

ENGELSK

Pensumhefte høst 2008

**Emner på
bachelor- og masternivå**

**NTNU
Institutt for moderne fremmedspråk
Seksjon for engelsk**

Introduction

This booklet contains short descriptions of the courses being offered by the English Section in the autumn 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 through 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 courses offered by the English Section is available in the web version of *Studiehåndboka*. 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 a monolingual dictionary (English-English) – but not any English-English dictionary. You will find a list of dictionaries which have been approved for use in examinations in *Studiehåndboka* (p 193), and we recommend that you obtain one of these. The following are approved:

- *Collins COBUILD English (Advanced Learner's) Dictionary* (British)
- *The Concise Oxford Dictionary* (British)
- *Longman Dictionary of Contemporary English* (British)
- *Cambridge Advanced Learners Dictionary* (British)
- *Longman Dictionary of American English*
- *Merriam Webster's Collegiate Dictionary* (American)
- *Random-House Webster's College Dictionary* (American)

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

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

ENG1001 Global engelsk

7,5 stp

Course leaders

Anja Angelsen (anja.angelsen@hf.ntnu.no)

Bente Moxness (bente.moxness@lingit.no)

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

Helene Hauge coordinator) (helene.hauge@hf.tntu.no)

Outline

English, more than any other language, is now the language of global communication – it is arguably the first *global language*. ‘Global English’ is an interdisciplinary course which explores the phenomenon of English in the world from a range of different intellectual viewpoints, using the methods associated with the different sub-disciplines within English studies.

Why has English become a global language? What is the historical basis for the current status of English in the world? How does a language attain international currency? How does English vary around the world? Why are there so many varieties of English in terms of pronunciation, vocabulary, grammar, and spelling? What are the personal consequences of having a language imposed upon you, or of growing up with two or more languages? Is English a valuable *lingua franca* or a linguistic tyrant?

Questions such as these are explored through a series of lectures presented by a team of teachers from NTNU’s English Section. These teachers examine global English from their various specialist perspectives, and an additional function of the course will therefore be to introduce the different types of academic activity within English studies: linguistics, the history of English-language societies, literary studies, and so on.

Pensum

- David Crystal, *English as a Global Language*, latest edition (Cambridge: Cambridge University Press)
- Laurie Bauer, *An Introduction to International Varieties of English* (Edinburgh: Edinburgh University Press, 2002)
- ‘Global engelsk’, a compendium of texts reproduced by Tapir Akademisk Forlag and available through the Tapir bookshop.

Recommended further reading

Begin by exploring the bibliographies in the Crystal and Bauer books.

Since this course addresses a phenomenon which is still changing, you are encouraged to look out for stories in the contemporary media concerning the spread of English, the threatened status of small languages, the role of English in Norway, and international language politics in general.

ENG1201 Språkferdighet

7,5 stp

Course leaders

Anja Angelsen (anja.angelsen@hf.ntnu.no)

Rhonna Robbins-Spoonaas (rhonna.robbins@hf.ntnu.no)

Outline

The course gives an introduction to the main problem areas in formulating written English for students whose first language is Norwegian. Language proficiency is practised through translation from Norwegian to English, and various types of written exercises. The course focuses on central contrasts between Norwegian and English, for example, in relation to grammatical and pragmatic differences and equivalences. Written English conventions associated with a variety of applications are described, and an introduction is given to various text genres.

The main goal of this course is to increase students' awareness of the English language, central aspects of the writing process, and their own level of proficiency. In this course, students are introduced to various English language conventions and to techniques for developing their own language abilities, and students will practice skills associated with structuring texts and different text genres.

Teaching is divided between lectures and group sessions. In addition, students are offered supervision. The lectures cover central contrasts between Norwegian and English, linguistic conventions in English, various text genres, approaches to writing/process-oriented writing, etc. Lectures will also involve student activities in the form of writing, translation, grammar exercises, discussion groups, etc. In the group sessions, the use of English is emphasised through practical exercises such as translation from Norwegian to English, free writing, writing a variety of text types, etc. Students should buy an approved English-English dictionary (see list under the general description) and are expected to bring a dictionary to all classes. Students are also expected to use It's:learning regularly.

Pensum

Rebecca Stott & Peter Chapman (eds.): *Grammar and Writing*. (Speak-write series, Longman, 2003).

