

ENGELSK

Pensumhefte vår 2015

**Emner på
bachelor- og masternivå**

**NTNU
Institutt for språk og litteratur
Seksjon for engelsk**

Introduction

This booklet contains short descriptions of the courses being offered by the English Section in the Spring 2015 semester, 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, and so forth—will be available from the start of the semester through NTNU's online learning management platform '*itslearning*.'

Note: The courses described in this booklet are not designed for distance learning. Some lecture material may be made available via *itslearning* 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 courses available with Take Credit.

Note too that if you do not register for a course, you will not have access to information regarding that course on *itslearning*. 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 course descriptions which are available on the NTNU website. This is the best place for checking details of obligatory assignments and the means of evaluation for each course.

Bachelor's thesis (*bacheloroppgave*)

Students entering the English BA programme in autumn 2014 or later are required to write a BA thesis (7.5sp) during their studies. The BA thesis in English is offered in all ENG2xxx courses. The BA thesis counts as an alternative to the regular way of obtaining credit in the course (i.e. it replaces all assignments and exam in that course for students choosing the thesis option). The option is **only** available to students taking a BA program that requires a BA thesis in English. A student may choose the BA thesis option only in **one** course during his/her studies.

The BA thesis must be written in English and be ca. 3200 words (7-8 pages) long. The submission deadline for the BA thesis is the exam date (or home exam submission date) of the relevant course.

In place of the regular obligatory assignment, those choosing the BA thesis option must write a project proposal of 500-600 words. For further information on the BA thesis option in a given course, you should consult the relevant teacher(s) at the start of the semester.

Students in ENG2xxx courses need to be aware of the different forms of assessment when they register for the exam on *studentweb* and make sure that they choose the correct form. If you have any questions regarding this, you can contact your student adviser (studieveiledning-isl@hf.ntnu.no).

Dictionaries

Regardless of what 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, but should not be confused with other Collins dictionaries (e.g., the *Collins Student Dictionary* would not be acceptable).

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 just any English-English dictionary.

The following dictionary is the **only** dictionary approved for use in exams:

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

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 that the English Section's stipulation of an approved English-English dictionary 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 sp

Course leader

Eivind Nessa Torgersen (eivind.n.torgersen@hist.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, Spanish, 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? What happens in contact situations between English and other languages and in contact situations between different varieties of English? These are the kinds of questions 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 the English language undergoing change?
- Are some varieties of English better than others?
- 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?

Core Reading

- Svartvik, Jan & Leech, Geoffrey. 2006. *English: One Tongue, many Voices*. Basingstoke: Palgrave Macmillan.
- Crystal, David. 2012. *English as a Global Language* (2nd edition). Cambridge: Cambridge University Press.

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.

ENG1101 Engelsk språkvitenskap / English linguistics

7.5 sp

Course coordinator

Anja Angelsen

Course teachers

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

Anja Angelsen (anja.angelsen@ntnu.no)

Outline

The course aims to equip students with the tools needed for linguistic description and analysis and it introduces a selection of topics in the linguistic analysis of English. We will cover the following core areas of (descriptive and theoretical) linguistics, learning basic concepts and applying these in the description and analysis of English:

- Phonetics: the study of linguistic sounds
- Phonology: the study of the sound systems of individual languages
- Morphology: the structure and properties of words
- Syntax: the structure of phrases and 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 useful when approaching related disciplines, e.g. sociolinguistics, first / second language acquisition, language teaching and translation studies.

Pensum

- *ENG1101 Compendium Spring 2015* (available from *AKADEMIKA* bookshop)
- Material published on *itslearning* in the course of the semester

ENG1303 Litteratur: Prosa / Literature: prose fiction

7.5 sp

Course co-ordinator

Domhnall Mitchell

Lecturers

Domhnall Mitchell (domhnall.mitchell@ntnu.no)

Hanna Musiol (hanna.musiol@ntnu.no)

Outline

This course is a genre-based introduction to prose fiction in English. Presenting a selection of canonical and non-canonical English-language authors and works, the course explores a range of novels and short stories so as to illuminate the different forms and techniques found within these principal generic categories. The course also aims to provide an introduction to literary-critical terms involved in studying prose fiction, and to examine different critical approaches found within literary studies.

