

ENGELSK

Pensumhefte høst 2009

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 2009, 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'sLearning.

Note: The courses described in this booklet are not designed for distance learning. Some lecture material may be made available via It'sLearning (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'sLearning. 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

ENG1001 Global Engelsk

7.5 stp

Course leader

Annjo K. Greenall

Other lecturers

Anne Dahl

Domhnall Mitchell

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; 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 to do with 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 sketch answers to.

Other issues that will be considered are:

- In view of the dominant role of English in countries such as Norway, ought English to 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?

The course will be taught by staff in both language and literature, in order to provide different perspectives on the various issues.

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; latest edition of *English as a Global Language*. 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.

ENG1201: Språkferdighet

7,5 stp

Course leader

Helene Hauge (helene.hauge@ntnu.no)

Lecturers

Helene Hauge

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 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. Students should buy the approved English-English dictionary if they do not already possess one of the previously approved dictionaries (see the first page of this booklet). Students 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, 2001).

ENG1201 Compendium

In-class handouts

ENG1302: Litteratur: Drama og poesi

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, and
- 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, and
- prosody (the study of poetic metre).

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, ‘The Soul Selects her own Society’
- John Dryden, ‘To the Memory of Mr Oldham’
- T. S. Eliot, ‘Journey of the Magi’
- Thomas Gray, ‘Ode on the Death of a Favourite Cat’
- Thomas Hardy, ‘The 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’ [Not in the anthology; will be made available on It’sLearning]
- Dylan Thomas, ‘Do Not Go Gentle into That Good Night’
- William Shakespeare, ‘Shall I Compare Thee to a Summer’s Day’
- William Wordsworth, “Westminster Bridge.”

The lecturers and group teachers will refer to the texts of these poems found in *The Norton Anthology of Poetry* ed. Margaret Ferguson and others, 5th edition (New York and London: W. W. Norton, 2005). Students may use other sources, printed or electronic, to access these poems but they should be alert to the fact that there may be textual differences and that the examination will assume familiarity with the versions in the Norton anthology.

In addition, the pensum includes the following (using alternative texts for these works is NOT recommended).

- William Shakespeare, *Othello* (Cambridge: Cambridge University Press, updated edition, 2003)
- William Shakespeare, *A Midsummer Night's Dream* (Cambridge: Cambridge University Press, updated edition, 2003)
- Paul Goring, Jeremy Hawthorn and Domhnall Mitchell, *Studying Literature: The Essential Companion* (London: Hodder Arnold, 2001). [Note: the sections of this text that are pensum will be announced during the course.]
- Ruth Sherry, 'ENG 1302: Studying Drama'. This will be made available as a PDF file on It'sLearning.

Bachelornivå

Fordypning

ENG2155 Teoretiske tilnærminger til engelsk språk

Theoretical approaches to English Language

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

7,5 sp

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: written exam (4 hours)

Pensum: Kompendium

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)

ENG2452 Storbritannia i Europa/Britain in Europe

7.5 sp

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.

Required readings ('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.
- Selected updated articles, which will be made available through It's Learning throughout the semester.

Recommended additional reading

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

Assessment

In order to sit for the exam, students have to submit and pass one obligatory assignment of roughly 4 pages. The course has a four-hour written school exam at the end of the term, where students will be asked to discuss comprehensive terms.

ENG2501: Tverrdisiplinært emne

7.5 stp

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

This semester's variant: *Analysing meaning*

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* [Third Edition], Wiley-Blackwell, 2009.

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 consists 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, 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 &c 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 course consists of a *fellesdel* and a *fagspesifikk del* (subject-specific component). The Department of Modern Foreign Languages is administratively responsible for this course. Details of both the *fellesdel* and the *fagspesifikkdel* will be announced at the start of the semester. 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.

Note: if you have already taken ENG3001 Teori and 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.

SPRÅK 3000

See explanatory comments on page 18 above. Full details of both parts of this course will be made available at the start of the autumn 2009 semester.

LITT3000

Local variant (see explanation above on page 18)

The emne 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).

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. Samuel Johnson (i) Rambler no. 4. pp. 462–66 (ii) extract from the *Preface to Shakespeare* pp. 468–80
5. Edmund Burke, extract from *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. 721–39.
10. Henry James, *The Art of Fiction*. pp. 855–69.

ENG3314: Spesialiseringsemne i litteratur

This semester's variant: 'Native Americans in Literature/ Native American Literatures'
15 stp

Course leader

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

Outline

The course aims to provide students with a very basic introduction to Native American histories, especially after European contact, and to some elements of pre-contact Native American cultures, before focusing in the main part on (i) images of the Native American in the canonical 19th-century literature of the United States and (ii) 20th-century developments in Native American literatures written in the English language. Teaching will be through a combination of lecture and group discussion, for four hours most weeks, and individual supervision will also be offered in connection with the two short assignments that are an obligatory requirement of the course: Please note that active participation in group discussion will depend on regular attendance and preparation.

Pensum

- Native American Creation Myths (selections).*
- Rowlandson, Mary. "A Narrative of the Captivity and Restoration of Mary Rowlandson" (1682)*
- Child, Lydia Maria. *Hobomok* (1824)
- Cooper, James Fenimore. *The Last of the Mohicans* (1826)
- Sedgwick, Catherine Maria. *Hope Leslie* (1827)
- Melville, Herman. "The Indian-Hating Chapters", from *The Confidence Man* (1857)*
- Whitman, Walt. "The Sleepers" and "Yonnonodio."
- Freneau, Philip. "The Indian Convert;"* "The Indian Student;"* "The Indian Burying Ground."*
- Welch, James. "Surviving;"* "Christmas Comes to Moccasin Flat."*
- Ray Young Bear. "Four Songs of Life;"* "Morning-Talking Mother;"* "Through Lifetime."*
- Momaday, N. Scott. *The Way to Rainy Mountain* (1969)
- Silko, Leslie Marmon. *Ceremony* (1977)
- Erdrich, Louise. *Love Medicine* (1984: expanded version, 1993).

Texts marked with an asterisk (*) are included in a Compendium, available at the start of the semester. The Whitman poems are out of copyright and can be found on the Internet, but photocopies will be provided. Students are recommended to begin reading some of the longer works, for instance *Hobomok* and *Hope Leslie*, before the semester begins. A film version of *Last of the Mohicans* will be shown outside class hours: it is not obligatory viewing.