtitling.

Teaching methods

The course will be taught in a combination of lectures and seminars, and you will be expected to contribute by taking an active part in theoretical discussions, analysing source texts and their respective translations (English/Norwegian), and by doing translations of your own.

There will be 11 lectures (26, 27 and 28 February and 5, 6 and 7 May) and 6 group sessions.

Lectures 1 and 2	History of translation and of translation theories in the West
Lecture 3	Key concepts in Translation Studies
Lecture 4	Equivalence in translation
Lecture 5	Functionalism, <i>skopos</i> and audience design
Lecture 6	Ideology in translation
Lectures 7 and 8	Introduction to audiovisual translation
Lecture 9	Translation and reception. The phenomenon of retranslation
Lecture 10	The ethics of the translator
Lecture 11	Quality assessment in translation

Assessment

You will be asked to write a 2500 word essay on ONE of the following topics:

1. Discuss the notion of equivalence in translation. Illustrate your argument with examples from one or several (literary or non-literary) translations from English into Norwegian or from Norwegian into English.
2. Discuss literalism versus adaptation in translation. Illustrate with examples from one or several (literary or non-literary) translations from English into Norwegian or from Norwegian into English.
3. Discuss the issues involved in the translation and reception of a book or author of your choice.

Deadline for handing in the term papers: to be announced.

AND

You will have to give an oral presentation of 15 minutes, on ONE of the following topics:

1. Choose a translation issue we have talked about in class (equivalence, literalism/adaptation, loss/gain, compensation, foreignisation/domestication, function, *skopos*, audience design and ideology) and discuss (an aspect of) it, illustrating with examples of your own. The presentation should reflect your research and ideas about your chosen topic; make sure you do not reproduce the content of the lectures. Please note that you must not work on the same translation issue for both the term paper and the presentation.
2. Choose an article or a book chapter from the bibliography list and make a critical presentation of the ideas expressed in it, linking/comparing them with ideas expressed elsewhere and illustrating your argument with examples of your own where appropriate.

The presentations will take place during the group sessions. You will not receive a mark for your presentation, but the presentation needs to be “approved” in order for you to be allowed to sit for the exam.

Pensum/Required reading

- BAKER, M. (1992) *In Other Words. A coursebook on translation*. London and New York: Routledge.
- BASSNETT, S. (2002) *Translation Studies* (3rd edition). London and New York: Routledge.
- HATIM, B. and J. MUNDAY (2004) *Translation. An advanced resource book*. London and New York: Routledge.

ENG3422: Spesialiseringsemne i kulturkunnskap

This semester's variant: "Travel, tourism and the discovery of the world"

15 sp

Course leader

Paul Goring (paul.goring@hf.ntnu.no)

Outline

The focus of this course is travel and the culture of writing and thinking about travel in the eighteenth century, and it has a *pensum* comprised of genuine travel accounts, works of fiction revolving around travel, works on the border of fact and fiction, plus a number of critical and theoretical texts concerned with travel and travel writing.

The eighteenth-century was an important period so far as travel was concerned – particularly travel by Europeans. Colonists from Britain, France, Spain, Portugal and other European countries sought out new lands which could be incorporated within growing empires; many European explorers embarked upon voyages into unknown territories, making new discoveries and charting the geography of the world as they travelled; and tourism, for those who could afford it, was becoming an increasingly popular pursuit, both within the home country and abroad. Travel writing became increasingly popular, and many novels revolving around journeys were written and widely read.

The course will involve close study of selected works by eighteenth-century writers and travellers as they journeyed around the world (sometimes only in the imagination) across many regions from Scandinavia to the South Seas. Through examining such works, one aim of the course is to explore issues of travel which are particular to the eighteenth century. However, a further aim is to explore more general issues connected to travel and travel writing. Why do people travel? Why do people write about their travels? Why do readers read works concerned with travel? This latter aim is pursued particular by means of a *semesteroppgave*, in which students can write about a self-chosen piece of English-language travel writing from any period.

The study of travel writing is currently expanding rapidly within a number of traditional academic disciplines, such as geography, history, literary studies, and anthropology. As such, there is no neat or stable set of theories and methods associated the analysis of travel writing. This course will primarily be drawing upon analytical approaches from the fields of cultural history and literary studies but it will not do so dogmatically and it is hoped that students will themselves reflect upon the types of question which might be asked and the types of analytical methods which might be applied within this developing and shifting field of study.

Pensum

The following texts should be bought:

Lady Mary Wortley Montagu, *The Turkish Embassy Letters*, ed. Malcolm Jack (London: Virago Press, 1994)

Daniel Defoe, *Robinson Crusoe*, ed. Michael Shinagel (New York and London: Norton, 1994)

Laurence Sterne, *A Sentimental Journey through France and Italy*, ed. Paul Goring (London: Penguin Classics, 2001)

Samuel Johnson and James Boswell, *A Journey to the Western Islands of Scotland and The Journal of a Tour to the Hebrides*, ed. Peter Levi (London: Penguin Classics, 1984) [Only selections will be *pensum*]

Mary Wollstonecraft, *Letters Written during a Short Residence in Sweden, Norway, and Denmark*, ed. Richard Holmes (London: Penguin Classics, 1987)

Samuel Johnson, *The History of Rasselas, Prince of Abissinia*, ed. Paul Goring (London: Penguin Classics, 2007)

Jonathan Swift, *Gulliver's Travels*, ed. Christopher Fox (Boston and New York: Bedford Books, 1995) [Only parts 1 and 2 will be *pensum*]

The Cambridge Companion to Travel Writing, ed. Peter Hulme and Tim Youngs (Cambridge: Cambridge University Press, 2002) [You are recommended to buy this collection, but only the following sections are *pensum*: Introduction (pp. 1-13), Chapter 1 (pp. 17-36), Chapter 2 (pp. 37-52), Chapter 6 (pp. 105-21), Chapter 13 (pp. 225-41), Chapter 14 (pp. 242-60), Chronology (pp. 279-305)]

Copies of the following texts will be supplied during the course:

Joseph Conrad, 'Geography and Some Explorers' (1924)

Tobias Smollett, *Travels through France and Italy*, ed. Frank Felsenstein (Oxford: Oxford University Press, 1999) [Extracts]

James Cook, *The Journals*, ed. Philip Edwards (London: Penguin Classics, 2003) [Extracts]

