

**ENGELSK**

**Pensumhefte vår 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 spring 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 through 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!* offered by NTNU Videre.

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.

### **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**

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

- *Collins COBUILD English (Advanced Learner's) Dictionary.*

This dictionary will eventually be the only dictionary we approve for use in examinations.

For the academic year 2009–2010 the dictionaries listed below may also be used by all students. These additional dictionaries may also 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.

### **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 stp

#### Course leaders:

Chris Wilder ([christopher.wilder@hf.ntnu.no](mailto:christopher.wilder@hf.ntnu.no))

Anne Dahl ([anne.j.dahl@ntnu.no](mailto:anne.j.dahl@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

The readings for the course will be made available at the beginning of the semester.

## ENG1303

### Litteratur: Prosa / Literature: Prose

7,5 stp

#### Course leader

Eileen Stoupe ([eileen.stoupe@hf.ntnu.no](mailto:eileen.stoupe@hf.ntnu.no))

#### Outline

This course is a genre-based introduction to prose fiction in English. Students will become acquainted with some of the best-known English-language authors and works through studying a range of novels and short stories. The course will cover:

- the different forms and techniques found within these principal generic categories
- an introduction to writing and reading literary criticism, highlighting different critical approaches to the study of texts.

The course will also help students to develop their English-language skills through extensive reading and writing about literature. Teaching is divided between lectures and group sessions.

#### Pensum

1. Jane Austen, *Sense and Sensibility*. Ros Ballaster (ed.). Penguin Books, 2003. ISBN: 0141439661
2. Emily Brontë, *Wuthering Heights*. The following edition *must* be bought: Linda H. Peterson (ed.). *Case Studies in Contemporary Criticism*. Second edition. Boston: Bedford / St. Martin's, 2003. ISBN 0333973496. Note: In addition to the text of *Wuthering Heights*, pp.333-410 and pp.451-502 of this edition are also pensum. Included in these pages are a critical history of the novel, introductions to psychoanalytic criticism, Marxist criticism, and feminist criticism, and essays by Philip K. Wion, Terry Eagleton, Lyn Pykett and Susan Meyer.
3. Charlotte Perkins Gilman, 'The Yellow Wallpaper'\*
4. James Joyce, 'The Dead'\*\*
5. Katherine Mansfield, 'The Voyage'\*\*
6. Edgar Allan Poe, 'The Fall of the House of Usher'\*
7. Jonathan Swift, 'A Modest Proposal'\*
8. Philip Roth, *The Ghost Writer*. London: Vintage, 2005. ISBN: 0099477572
9. Jeanette Winterson, *Lighthousekeeping*. London: Harper Perennial, 2005. ISBN: 0007181507
10. Jeremy Hawthorn, *Studying the Novel*. Fifth edition. London: Hodder-Arnold, 2005. ISBN 0-340-88787-7
11. Paul Goring, Jeremy Hawthorn, Domhnall Mitchell, *Studying Literature: The Essential Companion*. London: Arnold, 2001. ISBN 0-340-75946-1

\*These texts are out of copyright and will be available for downloading as pdf files on It's Learning.

\*\* In Christopher Dolley, (ed.), *The Penguin Book of English Short Stories*. Volume 1. London: Penguin, 1973. ISBN: 0140026177

## **ENG1401**

### **Kulturkunnskap / Civilization**

15 stp

#### **Course leader**

Ane Vikaune ([ane.vikaune@hf.ntnu.no](mailto:ane.vikaune@hf.ntnu.no))

#### **Outline**

The aim of the course is to provide an up-to-date overview of British and American political and socio-economic structures, presented in a historical and critical context. We will cover issues related to population and minorities, politics and government, international relations and economy, social services and educational systems, and mass media in Great Britain and the United States.

#### **Pensum**

- Oakland, John. *British Civilization: An Introduction*, 6<sup>th</sup> 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*, 5<sup>th</sup> ed. London: Routledge, 2009. Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13.
- Selected updated articles, which will be made available through It's Learning throughout the semester.