ENG1201 Kompendium

In-class handouts

ENG1302: Litteratur – Drama og lyrikk

7,5 stp

Course leader

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

Outline

This course is a genre-based introduction to poetry and drama in English. By following this course students will become acquainted with:

- Works by some of the best-known English-language poets
- Two plays by William Shakespeare.

The course will give training in:

- ‘How to read’ poetry and how to negotiate particular manipulations of language used in poetic expression
- Prosody (the study of poetic meter).

Students will also gain knowledge of:

- Essential poetic forms and modes
- Basic distinctions within dramatic writing
- The dramatic qualities of poetry and the poetic qualities of drama
- Different intellectual approaches to the study of literature.

Pensum

The following poems are pensum:

- Anon., ‘Sir Patrick Spens’
- William Blake, ‘London’
- Robert Browning, ‘My Last Duchess’
- Samuel Taylor Coleridge, ‘The Rime of the Ancient Mariner’
- Emily Dickinson, ‘I felt a Funeral, in my Brain’
- John Dryden, ‘To the Memory of Mr. Oldham’
- T. S. Eliot, ‘Journey of the Magi’
- Thomas Gray, ‘Ode on the Death of a Favorite Cat’
- Thomas Hardy, ‘Convergence of the Twain’
- George Herbert, ‘Easter Wings’
- Geoffrey Hill, ‘September Song’
- John Keats, ‘Ode on a Grecian Urn’
- Christopher Marlowe, ‘The Passionate Shepherd to His Love’
- Wilfred Owen, ‘Anthem for Doomed Youth’
- Sylvia Plath, ‘Lady Lazarus’
- Ezra Pound, ‘The Garden’
- Sir Walter Raleigh, ‘The Nymph’s Reply to the Shepherd’
- Christina Rossetti, ‘In an Artist’s Studio’
- Jonathan Swift, ‘A Satirical Elegy on the Death of a Late Famous General’
- Dylan Thomas, ‘Do Not Go Gentle into That Good Night’
- William Shakespeare, ‘Shall I Compare Thee to a Summer’s Day’
- William Wordsworth, ‘Composed upon Westminster Bridge, September 3, 1802’

The lecturers and group teachers will refer to the texts of these poems found in *The Norton Anthology of Poetry*, ed. Margaret Ferguson, Mary Jo Salter and Jon Stallworthy, 5th ed. (New York and London: W. W. Norton, 2005). Students are at liberty to use other editions of these poems but should be alert to the fact that there may be textual differences, and that the exam will be based on the Norton versions of the poems.

In addition, the pensum includes the following (using alternative texts is NOT recommended):

- William Shakespeare, *Othello* (Cambridge: Cambridge University Press, 2003)
- William Shakespeare, *A Midsummer Night's Dream* (Cambridge: Cambridge University Press, 2003)
- Paul Goring, Jeremy Hawthorn and Domhnall Mitchell, *Studying Literature: The Essential Companion* (London: Hodder Arnold, 2001) [Note: not all of this companion volume is pensum material. Those sections to be treated as pensum will be announced during the course.]
- Ruth Sherry, 'ENG1302: Studying Drama'. This will be made available as a PDF file via It's:Learning.

Note: This is not a 'distance learning' course. Some lecture material may be made available via It's:Learning, but material which substitutes the lectures and group sessions should not be expected.

SPRÅK1200 Fremmedspråk og samfunn

7,5 stp

Faglærer: Ingvild Folkvord (ingvild.folkvord@hf.ntnu.no)

Emnebeskrivelse

Emnet presenterer perspektiver på rollen til og bruken av de tre ”store” fremmedspråkene engelsk, fransk og tysk i Norge i dag. Med utgangspunkt i aktuell mediedebatt og politiske utspill tar emnet for seg temaer som holdninger til (ulike) fremmedspråk, fremmedspråklæring i skolen og i høyere utdanning, fremmedspråk i arbeidslivet, samt problemområdene språk og identitet, og språklig dominans og makt. Disse temaene kan undersøkes både fra et sosiolingvistisk, et litterært og et kulturkunnskapsståsted. Emnet skal bidra til forståelse for betydningen av fremmedspråk innen norsk samfunn og kultur, på arenaer som, f.eks. dagligliv, skole, høyere utdanning, næringsliv, og media.

Kursmateriell

Pensumliste presenteres ved semesterstart. Deler av pensum vil være differensiert og på det valgte fremmedspråket.