Teaching is divided between lectures and group sessions. In addition, students are offered supervision. One written assignment of between 800-1000 words will be required, and this will need to be approved in order for a student to take the final written exam. Further details will be provided at the beginning of the semester.

Pensum

- Aphra Behn, *Oronooko* (New York & London: W. W. Norton, 1997)
- Charlotte Brontë, *Jane Eyre* (New York & London: W. W. Norton, 2001)
- Emily Brontë, *Wuthering Heights* (Boston and New York: Bedford / St. Martin's, 2003) ***
- Junot Diaz, *Drown* (New York: Riverhead, 1997).
- Jeremy Hawthorn, *Studying the Novel*, 6th edition (London: Bloomsbury Academic, 2010)
- Gayle Jones, *Corregidora* (Boston: Beacon Press, 1987)
- James Joyce, "The Dead" **
- D. H. Lawrence, "Fanny and Annie" **
- Katherine Mansfield, "The Voyage" **
- Jonathan Swift, "A Modest Proposal" *

* This text is out of copyright and will be available for downloading as a pdf file on *itslearning*

** In *The Penguin Book of English Short Stories*, ed. Christopher Dolley (London: Penguin, 2011). For the purposes of teaching and the setting of the exam we will refer to the editions of "The Voyage", "Fannie and Annie" and "The Dead" in this Penguin collection. You may use alternative editions for these three short stories but be aware that they may contain variants from the Penguin editions and that inconvenience may arise from pagination differences.

*** Note that all of this volume, including the critical essays, is pensum.

ENG1402 Moderne britisk historie og kultur / Modern British history and culture

7.5 sp

Course leader, lecturer, and seminar teacher

Gary Love (gary.love@ntnu.no)

Outline

This course offers a broad introduction to the political, social, and cultural history of modern Britain. Drawing upon the latest academic research, the course challenges students to think about the complex development of Britain as a nation from the late nineteenth century to the present day. In doing so, students gain important insights into a wide range of topics that continue to shape Britain's national identity. The lectures for this course focus on important themes in British history across broad chronological periods, whereas the discussion seminars explore specific historical talking points based on the analysis of primary source documents.

Required reading (Pensum)

- Kathleen Burk (ed.), *The British Isles since 1945* (Oxford, 2003; same edition reprinted in 2009). ISBN 978-0-19-924838-4.
- A selection of primary source documents and secondary articles that will be posted on *itslearning* throughout the semester.

Recommended reading (Not Pensum)

- George Orwell, *Penguin Books Great Ideas: Why I Write* (London, 2004). ISBN 978-0-141-01900-0.

Students who are not familiar with British history, the nature of political documents and language, and the writing of essays might find it very useful to read Orwell's essays 'Why I Write', 'The Lion and the Unicorn', and 'Politics and the English Language', all of which appear in this slim volume at very little cost.

Additional background reading (Not Pensum)

- Paul Addison, *No Turning Back: The Peacetime Revolutions of Post-War Britain* (Oxford, 2010). ISBN 978-0-19-219-267-7.
- George L. Bernstein, *The Myth of Decline: The Rise of Britain since 1945* (London, 2004). ISBN 1-8441-3102-5.
- Peter Clarke, *Hope and Glory: Britain 1900-2000* (London, 2004), Second Edition. ISBN 0-141-01175-0.

Bachelornivå

Fordypning

ENG2153 Tilegnelse av første- og andrespråk / First and second language acquisition

7.5 sp

Course leader

Mila Vulchanova (mila.vulchanova@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.

Readings

- Karmiloff, Kyra & Anette Karmiloff-Smith 2001. *Pathways to Language. From Fetus to Adolescent*. Cambridge, MA/London, England: Harvard University Press.
- Selected chapters from: Hoff, Erika and Shatz, Marilyn 2007: *Blackwell Handbook of Language Development* Malden, MA: Blackwell. This book is available as e-book from the NTNU library, and the relevant chapters will be specified at the start of the course.
- A selection of texts (ENG2153: First and second language acquisition) which will be made available on *itslearning*.

