

**Pensumlister**  
**Vårsemesteret 2007**

**Bachelor- og mastergradsemner**

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

## **Introduction**

This booklet contains short descriptions of the courses being offered by the English Section in the spring semester 2007, together with lists of the required reading (pensum) for these courses. In some cases, recommended further reading is also listed here.

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

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

Further information regarding the English courses offered by the Department is available in the web version of the Studiehåndbok ([http://www.hf.ntnu.no/hf/adm/studier/studiehandboka/bok/s20062007/studieplaner/forord\\_sprak\\_litteratur/engelsk](http://www.hf.ntnu.no/hf/adm/studier/studiehandboka/bok/s20062007/studieplaner/forord_sprak_litteratur/engelsk)). This is the best place for checking details of obligatory assignments and the means of evaluation for each course.

## Dictionaries

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

### English-English

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

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

*The Concise Oxford Dictionary* (britisk)

*Longman Dictionary of Contemporary English* (britisk)

*Longman Dictionary of American English*

*Merriam Webster's Collegiate Dictionary* (amerikansk)

*Random-House Webster's College Dictionary* (amerikansk)

*Cambridge Advanced Learners Dictionary*

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

### English-Norwegian/Norwegian-English

NB! These are not allowed in final examinations.

We recommend:

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

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

We also recommend:

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

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

### Pronunciation Dictionary

We recommend:

J. C. Wells, *Longman Pronunciation Dictionary*

### Dictionaries of synonyms and idioms

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

S. Follestad, *Engelske idiommer*

*The Longman Dictionary of idioms*

*The Penguin Dictionary of English Synonyms & Antonyms*

# **Bachelornivå**

## **Basis**

## **ENG1101 Engelsk språkvitenskap**

7.5 stp

### **Course leaders**

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

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

### **Outline**

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

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

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

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

### **Pensum**

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

**ENG1303 Litteratur: Prosa**

7,5 stp

**Course leader**

Jeremy Hawthorn (jeremy.hawthorn@hf.ntnu.no)

**Pensum**

Jonathan Swift, *A Modest Proposal*. New York: Dover Publications, 1996. ISBN: 0486287599

Jane Austen, *Sense and Sensibility*. Ros Ballaster (ed.). Penguin Books. ISBN: 0141439661

Emily Brontë, *Wuthering Heights*. Linda H. Peterson (ed.). Case Studies in Contemporary Criticism. Second edition. Boston: Bedford / St. Martin's, 2003. ISBN 0333973496

The following material in this edition is pensum:

- pp 25–288 (text of novel)
- pp 364–378 (essay by Philip K. Wion)
- pp 394–410 (essay by Terry Eagleton)
- pp 468–477 (essay by Lyn Pykett)

Charlotte Perkins Gilman, *The Yellow Wallpaper*. In Charlotte Perkins Gilman, *The Yellow Wallpaper and Other Stories*. Robert Shulman (ed.). Oxford: Oxford World's Classics, 1998. ISBN: 0192834800

James Joyce, 'The Dead'<sup>\*</sup>

Katherine Mansfield, 'The Voyage'<sup>\*</sup>

Philip Roth, *The Ghost Writer*. London: Vintage, 2005. ISBN: 0099477572

Jeanette Winterson, *Lighthousekeeping*. London: Harper Perennial, 2005. ISBN: 0007181507

Jeremy Hawthorn, *Studying the Novel*. Fifth edition. London: Hodder-Arnold, 2005. ISBN 0-340-88787-7

M.H.Abrams, *A Glossary of Literary Terms*. International Student Edition. Eighth edition. London: Thomson Wadsworth, 2005. ISBN 1-4130-0456-3

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

## **ENG1401 Kulturkunnskap**

15 stp

### **Course leaders**

Tony C. Tiller (tony.tiller@hf.ntnu.no) - American Civilization

Ane Vikaune (contact information available at the start of the semester) - British Civilization

### **Outline**

This historically-contextualized and critically-oriented course will give an updated survey of Britain and the USA. It will focus on the geography, people, minorities, politics and government, foreign policy, legal system, economy, social services, education, media and religion of each country.