#### **Recommended additional readings**

- Oakland, John. *British Civilization: A Student's Dictionary*, 2<sup>nd</sup> 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 with a focus on English**

7,5 stp

#### **Course leader**

Anne Dahl ([anne.j.dahl@ntnu.no](mailto:anne.j.dahl@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 of 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 on, among other things, improving the methods for L2 instruction and the notion of bi-/multilingualism in a globalised 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.

#### **Pensum**

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

A compendium of texts (ENG2153: First and second language acquisition) which will be made available in the Tapir bookshop.

## ENG2303

### Litteratur og nasjon / Literature and nation

This semester's variant: 'The 20<sup>th</sup>-Century American Short Story'

7,5 stp

#### Course leader

Domhnall Mitchell ([domhnall.mitchell@hf.ntnu.no](mailto:domhnall.mitchell@hf.ntnu.no))

#### Outline

The English critic Matthew Arnold once complained about finding a second-hand anthology of American Literature in a bookshop, because he felt that all fiction written in English came under the heading of English literature, and distinctions based on national differences were not valid. By attending to short stories by a variety of important twentieth-century American writers, this course aims to explore the idea of a separate tradition of fictional writing in American culture. The stories will be analyzed individually as well as compared with each other to build up a sense of recurrent themes, patterns of symbol and image, formal characteristics and aspects of narrative technique. Since the twentieth century was an era of massive change in the United States, some attention will be paid to the relationship between literature and broader social and historical concerns, including emigration, class, gender and ethnicity.

More generally, the goals of this course are: to provide an historical overview of the development of the short story in the United States during the twentieth century; to discuss problems associated with formal, ideological, thematic and theoretical approaches to distinguishing the short story from other genres; to introduce some of the most distinctive voices of American prose fiction. The texts will be read in chronological order, beginning with Yeziarska. Additional, but non-pensum, critical and theoretical reading will be announced later. The course will be taught through a combination of lecture and seminar, and there will be regular weekly meetings.

#### Pensum

All of the stories are to be found in *Major American Short Stories* (3rd edition, 1994), and in a compendium excerpted from *The Norton Anthology of American Literature* (6<sup>th</sup> edition, 2003): if you have this Norton anthology, don't buy the compendium! The compendium is sold at Tapir.

The pensum is as follows:

- Anzia Yeziarska, "The Lost Beautifulness" (Norton 1920)
- Ernest Hemingway, "Big Two-Hearted River" (Oxford 1925)
- F. Scott Fitzgerald, "Babylon Revisited" (Oxford 1931)
- Willa Cather, "Neighbor Rosicky" (Oxford 1932)
- Zora Neale Hurston, "The Gilded Six-Bits" (Oxford 1933)
- Edith Wharton, "Roman Fever" (Oxford 1936)
- William Faulkner, "Barn Burning" (Norton 1939)
- Richard Wright, "The Man Who Was Almost a Man" (Oxford 1939)
- Eudora Welty, "Petrified Man" (Oxford 1941)
- Flannery O'Connor, "A Good Man is Hard to Find" (Oxford 1955)
- Bernard Malamud, "The Magic Barrel" (Oxford 1954)
- James Baldwin, "Sonny's Blues" (Oxford 1957)
- Philip Roth, "Defender of the Faith" (Oxford 1959)

- Alice Walker, “Everyday Use” (Oxford 1973)
- Grace Paley, “The Long-Distance Runner” (Oxford 1974)
- John Updike, “Separating” (Norton 1975)
- Leslie Marmon Silko, “Storyteller” (Oxford 1981)
- Raymond Carver, “Cathedral” (Norton 1983)
- Louise Erdrich, “Fleur” (Norton 1986)

## ENG2502

### Tekst, kultur og kontekst / Texts, culture, context

This semester's variant: 'Modernism and modernity: space, time, and the body'

7,5 stp

#### Course leaders

Irina Rasmussen Goloubeva ([Irina.Goloubeva@engelska.uu.se](mailto:Irina.Goloubeva@engelska.uu.se) – an ntnu email address will be established later)