ENG2303 Literature and Nation / Litteratur og Nasjon

7.5 sp

Spring 2015 variant: Victorian Literature and 'The Condition of England'

Course leader

Yuri Cowan (yuri.cowan@ntnu.no)

In this course, we will read fiction, journalism, and verse that, taken together, illustrate the changing face of Victorian culture over the course of Victoria's reign (1837-1901). The swift advance of technology, the spread of the railroads, the mushrooming of the industrial cities, and all the attendant social costs and benefits are revealed in the condition-of-England novel. Even rural England, so slow to change, felt the impact when everyday life could be lived at the astounding pace of thirty-five miles per hour and fiction, published weekly or monthly in affordable serial or else bound in three expensive volumes, could be disseminated in days all over the country. Religious and domestic institutions began to find themselves the subject of skepticism and debate, and all the possibilities and pitfalls began to open up of education and social engineering in the public and private spheres. The resulting curious mixture of doubt and idealism finds its medium of expression in the growth of a mass print culture that offered a new authorial class to make a living writing fiction, verse, and prose for new classes of readers.

Special attention will be paid in this course to the "social problem novel"; to periodical culture and the ways in which it framed and mediated Victorian social life and the everyday (especially as these illuminate politicized notions of class and gender); to poetry and also to so-called "sage" writing as they were harnessed to comment upon topical issues and to attempt to dictate enduring notions of culture; and to the ways in which the sometimes-controversial matters that the Victorians examined foreshadow issues that are with us today.

Obligatory Assignment: 2 short essays (of 500 and 1000-1500 words apiece, respectively). Dickens's *Oliver Twist* will be one of our first texts, so you should start reading it before the course begins. Students should make every effort to attend lectures as the exam may test knowledge of concepts that are not discussed in the textbooks.

The following texts will be available at Akademika:

Charles Dickens, *Oliver Twist*. [1838] Oxford: Oxford World's Classics, 2008.

ISBN: 978-0-19-953626-9

Elizabeth Gaskell, *North and South*. [1855] Oxford: Oxford World's Classics, 2008.

ISBN: 978-0-19-953700-6

Alfred Tennyson, *In Memoriam*. [1859] Norton Critical Edition. 2nd ed. New York:

W. W. Norton, 2003. ISBN: 978-0-393-97926-8

George Gissing, *New Grub Street*. [1891] Oxford: Oxford World's Classics, 2008.

ISBN: 978-0-19-953829-4

Recommended secondary reading, also available at Akademika:

Altick, Richard D. *Victorian People and Ideas*. New York: W. W. Norton, 1974.

ISBN: 978-0-393-09376-6

To be posted as pdfs on *itslearning*:

Alfred Tennyson, "Locksley Hall" (1842)

Elizabeth Barrett Browning, from *Aurora Leigh*, Book I (1856)
Henry Mayhew, selections from *London Labour and the London Poor* (1851)
Charles Dickens, selections from *Sketches by Boz* (1836)
Thomas Carlyle, “Signs of the Times” (*Edinburgh Review* 1829)
Matthew Arnold, selections from *Culture and Anarchy* (1867-68)
Robert Browning, “Caliban Upon Setebos” (1864)
George Eliot, “Silly Novels by Lady Novelists” (1856)
[Anonymous], “Writing for Periodicals,” *All the Year Round* 14.335 (23 Sept 1865)

ENG2502 Tekst, kultur, kontekst / Text, Culture, Context

7.5 sp

Spring 2015: Literature on Screen

Course leader

Eli Løfaldli (eli.lofaldli@ntnu.no)

Outline

In later years, film adaptations of literary texts have received increasing amounts of scholarly attention, and the field of adaptation studies is developing as a consequence. No longer necessarily seen as auxiliary and inferior to the literary works upon which they are based, film adaptations are rather increasingly regarded as interesting in their own right and subject to academic investigation according to field-specific criteria. This course belongs to the burgeoning field of adaptation studies, and will make use of the terminology and critical apparatus connected to both literary and film analysis. Through close scrutiny of a set of classic (and not so classic) literary texts and some of their film and TV adaptations, the course will explore questions such as: What happens when a novel, short story or play is transferred to a new generic context? By what means is a literary text made relevant for a new target audience? Which changes are made as the adaptation seeks to be in communication with a new historic and cultural context? And what are the potential thematic ramifications of the changes made as the literary text is brought from the pages of a book to the screen?

