

ENGELSK

Pensumhefte høst 2010

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 2010, 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 start of the semester through NTNU's online learning management platform 'It's Learning'.

Note: The courses described in this booklet are not designed for distance learning. Some lecture material may be made available via It's Learning (this is at the discretion of individual course leaders), but material which compensates for non-attendance at lectures and group sessions should not be expected. Students who wish to take all or part of the English bachelor programme but who are unable to attend classes regularly are advised to investigate the distance learning course *Take Credit!*.

Note too 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 the *Studiehåndbok*. 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 (or, if Norwegian is not your native language, an appropriate English-native language dictionary).

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.

English-English

Students are strongly recommended to buy the following dictionary:

- *Collins Cobuild Advanced Dictionary*

Note that this dictionary was formerly entitled the *Collins COBUILD English (Advanced Learner's) Dictionary*. Versions with this earlier title are perfectly acceptable. This dictionary is recommended particularly since it will eventually be the only dictionary which is approved for use in examinations. See below...

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*

USE OF DICTIONARIES IN EXAMS – IMPORTANT INFORMATION!!!

In the examinations for courses in English you are allowed to consult an English-English dictionary – but not any English-English dictionary.

From autumn 2010, the only dictionary approved for use in exams at *basisnivå* is the

- *Collins Cobuild Advanced Dictionary*

Versions with the earlier title – *Collins COBUILD English (Advanced Learner's) Dictionary* – are also approved.

For examinations at masters and fordypningsnivå, additional dictionaries are currently also approved. The dictionaries listed below may be used in examinations by fordypnings and masters students in the academic year 2010–2011, and by master's students in the academic year 2011–2012:

- *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.

Note also: the English Section's stipulation of a very limited number of approved dictionaries is necessary for practical purposes and – again for practical purposes – we are unable to grant exceptions from the rule.

Bachelornivå

Basis

ENG1001: Global Engelsk / Global English

7.5 stp

Course leader:

Anne Dahl (anne.j.dahl@ntnu.no)

Outline

English, more than any other language, is now the language of global communication – it is arguably the first *global language*. The role and status of English today is unique, even when considering other ‘world’ languages such as French, German, and Chinese and Arabic. In the context of English studies especially, it becomes crucial to understand this uniqueness and what consequences it has, both for English and for other languages.

This course aims to trace the development of the English language from its earliest beginnings up until today, and to present issues pertaining to its current status and role. When and how did the English language emerge? When did it begin to make its way around the globe, and what were the factors that caused its spread? What consequences has this spread had for the development of different varieties of English on different continents? On what levels of language do these varieties differ, and what are the linguistic characteristics of some of the major varieties? These are the kinds of question that the course will attempt to address.

Other issues that will be considered are:

- In view of the dominant role of English in countries such as Norway, should English be regarded as a second or a foreign language in such countries?
- Is it fair to accuse the English language of being a ‘linguistic tyrannosaurus rex’? Does English actually ‘take over’ linguistic territory within non-English speaking countries, and can it be said to be responsible for the continuing disappearance of smaller languages?
- Is it likely that the English language will continue to assert its global dominance, or are there other, alternative scenarios?

Pensum

- Svartvik, Jan and Geoffrey Leech. 2006. *English: One Tongue, many Voices*. Basingstoke, Hampshire: Palgrave Macmillan.
- *ENG1001 Global English*, a compendium of texts reproduced by Tapir Akademisk Forlag and available through the Tapir bookshop.

Recommended further reading

David Crystal, *English as a Global Language* (latest edition). Cambridge: Cambridge University Press.

You are also advised to explore the bibliography in the Svartvik and Leech book.

Since this course addresses a phenomenon which is still changing, you are encouraged to look 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 policy in general.

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ENG1201: Språkferdighet / Language Proficiency

7.5 stp

Course leader

Helene Hauge (helene.hauge@ntnu.no)

Lecturers

Helene Hauge

Rhonna Robbins-Spoonaas (rhonna.robbins@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 through various types of written exercise. 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 the course is to increase students' awareness of the English language; this also includes students developing an awareness of their own level of proficiency. The course also introduces central aspects of the writing process. In the course students are introduced to various English language conventions and to techniques for developing their own language abilities, and students will practise skills associated with structuring texts and with 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. In the group sessions, the use of English is emphasized through practical exercises such as translation from Norwegian to English, free writing, writing of a variety of text types, etc.

Pensum

- Rebecca Stott & Peter Chapman (eds.): *Grammar and Writing*. (Speak-write series, Longman, 2001).
- ENG1201 Compendium
- In-class handouts

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ENG1302: Litteratur: Drama og poesi / Literature: drama and poetry

7.5 stp

Course leader

Eileen Stoupe (eileen.stoupe@ntnu.no)

Outline

This course is a genre-based introduction to poetry and drama in English. Presenting some of the best-known English-language poets and dramatists, the course explores a selection of poems and plays so as to illuminate the different forms and techniques found within these two major generic categories. The course also provides an introduction to specialist terminology used within literary criticism.