### **Pensum**

David Mauk and John Oakland (fourth edition, 2005) *American Civilization: an introduction* London: Routledge

John Oakland (sixth edition, 2006) *British Civilization: an introduction* London: Routledge

**Bachelornivå**

**Fordypning**

**ENG2153 Tilegnelse av første- og andrespråk med fokus på engelsk**

7,5 stp

**Course leader**

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

**Outline**

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

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

**Pensum**

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

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

**ENG2303 Litteratur III: Litteratur og nasjon**

This semester's variant: "Anglo-Irish Literature"

7.5 stp

**Course leader**

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

**Pensum and Outline**

E. OE. Somerville and Martin Ross. "Lisheen Races, Second Hand" (short story)

W. B. Yeats

- "The Lake Isle of Innisfree"
- "The Song of Wandering Aengus"
- "Adam's Curse"
- "Easter 1916" or "The Second Coming"\*
- "Sailing to Byzantium"
- "Leda and the Swan"
- "Crazy Jane Talks with the Bishop" (poems)

W. B. Yeats and Lady [Augusta] Gregory. "Cathleen ni Houlihan" (play)

J M Synge. "Riders to the Sea" (play)

James Joyce. *A Portrait of the Artist as a Young Man* (novel)

Frank O'Connor

- "Guests of the Nation"
- "My Oedipus Complex" (short stories)

William Trevor. "The Ballroom of Romance" (short story)

Seamus Heaney

- "The Forge"
- "Punishment"
- "Station Island" XII
- "Casting and Gathering" (poems)

T. W. Moody and F. X. Martin. *The Course of Irish History*, chs. 15-22 (or a similar overview), or: Frank McGuinness. *Observe the Sons of Ulster Marching Toward the Somme* (play)

\*Students who have presented both of these poems at earlier exams will be given another title.

Most of the poems are found in *The Norton Anthology of Poetry* (various editions) or in Stephen Regan, ed., *Irish Writing 1789-1939* (Oxford World's Classics, 2004). The plays by Yeats and Lady Gregory, and by Synge, are found in *Irish Writing 1789-1939*. The short stories are found in Frank O'Connor, ed., *Classic Irish Short Stories* (Oxford, 1957/1985), except for "The Ballroom of Romance," which will be made available in another way. The novel by Joyce and the play by McGuinness (Faber, 1986) are available as separate volumes.

There are many editions of James Joyce's *A Portrait of the Artist as a Young Man*. One which is strongly recommended is the Penguin edition edited by Seamus Deane (1992).

A basic knowledge of the main events in Irish history since about 1845 is essential for understanding many of the literary texts. Students who have not already acquired such knowledge will find that a convenient source is T. W. Moody and F. X. Martin eds., *The Course of Irish History* (Mercier, revised and enlarged 1995). However, other texts may be used.

Students who have already studied Irish history in an Irish Civilization/interdisciplinary course such as E421, ENG2431 or ENG2501 (autumn 2006) will instead read Frank McGuinness' play.

**Students who have previously taken E209, ENG 2312 or similar earlier courses in Irish literature at mellomfag/fordypnings level cannot take this course.**

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There will be two compulsory written assignments, one of about 500 words and one of about 1500 words, which must be completed satisfactorily. Further details will be given at the beginning of the semester.

In addition, there will be a 4-hour final examination, which will be evaluated by a letter grade.

## ENG2403 Debatter innen amerikansk og britisk samfunn

This semester's variant: "Debates in American Society"

7.5 stp

### Course leader

Camilla Rokstad (camilla.rokstad@ktv.no)

### Outline

"Once I thought to write a history of the immigrants in America. Then I discovered that the immigrants *were* American history."

Oscar Handlin, "Introduction," *The Uprooted*, 1951

At the time Handlin published his book, the role of immigration and ethnicity had been neglected in American history books. Today, however, that role is accepted as important to understanding nearly every aspect of American society, past and present.

Today, immigration to the United States is seen within the wider framework of global migration history; immigration depends not only on the attractiveness of America, but also on conditions in other countries "pushing" people out. Many nations receive large numbers of immigrants, and the US is one of the most popular.

Previously, the US experienced different "waves" of immigrants, but the country is now experiencing a peak in immigrant numbers, and is again left wondering "*e pluribus unum?*" – can many peoples unite in one nation?

This course will survey and evaluate the causes of peoples' migration to America, the means by which they came, the experiences they had because they were immigrants, the responses of American society to their immigration, and the interpretations historians have put on these processes.

The course centers on those who voluntarily took up residence in North America in the last 400 years and so is not *primarily* concerned with the Native-American or African-American experience, and although the course examines the whole range of U.S. immigration and ethnic history, from colonial times to the present, the emphasis will be on the century between the 1860s and 1960s, and especially on the last 40 years up to the present.

### Pensum

- Leonard Dinnerstein, Roger Nichols, and David Reimers, *Natives and Strangers: A Multicultural History of Americans*.
- Jon Gjerde, Ed., *Major Problems in American Immigration and Ethnic History, Documents and Essays*.