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

Deborah Cartmell and Imelda Whelahan (eds.), *The Cambridge Companion to Literature on Screen* (Cambridge: Cambridge University Press, 2007)

James Matthew Barrie, *Peter Pan and Other Plays* (Oxford: Oxford University Press, 2008)

Peter Pan. Dir. Clyde Geronimi, Wilfred Jackson, Hamilton Luske. 1953. (DVD)

Peter Pan. Dir. P. J. Hogan. 2003. (DVD)

Jane Austen, *Pride and Prejudice*, ed. by Donald J. Gay, 3rd edn. (New York/London: Norton, 2000)

Pride and Prejudice. Dir. Simon Langton (BBC). 1995. (DVD)

Pride and Prejudice. Dir. Joe Wright. 2005. (DVD)

Bride and Prejudice. Dir. Gurinder Chadha. 2004. (DVD)

Joseph Conrad, *Heart of Darkness*, ed. by Paul B. Armstrong, 4th edn (New York/London: Norton, 2005)

Apocalypse Now. Dir. Francis Ford Coppola. 1979. (DVD) NB! **Not** the Redux version.

Excerpts from Bill Nichols, *Engaging Cinema: An Introduction to Film Studies* (New York/London: Norton, 2010).

These will be posted on *itslearning*, and are part of your set *pensum* for the course.

Masternivå

ENG3122 Cognitive and theoretical aspects of language / Kognitive og teoretiske aspekter ved språk

15 sp

Title: Grammar and Lexicon

Course leaders

Chris Wilder (christopher.wilder@ntnu.no)

Mila Dimitrova-Vulchanova (mila.vulchanova@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 and lexical semantics, and part 2 will focus on the lexicon, including psycholinguistic aspects. Students' special interest areas will be accommodated where possible.

Obligatory assignment: 2 short presentations in class (10 mins. each).

Pensum

- Readings and research articles on specific topics, which will be made available during the course.

ENG3123 Translation / Oversettelse

7.5 sp

Course leader

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

Outline

This course is an introduction to the field of translation studies and to central paradigms, theories and concepts within this field (e.g. literal vs free translation; equivalence; translation shifts; loss and gain; *skopos* (purpose); foreignization/domestication; re-translation; audiovisual translation (i.e. dubbing, subtitling), etc.). The aim is to provide an in-depth understanding of these concepts, and the practical training needed to learn to use them in analysing linguistic and cultural aspects of translation(s). The examples used in lectures will mainly be from translation(s) between English and Norwegian. Proficiency in Norwegian is, however, *not* required in order to be able to complete the course. Potentially monolingual students will also be provided with opportunities to complete the course.

Teaching

The course will be taught through a mix of the traditional lecture (as little as possible) and seminar-style dialogue between instructor and students. You will be expected to contribute by taking an active part in theoretical discussions, by analysing source texts and their respective translations, and by doing translations of your own.

Assessment

One short group presentation in class (15-20 min.) (approved/not approved). A take-home exam (approx. 2500 words (5-6 pages)).

Required reading:

- Munday, Jeremy. 2012. *Introducing Translation Studies: Theories and Applications*. 3rd edition. London: Routledge.
- Pym, Anthony. 2014. *Exploring Translation Theories*. 2nd edition. London: Routledge.
- An electronic compendium that will be made available on *itslearning* at the beginning of the semester.

ENG3423 Spesialiseringsemne / Special Subject

15 sp

Spring 2015: Migrant fictions

Course leader

Hanna Musiol, Ph.D. (hanna.musiol@ntnu.no)

“For more than 200 years, our tradition of welcoming immigrants from around the world ...kept us youthful, dynamic, and entrepreneurial. It has shaped our character as a people with limitless possibilities. [We] are not trapped by our past, but able to remake ourselves as we choose.”