Pensum

Poetry

- Anon, 'Sir Patrick Spens'
- William Blake, 'London'
- Elizabeth Barrett Browning, 'Sonnets from the Portuguese 1'
- Robert Browning, 'My Last Duchess'
- Thomas Gray, 'Elegy Written in a Country Churchyard'
- Seamus Heaney, 'Digging'
- John Keats, 'La Belle Dame sans Merci'
- 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'
- William Shakespeare, 'Shall I Compare Thee to a Summer's Day?'
- Percy Bysshe Shelley, 'Ode to the West Wind'
- Edmund Spenser, 'Amoretti, Sonnet 1'
- Dylan Thomas, 'After the Funeral'

These poems are all found in *The Norton Anthology of Poetry* ed. Margaret Ferguson and others, 5th edition (New York and London: W.W.Norton, 2005). If students use other sources for these poems they should be aware that there may be textual differences, and that the examination will assume familiarity with the versions in the Norton anthology.

Drama

- William Shakespeare, *Othello* (Cambridge: Cambridge University Press, updated edition, 2003)
- William Shakespeare, *A Midsummer Night's Dream* (Cambridge: Cambridge University Press, updated edition, 2003)
- George Bernhard Shaw, *Pygmalion* (London: Penguin Classics, 2004)
- Samuel Beckett, *Waiting for Godot* (London: Faber and Faber, 2006)

Additional required reading

- Paul Goring, Jeremy Hawthorn and Domhnall Mitchell, *Studying Literature: The Essential Companion* (London: Bloomsbury Academic, 2nd edition, 2010). [Note: the sections of this text that are pensum will be announced during the course.]
- Ruth Sherry, 'ENG1302: Studying Drama'. This text will be made available as a PDF file on It's Learning.

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Bachelornivå

Fordypning

ENG2155: Teoretiske tilnærminger til engelsk språk / Theoretical approaches to English language

7.5 stp

Course leader

Christine Maaßen-Wilder (christine.maassen-wilder@ntnu.no)

Outline

This course is an in-depth introduction to the basic issues of English morphology and syntax and to 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; 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 applied to problems in translation and language teaching.

There are 4 obligatory exercises, and a 4-hour written exam.

Pensum

- A compendium of texts (available from the Tapir bookshop)

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ENG2302: Litteratur og historie / Literature and history

This semester's variant: 'Retelling the twentieth century in the contemporary English novel'

7.5 stp

Course leader

Arne Pedersen (arne.toftegaard.pedersen@gmail.com)

Outline

The twentieth century was a devastating as well as a fascinating era. With its world wars, technical revolutions and many cultural and political changes, there are a lot of stories to be told about the century we left ten years ago.

The horrors and joys of the twentieth century have been important topics in many recent and contemporary English novels, and writers have been preoccupied not only with the specific events but also with questions such as: What is history? How can we retell history in an honest and compelling way? Is our memory a reliable guide to the past?

This course explores the way in which the genre of the novel has been used for the treatment of twentieth-century history. The course is structured around five novels written by a selection of leading contemporary English novelists, and it will investigate questions concerning narration, style and other formal components of the genre alongside various topics within twentieth-century political, cultural and literary history.

Pensum

- John Mullan, *How Novels Work* (Oxford University Press, 2008)
- Pat Barker, *Life Class* (Penguin Books, 2008)
- Zadie Smith, *White Teeth* (Penguin Books, 2001)
- Kazuo Ishiguro, *When we were Orphans* (Faber & Faber, 2000)
- Julian Barnes, *The Porcupine* (Vintage Books, 2009)
- Martin Amis, *Time's Arrow* (Vintage Books, 1992)

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ENG2452: Storbritannia i Europa / Britain in Europe

7.5 stp

Course leader

Ane Vikaune (ane.vikaune@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

- Garnett, Mark, and Philip Lynch. *Exploring British Politics*, 2nd ed. Essex: Pearson Education, 2009. Chapters 1-3, 6-13 and 20.
- May, Alex. *Britain and Europe since 1945*. London: Longman, 1999.
- Selected updated articles, which will be made available through It's Learning throughout the semester.

Recommended additional readings

- Garnett, Mark, and Philip Lynch. *Exploring British Politics*, 2nd ed. Essex: Pearson Education, 2009. Chapters 4-5 and 14-19.
- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*, 6th ed. Boston/New York: Bedford/St. Martin's, 2010.
- Bomberg, Elizabeth, John Peterson, and Alexander Stubb, eds. *The European Union: How Does it Work?*, 2nd ed. Oxford: Oxford University Press, 2008.