Bachelornivå

Fordypning

ENG2155 Teoretiske og praktiske aspekter ved grammatikk og oversettelse
7,5 stp

Theoretical and practical issues of English grammar and translation

Course leader

Christine Maaßen-Wilder (cmaassenwilder@yahoo.com)

Outline

This course is an in-depth introduction to the basic issues of English morphology and syntax and ways of describing and explaining them using advanced theoretical approaches. Students will be introduced to syntactic analysis using the Principles-and-Parameters theory as outlined in the work of Chomsky and others.

Morphology is the study of word structure and syntax is the study of sentence structure, how words are put together to form larger meaningful units. As well as introducing the theory *per se*, we will be concerned with linguistic argumentation: how hypotheses are formed and evaluated on the basis of language data and theoretical assumptions and objectives.

The course will largely deal with data from English, but will also consider some facts about Norwegian and related English-Norwegian contrasts. It aims to provide a deeper insight into three areas: (i) the system of grammar of human languages, (ii) the word and sentence grammar of English, and (iii) some English/Norwegian contrasts, which can be employed both indirectly and directly to problems in translation.

Obligatory activities: four homework exercises

Assessment: home exam (approx. 2500 words / 5-6 pages)

Pensum:

Kompendium which can be bought at Tapir bookshop.

ENG2302 Litteratur II: Litteratur og historie

This semester's variant: **Literature in eighteenth-century Britain**

7,5 stp

Course leader

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

Outline

The eighteenth century was an era of significant political, social and cultural change for Britain. With a major expansion of the printing industry, it was also a vibrant and dynamic period of literary production. This course provides an introduction both to eighteenth-century British literature and to the society within which that literature was written and read.

A more general aim of the course is to open up an examination of the relationship between literature and its historical circumstances, and to stimulate reflection upon how we read literary works from earlier periods and upon the function of historicisation within literary interpretation.

The course is structured around major social and cultural issues of the time – for example, urban expansion, the emergence of Britain as a nation, and the effects of colonial growth. The works of literature under scrutiny have been selected for their capacity to illustrate such issues or for their aspirations to influence the ways in which Britain was developing.

In terms of genre, the course explores a wide variety of the literary forms and modes employed by eighteenth-century writers: prose fiction, drama, periodical essays, poetry, diaries and journals. Eighteenth-century authors were often highly innovative; at the same time, many writers imitated and adapted classical literary models. The interplay between the old and the new, with regard to literary form, will be a further area of investigation.

Pensum

The pensum consists of a fairly large number of short texts and extracts, so as to bring forth a range of different perspectives on social and cultural issues and to illustrate different literary and rhetorical techniques employed by writers at the time.

Long poems flourished in the period; the pensum includes several *longish* poems but none of the century's truly massive poetic productions: guidance regarding the reading of these works, which are sometimes seen to be daunting, will be available during the course.

With regard to novels, the pensum includes extracts rather than whole works. Students are encouraged to read the novels in their entirety, but it is not compulsory. A list of recommended, non-pensum eighteenth-century novels will be made available for students interested in wider reading of the fiction of the period.

As well as eighteenth-century works, the pensum includes a small number of recent introductory works addressing eighteenth-century society and literature. These provide a general context for reading works from the period. Criticism on individual literary works is not included on the pensum, but guidance on techniques for tracking down such criticism – using electronic search engines, bibliographies etc. – will be available during the course.

Students need to buy just two books:

1. ***The Norton Anthology of English Literature, Volume C: The Restoration and the Eighteenth Century*, 8th edition (New York and London: Norton, 2006)** [Note: This volume is extracted from Vol. 1 of the larger *Norton Anthology of English Literature* (8th edition) – if you already have this book, you do NOT need to buy *Volume C* in addition.]
2. **Paul Goring, *Eighteenth-Century Literature and Culture* (London: Continuum, 2008)** [Note: All royalties earned from sales of this volume connected to this course will be donated to charity.]

Other pensum texts will be made available as PDF files via It's:Learning.