— Barack Obama

“Migration is the failure of roots. Displaced men are ecological victims.” — Ernesto Galarza

Course Description

American literature brims with narratives of people’s travels and movement, of physical or figurative border crossings, and of mobility within or across social spheres. And since unrestricted human movement is viewed as a basic human right, literary descriptions of claiming one’s right to unrestricted travel often evoke a sense of freedom, of endless possibilities. Think, for example, of Ernest Hemingway’s famous descriptions of American escapades in Europe documented in his *A Moveable Feast*, Jack London’s adventure narratives about trips to the far North or the South Seas in his short stories and novels, or Jack Kerouac’s iconic narrative of a cross-country road trip in *On the Road*. However, circulation of some human bodies, especially those marked by racial, ethnic or sexual difference (Chinese, Native, or African American, female, gay, for instance), has historically been rigidly regulated; the bodies of such raced or gendered subjects have followed different social and geophysical paths than the bodies of propertied and able-bodied American white males, for example. There is, in other words, a great difference between the voluntary—and often liberating—cosmopolitan tourism that some writers engage in and describe in their novels and the economic migration, *passing*, the forced removal to a reservation, or fleeing to escape racial violence or sexual oppression. For some, the right to stay is an unattainable privilege.

This term, we will focus on literary representations of the specific twentieth- and twenty-first-century historical contexts that in different historical times defined how certain human bodies could travel and move around in public and private spaces. We will also explore how human movement and circulation transforms the built environment as well as literary landscapes in the least predictable ways. Moreover, we will think about the different social activities that people imagine as movement, such as “social” or “racial” uplift, *passing*, “moving in the right circles,” or the social degradation, or “fall,” caused by poverty or interracial relationships. As we explore novels, short stories, poems, and essays, with an eye toward thematic tropes of mobility, your job will be to reflect on how fiction and non-fiction genres narrate human migration, and how diverse texts *move* their narratives along, utilizing different spatial patterns and directions.

Course Keywords

Mobility, Containment, Narration, Environment, Time, Race/Ethnicity; Gender/Ethnicity, Translation, Empire

Obligatory Assignment (ca. 3000 words) will include a multi-part writing assignment totaling 3000 words.

Required Materials (novels, poems, short stories, and essays) are *available in the University bookstore*, online or via *itslearning*

Chinese wall poems (<http://www.kqed.org/w/pacificlink/history/angelisland/poetry/>)

A Small Place by Jamaica Kincaid ISBN 978-0-374-52707-5

Million Black Voices by Richard Wright ISBN-10: 1560254467

Buddha in the Attic by Julie Otsuka ISBN-10: 9780307744425

The Book of Salt: A Novel by [Monique Truong](#) ISBN-10: 0618446885

Everything Begins and Ends at the Kentucky Club by [Benjamin Alire Sáenz](#) ISBN-10: 1935955322 (novel)

“*Changing Room*” by Rabih Alameddine (available via *itslearning*)

Drown by Junot Díaz ISBN-10: 1573226068

“Tear” by Linda Hogan (<http://www.poetryfoundation.org/poem/244364>)

Gloria Anzaldúa’s “To live in the Borderlands means you”

(<http://www.revistascisan.unam.mx/Voices/pdfs/7422.pdf>)

“Introduction: Immigration and Race in the United States History” by Paul Spickard (*Race and Immigration in the United States*. NY, Routledge, 2012. 1-12)

“Translating Translation” by Roberto Alvaro Rios

(<http://www.public.asu.edu/~aarios/resourcebank/translatingtranslation/index.html>)

“Introduction” by Mark Rifkin (*When Did Indians Become Straight*. London: Oxford UP, 2010. 3-33)

“Slow Violence” by Rob Nixon (<http://chronicle.com/article/Slow-Violence/127968/>)

Recommended Films: *Midnight in Paris*, *The Other Side of Immigration*; *Sin Nombre*, *Fear and Loathing Las Vegas* (full list on *itslearning*)

Other Useful Resources

Rebecca Belmore’s work (<http://www.rebeccabelmore.com/exhibitions.html>)

Voyant (<http://voyant-tools.org/>)

Prelinger Archive (<https://archive.org/details/prelinger>)

The (Im)migrant Experience (<http://immigrantexperience.omeka.net/>)