Paul Goring ([paul.goring@hf.ntnu.no](mailto:paul.goring@hf.ntnu.no))

#### Outline

As a study of modernity, approached as the development of modern industrial civilizations, this course is organized around three general concepts – space, time, and the body – which were greatly altered by the dynamic processes of modernization. By studying a select group of British, Irish, and American modernist texts published between 1900 and 1940, we will consider how modernization affected cultural and aesthetic sensibilities. These texts, which will include novels, short stories, poems, manifestoes, and polemical writings, aspire to convey modernity's radically changed perceptions of space, time, and the body. We will explore the implications of the modernists' critique of imperialism, the literary avant-garde's attack on economic liberalism, and their experimental rendering of interiority. Two overarching questions this course aims to address include: What social factors compelled the modernists to write their texts? How were their aesthetic experiments intended to reform modernity?

#### Pensum

Most of the primary texts are included in the anthology: Lawrence Rainey (ed.), *Modernism: An Anthology*. Oxford: Blackwell, 2005 (abbreviated here as **MA**). Some of the books will have to be purchased as individual publications; and some further pensum texts will be made available as PDF files via It's Learning.

#### Primary pensum texts

James Joyce, *Ulysses*, 'Aeolus', **MA**, pp. 211–12, 223–55.

Virginia Woolf, *Between the Acts*, **MA**, pp. 827–96.

Mina Loy, 'Human Cyinders', **MA**, pp. 421–22; *Psycho-Democracy*, **MA**, pp. 429–31; 'Feminist Manifesto' **PDF**.

F.T. Marinetti, *Contempt for Woman*, **MA**, pp. 1–3, 9–11; *Technical Manifesto of Futurist Literature*, **MA**, pp. 15–19.

Nancy Cunard, 'Wheels', **MA**, pp. 762–63; 'Black Man and White Ladyship', **MA**, pp. 767–70.

T. S. Eliot, 'The Waste Land', **MA**, pp. 123–43; 'Gerontion', **MA**, pp. 121–23; 'The Love Song of J. Alfred Prufrock', **MA**, pp. 111–17.

Ernest Hemingway, *In Our Time*. Scribner, 1996.

James Joyce, *Dubliners*, 'A Little Cloud', **MA** pp. 215–23.

Jean Rhys, *Voyage in the Dark*. Penguin Modern Classics, 2000.

Djuna Barnes, *Nightwood*. Faber and Faber, 2007.

Wyndham Lewis et al, 'Long Live the Vortex!' and 'Blast 6' in *Blast*, **PDF**.

#### Secondary pensum text

Tim Armstrong. *Modernism: A Cultural History*. Cambridge: Polity, 2005.

# Masternivå

## ENG3123

### Oversettelse / Translation

7,5 stp

#### Course leaders

Annjo K. Greenall ([annjo.k.greenall@hf.ntnu.no](mailto:annjo.k.greenall@hf.ntnu.no))

Adriana Serban ([adriana.serban@univ-montp3.fr](mailto:adriana.serban@univ-montp3.fr))

#### Outline

This course aims to give 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 aspects 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.

#### Pensum

BAKER, Mona (1992) *In Other Words*. A coursebook on translation. London and New York: Routledge.

BASSNETT, Susan (2002) *Translation Studies* (3rd edition). London and New York: Routledge.

HATIM, Basil and Jeremy MUNDAY (2004) *Translation*. An advanced resource book. London and New York: Routledge.

#### Further reading (not pensum)

BAKER, Mona (ed.) (1998) *The Routledge Encyclopedia of Translation Studies*. London and New York: Routledge.

----- (2006) *Translation and Conflict. A Narrative Account*. London and New York: Routledge.

CRONIN, Michael (2003) *Translation and Globalization*. London and New York: Routledge.

DANAN, Martine (1991) "Dubbing as an expression of nationalism". In *Meta*

36(4), 606-614 (available on-line at <http://www.erudit.org/revue/meta/1991/v36/n4/002446ar.pdf>).