The pensum is as follows:

Primary texts

1. Jonathan Swift, 'A Description of a City Shower', Norton, pp. 2303-04
2. Richard Steele, 'The Spectator's Club', Norton, pp. 2470-73
3. Joseph Addison, 'The Aims of the *Spectator*', Norton, pp. 2473-75
4. Richard Steele, 'Inkle and Yariko', Norton, pp. 2476-78
5. Joseph Addison, 'The Royal Exchange', Norton, pp. 2478-81
6. Joseph Addison, 'The Pleasures of the Imagination, Norton, pp. 2488-90
7. Alexander Pope, extract from *The Rape of the Lock*, Canto 1, lines 121-44, Norton, pp. 2517-18
8. John Gay, *The Beggar's Opera*, Norton, pp. 2613-56
9. William Hogarth, *Marriage A-la-Mode*, Norton, pp. 2658-63
10. 'Debating Women: Arguments in Verse' (introduction, plus poems by Jonathan Swift, Lady Mary Wortley Montagu, Alexander Pope and Ann Finch), Norton, pp. 2589-604
11. Frances Burney, journal extracts and letters, Norton, pp. 2810-27
12. James Thomson, 'Ode: Rule Britannia', Norton, pp. 2840-41
13. Samuel Johnson, 'A Brief to Free a Slave', Norton, pp. 2849-50
14. Olaudah Equiano, extract from *The Interesting Narrative*, Norton, pp. 2850-59
15. Oliver Goldsmith, *The Deserted Village*, Norton, pp. 2877-86
16. Richard Steele, 'Twenty-four hours in London', PDF
17. Extract from Tobias Smollett, *Humphry Clinker*, PDF
18. Extract from Frances Burney, *Evelina*, PDF
19. Charles Macklin, *Love à la Mode*, PDF
20. Stephen Duck, *The Thresher's Labour*, PDF
21. Mary Collier, *The Woman's Labour*, PDF
22. James Boswell, journal extracts, PDF
23. Samuel Johnson, review of Jonas Hanway's *Essay on Tea*, PDF
24. Extracts from correspondence and fiction by Ignatius Sancho and Laurence Sterne, PDF

Secondary texts

25. Barbera M. Benedict, 'Readers, writers, reviewers, and the professionalization of literature' in *The Cambridge Companion to English Literature, 1740-1830*, ed. Thomas Keymer and John Mee (Cambridge: Cambridge University Press, 2004), pp. 3-23, PDF
26. Paul Goring, *Eighteenth-Century Literature and Culture* (London: Continuum, 2008)

27. David Hopkins, 'The Classical Inheritance' in *A Companion to Eighteenth-Century Poetry*, ed. Christine Gerrard (Oxford: Blackwell, 2006), pp. 458-72, **PDF**
28. Michael F. Suarez, 'The Business of Literature: The Book Trade in England from Milton to Blake' in *A Companion to Literature from Milton to Blake*, ed. David Womersley (Oxford: Blackwell, 2000), pp. 131-47, **PDF**
29. The passages in the **Norton** anthology on the following figures:
- i. William Hogarth (pp. 2656-57)
 - ii. Joseph Addison and Richard Steele (pp. 2468-70)
 - iii. Samuel Johnson (pp. 2664-66)
 - iv. Jonathan Swift (pp. 2301-03)
 - v. Frances Burney (pp. 2810-11)
 - vi. John Gay (pp. 2611-13)
 - vii. James Thomson (p. 2860)
 - viii. Oliver Goldsmith (p. 2877)
 - ix. James Boswell (pp. 2778-79)

Note: This is not a 'distance learning' course. Some lecture material may be made available via It's:Learning, but material which substitutes the lectures and group sessions should not be expected.

ENG2452 Stobritannia i Europa/Britain in Europe

7,5 stp

Course leader

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

Outline

The aim of the course is to provide a thorough introduction to the political system in Britain and to Britain's role in Europe. It will cover theoretical, historical and political aspects of the British political system. It will also focus on Britain's historical role in the European Union, and in particular on the discussions about British membership in the 1960s and 1970s, as well as on more general developments since then. Attention will also be paid to the multi-level realities of British governance today, from a national and international perspective.

Pensum

- Leach, Robert, Bill Coxall and Lynton Robbins. *British Politics*. Basingstoke: Palgrave, 2006. Chapters 2, 10, 13, 14, 15, 16, 17, 18, 26 and 27.

Recommended additional reading

- May, Alex. *Britain and Europe since 1945*. London: Longman, 1999.

ENG2501: Tverrdisiplinært emne

This semester's variant: **Analysing meaning**

7,5 stp

Course leader: Chris Wilder (christopher.wilder@hf.ntnu.no)

Outline

The topic of the course is meaning – how it is expressed by language and how it is communicated using language. ‘Meaning’ is a notoriously tricky concept, and views diverge as to what it is and how it is best analysed. At the same time, the study of meaning is important for understanding both language structure and language use – in everything from everyday spoken communication to political speeches to the most advanced literary texts.