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ENG2501: Tverrdisiplinært emne / Interdisciplinary course

This semester's variant: 'Global English and popular culture'

7.5 stp

Course leader

Annjo K. Greenall (annjo.k.greenall@ntnu.no)

Outline

This course looks at the spread of English as a global language through popular culture, and at the consequences of this spread for English-speaking as well as non-English-speaking cultures throughout the world. Taking as a point of departure various theories of popular culture, the course mainly examines the politics and aesthetics of language choice in popular music, but there will also be consideration of other areas of popular culture, such as film, advertising, sports, computer games, and so on.

One written assignment on a chosen topic will be required (approx. 2000 words/5 pages). It will be possible to work on this assignment in groups, using GoogleDocs. Further details will be provided at the beginning of the semester. The assignment will need to be approved in order for a student to take the final written exam.

Pensum

- Berger, Harris M. & Michael Thomas Carroll (eds) 2003. *Global pop, local language*. Jackson: University press of Mississippi.
- Strinati, Dominic. 2004. *An introduction to theories of popular culture*. 2nd edition. London: Routledge.
- A compendium of texts which will be available in the Tapir bookshop at the beginning of the semester.

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Masternivå

Teori og metode / theory and method

All MA students must complete a course in Theory and Method. For those following the English programme there are three alternatives.

1. Those who intend to write their master's thesis on a literary topic should take **LITT3000 *Litteratur og tekstforståelse***. This is a 15 stp. course consisting of two elements, one *fellesdel* (common core) for all students and one *fagspesifikk del* (subject-specific component). (There are different *fagspesifikk deler* for English, French, and German.) The *fellesdel* is taught by staff from the Department of Nordic and Comparative Literature (INL). The subject-specific 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 (both components), and details of the pensum etc. for the *fellesdel* will be available from INL. Details of the pensum for the subject-specific component for students of English are provided below. Students are not allowed to take just one of the two components for this course: both the common core and the subject specific component must be taken as two parts of a single course.

2. Those who intend to write their master's thesis on a language or linguistics topic must take **SPRÅK3000 *Språkvitenskapens teorier og metoder***. This is a 15 stp. course consisting of a *fellesdel* and a *fagspesifikk del* (subject-specific component). The Department of Modern Foreign Languages is administratively responsible for this course. Students are not allowed to take just one of the two components for this course: both the common core and the subject specific component must be taken as two parts of a single course.

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. Details of the third course can be obtained from the pensum booklet for European Studies, which is available from the Department of Modern Foreign Languages.

LITT3000

The emne as a whole (local variant + *fellesdel*) counts 15 stp.

Course leader for the *fagspesifikk* part for students of English literature

Arne Pedersen (arne.toftegaard.pedersen@gmail.com)

Pensum for the *fagspesifikk* part for students of English literature

The following extracts from Leitch et al (eds), *The Norton Anthology of Theory and Criticism* (2001):

1. Sir Philip Sidney, extract from the extract from *An Apology for Poetry*, pp. 326–62
2. Edward Young, extract from *Conjectures on Original Composition*, pp. 427–37
3. Alexander Pope, ‘An Essay on Criticism’, pp. 441–58
4. Edmund Burke, extract from *Origin of our Ideas of the Sublime and Beautiful*, pp. 539–51
5. Mary Wollstonecraft, extract from *A Vindication of the Rights of Woman*, pp. 586–93
6. William Wordsworth, *Preface to ‘Lyrical Ballad’*, pp. 648–68
7. P. B. Shelley, extract from *A Defence of Poetry*, pp. 699–717
8. Ralph Waldo Emerson, extract from *The American Scholar*, pp. 721–39
9. Henry James, *The Art of Fiction*, pp. 855–69
10. Virginia Woolf, *A Room of One’s Own*, pp. 1021–29

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SPRÅK3000

Fellesdel

Details to be announced.

Fagspesifikk part

Course leaders

Anne Dahl (anne.j.dahl@ntnu.no)

Sindre Bjørnar Aasheim Norås (sindre.bjornar.noras@ntnu.no)

Mila Vulchanova (mila.vulchanova@ntnu.no)

Further details to be announced.

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ENG3314: Spesialiseringsemne i litteratur

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

15 stp

Course leader

Eli Løfaldli (eli.lofaldli@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)
- Henry Mackenzie, *The Man of Feeling*, ed. by Brian Vickers (Oxford: Oxford University Press, 2009)

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.

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ENG3510 Semantics

7.5 stp

Course leader

Chris Wilder (christopher.wilder@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 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* [Third Edition], Wiley-Blackwell, 2009.

Important!

An earlier version of the *Studiehåndbok* (including the printed version) states that admission to ENG3510 Semantics is restricted:

(“Krever opptak til studieprogrammet M.Phil. i engelsk lingvistikk og språktilegnelse [M. Phil. in English Linguistics and Language Acquisition]” / “Admission to the courses requires admission to the M. Phil.-programme”)

This information is **wrong**. The course is open to all students at masters level or *fordypning* level.

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