DELISLE, Jean and Judith WOODSWORTH (eds.) (1995) *Translators through History*. Amsterdam and Philadelphia: John Benjamins.

GAMBIER, Yves (ed.) (2004) *Traduction Audiovisuelle*. Special issue of *Meta* 49(1) (available on-line at <http://www.erudit.org/revue/meta/2004/v49/n1/index.html>).

HATIM, Basil and Ian MASON (1997) *The Translator as Communicator*. London and New York: Routledge.

HICKEY, Leo (ed.) (1998) *The Pragmatics of Translation*. Clevedon and Philadelphia: Multilingual Matters.

LEFEVERE, André (ed.) (1992) *Translation/History/Culture: A Sourcebook*. London and New York: Routledge.

NORD, Christiane (1997) *Translating as a Purposeful Activity. Functionalist Approaches Explained*. Manchester: St. Jerome Publishing.

PYM, Anthony (ed.) (2001) *The Return to Ethics*. Special issue of *The Translator*, Manchester: St. Jerome.

SCHAFFNER, Christina (ed.) (1998) *Translation and Quality*. Clevedon: Multilingual Matters.

VENUTI, Lawrence (1995) *The Translator's Invisibility*. London and New York: Routledge.

----- (ed.) (2004) *The Translation Studies Reader* (2nd edition). London and New York: Routledge.

## **ENG3122**

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

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

15 stp

#### **Course leaders:**

Mila Dimitrova-Vulchanova ([mila.vulchanova@hf.ntnu.no](mailto:mila.vulchanova@hf.ntnu.no))

Chris Wilder ([christopher.wilder@hf.ntnu.no](mailto: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.

Basic knowledge of linguistics will be presupposed, but the course is designed so as to be accessible to those with no background in the specific topics addressed.

#### **Pensum**

- 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.

## ENG3423

### Spesialiseringsemne

This semester's variant: **'(Re)constructing *Hamlet*'**

15 stp

**Course leader:** Eli Løfaldli ([eli.lofaldli@hf.ntnu.no](mailto:eli.lofaldli@hf.ntnu.no))

#### Outline

It is safe to say that William Shakespeare is the most well-known and well-respected writer in the English literary canon, and among his many plays, *Hamlet* has enjoyed a position of particular prominence and cultural influence throughout the centuries since it was first written and performed. *Hamlet* has proven to be a strikingly popular object of artistic reworking, and a vast array of constructions and reconstructions of characters, plot elements and motifs from Shakespeare's famous play have appeared on the stage, on screen, in the visual arts, in popular culture, in critical discourse and in the world of literature. William Shakespeare's *Hamlet* has been eagerly appropriated by writers and performers across cultural and temporal divides.

The course will closely examine Shakespeare's *Hamlet* and pay detailed attention to the issues surrounding the playwright's own version(s) of the text. In addition, a wide range of examples of appropriation, adaptation and reworking of the original drama will be investigated. By looking at how a particular text can be 'translated' to fit the purposes of new contexts, mediums and genres, insight into the concept of literary appropriation itself will also be gained.

**Pensum** (please make sure that you buy only the specific editions listed)

William Shakespeare, *Hamlet*, ed. by Philip Edwards, 2nd edn (Cambridge: Cambridge University Press, 2003)

William Shakespeare, *Hamlet*, ed. by Susanne L. Wofford (New York: Bedford Books, 1994)

Tom Stoppard, *Rosencrantz and Guildenstern are Dead* (London: Faber & Faber, 1973)

Tom Stoppard, *Dogg's Hamlet*, in *Tom Stoppard Plays 1* (London: Faber & Faber, 1996)

John Updike, *Gertrude and Claudius* (New York: Ballantine Books, 2001)

Matt Haig, *The Dead Fathers Club* (London: Vintage, 2007)

Siri Hustvedt, *The Sorrows of an American* (London: Sceptre, 2008)

Julie Sanders, *Adaptation and Appropriation* (London: Routledge, 2006)

Laurence Olivier, *Hamlet* [1948] (DVD)

Kenneth Branagh, *Hamlet* [1997] (DVD)

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