We will approach the topic from the perspective of linguistic semantics and pragmatics. The main part of the course introduces some leading ideas about what meaning is, and samples concepts and methods of semantics and pragmatics. We will examine notions such as:

- denotation, sense, reference
- meaning and truth
- semantic relations (synonymy, entailment, etc)
- literal vs. non-literal meaning
- the role of inference in communication

We will also take a more in-depth look at selected topics, such as

- situation types and sentence participants
- presupposition and information structure (given/new information)
- conversational implicatures
- speech acts
- figurative use, metaphor etc.

The course is not a full introduction to semantic theories (which would require a lot of technical work with formal tools and concepts). Instead, we will concentrate on explanations of semantic / pragmatic phenomena that are formulated as far as possible in ‘plain English’.

Pensum

John Saeed, *Semantics*, 2nd edition (Oxford, Blackwell Publishing, 2003)

Masternivå

Teori og metode

All MA students must complete 15 stp in Theory and Method. There are three alternatives.

1. Those who intend to write their master's thesis on a literary topic must take LITT3000 *Litteraturteori og tekstforståelse*. This consists of two components, one *fellesdel* for all students, and one *fagspesifikk del* (local component). The *fellesdel* will be taught by staff from the Department of Nordic and Comparative Literature (INL). The local component, for students taking their MA in English only, will be taught within the Department of Modern Foreign Languages (IFS). INL will be administratively in charge of the course as a whole, and details of the pensum &c for the *fellesdel* will be available from INL. Details of the pensum for the local component for students of English are provided below.

2. Those who intend to write their master's thesis on a language or linguistics topic must take SPRÅK3000 *Språkvitenskapens teorier og metoder*. This course also consists of a *fellesdel* and a *fagspesifikk del* (subject-based component). The Department of Modern Foreign Languages is administratively responsible for this course. Details of the subject-based component are appended below. Details of the *fellesdel* will be announced at the beginning of the semester.

3. Those who intend to write their master's thesis on a civilization topic must choose two from three 7.5 stp emner. These are:

HIST3105
HIST3115
EUR3401

Details of the first two courses must be obtained from the Department of History and Classical Studies. Details of the third course can be obtained from the pensum booklet for European Studies and Foreign Languages, which is available from the Department of Modern Foreign Languages.

Note: if you have already taken ENG3001 Teori og metode you are not required to take one of the three variants listed above. However, as ENG3001 covers very different ground from these three variants you may, if you wish, incorporate both ENG3001 and one of the above variants in your portfolio of courses for your MA in English.

SPRÅK3000 Theories and Methods in Linguistics
Subject-based component, English

Course leader: Chris Wilder (christopher.wilder@hf.ntnu.no)

This part of the course will deal with aspects of word meaning and sentence structure (lexicon, syntax, semantics) within the framework of generative grammar. It will examine the relation between verb semantics and sentence structure patterns; verbs and their arguments; and the notion of diathesis – alternate ways of realising the arguments of a verb in a sentence. Topics covered will include the active-passive relation; unaccusativity; the middle construction; verb alternations such as locative shift; and resultative constructions.

Readings (copies will be made available at the start of the semester)

Arad, Maya (2006). The Spray-Load Alternation. In: Martin Everaert, Rob Goedenmans, Bart Hollebrandse & Henk van Riemsdijk (eds.), *The Blackwell Companion to Syntax, Volume IV*. Oxford: Blackwell Publishing. 466-478.

Emonds, Joseph (2006). Adjectival Passives: The Construction in the Iron Mask. In: Martin Everaert, Rob Goedenmans, Bart Hollebrandse & Henk van Riemsdijk (eds.), *The Blackwell Companion to Syntax, Volume I*. Oxford: Blackwell Publishing. 16-60.

Fagan, Sarah M. B. (1988). The English Middle. *Linguistic Inquiry* 19: 181-203.

Haegeman, Liliane (1985). The *Get*-Passive and Burzio's Generalisation. *Lingua* 66: 53-77.

Hovav, Malka Rappaport & Beth Levin (2001). An Event Structure Account of English Resultatives. *Language* 77: 766-797.

Levin, B. (1993). Introduction: The Theoretical Perspective. In: B. Levin, *English Verb Classes and Alternations: A Preliminary Investigation*. Chicago: Univ. of Chicago Press. 1-19.

Saeed, John (2003). Sentence Semantics 2: Participants. Chapter 6 of J. Saeed, *Semantics*. Oxford: Blackwell. 148-180.