# **Masternivå**

**ENG3001: Teori og metode**

7,5 stp

**Course leader**

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

**Outline**

The course explores what we understand by an academic text, and is designed to help students preparing for their Master's thesis find out how to identify and locate relevant sources of information, and to familiarize themselves with conventions of scholarly presentation. It also gives an introduction to some of the most important theories in the teaching and research of literature, language, or civilization, touching on different methodological approaches within the various disciplines. Teaching will be through a combination of lecture, seminar/group work, and supervision.

**Pensum**

- Booth, Wayne C., Gregory G. Colomb & Joseph M. Williams 2003. *The Craft of Research*. Chicago: University of Chicago Press.
- Evans, Richard J., 2000. *In Defence of History*. London: Granta Books (new edition with Afterword), chapters 1-4.
- Selected papers given out in class

## **ENG3122 Kognitive og teoretiske aspekter ved språk**

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

15 stp

### **Course leaders**

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

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

### **Outline**

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

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

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

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

*Exam:* written paper (hjemmeksamen, 4000 words)

### **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.

## ENG3123 Oversettelse

7,5 stp

### Course leader

Adriana Serban

### Outline

The aim of this module is to give you a broad overview of key concepts in Translation Studies and hands-on experience in identifying translation issues in texts and using appropriate strategies for solving translation problems.

We will start with a brief overview of the history of translation and of ideas about translation, and explore the role translators have played in the transmission of religious, literary, social and political values, and their role as cross-cultural mediators and communicators. This will enable us to understand the context-based nature of the translational activity and the complexity of the decision-taking process involved in translation, which require that the translator be equipped with a wide range of strategies and techniques they can choose from in each situation. We will then study issues of translation methodology, within a target-oriented framework, and will focus on the question of equivalence. Other concepts which will be discussed are adaptation, skopos, audience design, foreignisation/domestication, and ideology in translation. Finally, we will refer to issues of reception of translated texts and the phenomenon of re-translation, and will conclude with a discussion of quality assessment in translation and the ethics of translation. Both literary and non-literary texts will be used to illustrate theoretical aspects.

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

### Pensum

- Baker, M. (1992) *In Other Words. A coursebook on translation*, London and New York: Routledge.
- Bassnett, S. (2002) *Translation Studies* (3rd edition). London and New York: Routledge.
- Delisle, J. et J. Woodsworth (eds.) (1995) *Translators through History*, Amsterdam and Philadelphia: John Benjamins.

### Recommended reading

- Baker, M. (ed.) (1998) *The Routledge Encyclopedia of Translation Studies*, London and New York: Routledge.
- Hatim, B. and I. Mason (1997) *The Translator as Communicator*, London and New York: Routledge.
- Hickey, L. (ed.) (1998) *The Pragmatics of Translation*, Clevedon and Philadelphia: Multilingual Matters.
- Lefevere, A. (ed.) (1992) *Translation/History/Culture: A Sourcebook*, London and New York: Routledge.
- Pym, A. (ed.) (2001) *The Return to Ethics*, Special issue of *The Translator*, Manchester: St. Jerome.
- Schäffner, C. (ed.) (1998) *Translation and Quality*, Clevedon: Multilingual Matters.
- Venuti, L. (1995) *The Translator's Invisibility*, London and New York: Routledge.

- Venuti, L. (ed.) (2004) *The Translation Studies Reader* (2<sup>nd</sup> edition), London and New York: Routledge.

**ENG3315: Tverrdisiplinært spesialiseringsemne**

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 an introduction to Native American history, to aspects of pre-contact Native American culture, to images of the Native American in canonical literature of the 19<sup>th</sup> century, and to 20<sup>th</sup> century developments in Native American literature. Teaching will be through a combination of lecture and group discussion, for four hours every week, and individual supervision will also be offered in connection with the two short papers that are a required part of the course: participation in group discussion will depend on regular attendance and preparation.

**Pensum**

Native American Creation Myths (selections).\*

"A Narrative of the Captivity and Restoration of Mary Rowlandson."\*

Child, Lydia Maria. *Hobomok*.

Sedgwick, Catherine Maria. *Hope Leslie*.

Cooper, James Fenimore. *The Last of the Mohicans*.

Melville, Herman. "The Indian-Hating Chapters", from *The Confidence Man*.\*

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*.

Silko, Leslie Marmon. *Ceremony*.

Erdrich, Louise. *Love Medicine (new and expanded version)*.

Texts marked with an asterisk (\*) are included in a Compendium, available at the start of the semester. Students are recommended to begin reading some of the longer works, for instance *Hobomok* and *Hope Leslie*, before the semester begins.