Schütze, Carson T. (1995). PP Attachment and Argumenthood. In: C. T. Schütze, J. B. Ganger, & K. Broihier (eds.), *Papers on language processing and acquisition, MIT Working Papers in Linguistics vol. 26*, pp. 95–151 [*pages 95-132 only*]

Schütze, Carson T. & E. Gibson (1999) Argumenthood and English Prepositional Phrase Attachment. *Journal of Memory and Language* 40, 409–431. [*Appendices A & B, pages 425-429 only*]

Simpson, Jane (1983). Resultatives. In: Lori Levin, Malka Rappaport, and Annie Zaenen (eds.), *Papers in Lexical-Functional Grammar*. Bloomington: Indiana University Linguistics Club. 143–157.

Details of the <i>fellesdel</i> for SPRÅK3000 will be announced at the beginning of the semester.

LITT3000 Litteraturteori og tekstforståelse

Local variant (see explanation above; details of the *fellesdel* must be obtained from the department of Nordic and Comparative Literature (INL))

The course as a whole (local element + *fellesdel*) counts 15 stp.

Pensum

All extracts are from Leitch et al (eds), *The Norton Anthology of Theory and Criticism* (2001). This book has been ordered from the university bookshop.

1. Sir Philip Sidney, part of the extract from *An Apology for Poetry*. pp. 326–50.
2. Edward Young, extract from *Conjectures on Original Composition*. pp. 427–37
3. Alexander Pope, ‘An Essay on Criticism’. pp. 441–58
4. Samuel Johnson (i) Rambler no. 4. pp. 462–66 (ii) extract from the *Preface to Shakespeare* pp. 468–80
5. Edmund Burke, extract from *A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful*. pp. 539–51.
6. Mary Wollstonecraft, extract from *A Vindication of the Rights of Woman*. pp. 586–93.
7. William Wordsworth, *Preface to ‘Lyrical Ballad’*. pp. 648–68.
8. P. B. Shelley, extract from *A Defence of Poetry*. pp. 699–717.
9. Ralph Waldo Emerson, extract from *The American Scholar*. pp. 723–39.
10. Henry James, *The Art of Fiction*. pp. 855–69.

ENG3314 Spesialiseringsemne i litteratur

This semester's variant: **Representations of Gender in Eighteenth-Century Literature**

15stp

Course leader: Eli Løfaldli (eli.lofaldli@hf.ntnu.no)

Outline

This course investigates the eighteenth-century construction of femininities and masculinities in relation to the literature of the age. Issues connected to gender permeate a wide range of literary and non-literary discourses in the period, and an aim of the course is to discuss not only how negotiations with notions of manhood and womanhood find expression in a great variety of eighteenth-century texts, but also how fiction directly or indirectly engages in specific debates and cultural concerns of its day. Issues to be addressed include: the development of the novel, the emergence of specifically homosexual identities, the role of women writers and dominant attitudes and expectations connected to heterosexuality. The complex interplay between literary and non-literary texts will also be addressed.

A further aim of the course is to provide knowledge of and training in New Historicist methodologies for analysing historical texts. By learning to read literary and non-literary primary texts against each other, students will become acquainted with research methods that can be transferred to studies of other areas of research and deployed in investigations into other historical periods.

Pensum

Primary texts

Eliza Haywood, *Fantomina* (will be made available at the start of term)

Charlotte Lennox, *The Female Quixote*, ed. by Margaret Dalziel (Oxford and New York: Oxford University Press, 1989)

Samuel Richardson, *Pamela*, ed. by Thomas Keymer and Alice Wakely (Oxford: Oxford University Press, 2001)

Henry Fielding, *Joseph Andrews with Shamela and Related Writings*, ed. by Homer Goldberg (New York and London: Norton, 1987)

Secondary texts

Robert B. Shoemaker, *Gender in English Society 1650-1850: The Emergence of Separate Spheres?* (Harlow: Longman, 1998)

Ian McCormick (ed.), *Secret Sexualities: A Sourcebook of 17th and 18th Century Writing* (London and New York: Routledge, 1997) NB! An electronic version of this book is available in the library.

Elaine M. McGirr, *Eighteenth-Century Characters: A Guide to the Literature of the Age* (Houndsmills: Palgrave Macmillan, 2007)

Liza Picard, *Dr. Johnson's London: Everyday Life in London 1740-1770* (London: Phoenix, 2000)

In addition to the texts listed, a small body of further pensum texts will be made available during the semester.