

**ENGELSK**

**Pensumhefte høst 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 Autumn 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. This includes students who are taking the 5-year MA in English with Teacher Training (*5-årig lektorutdanning i engelsk*) and who entered that program in autumn 2013 or later.

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](mailto:studieveiledning-isl@hf.ntnu.no)).

## Study abroad

Students on both BA and MA programs may choose to spend part of their degree studying at a university in an English-speaking country. We encourage you to do so. As a student of English, you possess language skills which open up a range of study options across the world to select among.

### Why spend a semester (or two) studying abroad?

Studying abroad is an intense and immensely enriching experience, one which will enhance your academic and personal development in many ways.

- deepen and broaden your English language competence
- benefit from different approaches to teaching / learning and novel academic content
- expand your cultural and social horizons
- gain new perspectives on your academic studies, and on life in general

For more information, see: <https://innsida.ntnu.no/utenlandsstudier>

### Norwegian Study Centre (NSC) in York

The department has a special cooperation agreement with the Norwegian Study Centre (NSC) at the University of York ([www.york.ac.uk/inst/nsc/](http://www.york.ac.uk/inst/nsc/)). The NSC offers courses in English at BA and MA levels, including a one-semester course at *fordypning* level in English language, literature and culture corresponding to 30sp.

### 1st year students

We arrange each year for a group of first-year students to take a two-week study course at the NSC in York during the spring semester. During the study-tour, participants take classes related to literature, linguistics and culture, and may get an exemption from one or more of the Obligatory Assignments in the courses they are taking that term at NTNU (ENG1001 *Global English*, ENG1101 *English Linguistics*, ENG1303 *Literature: Prose Fiction*, ENG1402 *Modern British History and Culture*). Details on how to apply are announced at the start of the autumn semester.

### BA in English

As part of your bachelor's degree, we recommend that you consider spending a semester at the NSC in York or at one of the other universities listed below. You may take courses in English (*påbyggingsemner*), courses in your second subject (*fag 2*), or 'free choice' courses (*valgfriemner*).

For BA-level studies, NTNU has cooperation agreements with various institutions, including:

- in the UK: Roehampton University and the University of Glasgow
- in the USA: University of California, San Diego and University of California, Santa Barbara
- in Australia: University of New South Wales.

### MA in English

If you choose to spend a semester abroad as part of your master's degree, it is recommended that you do so in the second semester of your program.

For MA-level studies, NTNU has cooperation agreements with various universities, including:

- in the UK: King's College London and the University of York (via the Norwegian Study Centre)
- in the USA: San Diego State University
- in Australia: the University of New South Wales.

The full list of universities can be found here:

[http://www.ntnu.no/studier/studier\\_i\\_utlandet/avtaler/](http://www.ntnu.no/studier/studier_i_utlandet/avtaler/)

## 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**

# **ENG1000 Innføring i sosiolingvistikk / Introduction to Sociolinguistics**

7.5 sp

## **Course leader**

Daniel Weston (daniel.weston@ntnu.no)

## **Outline**

This course is an introduction to the major areas of Sociolinguistics, the study of language and society.

The course will examine the models we have for capturing language variation – in other words, how and why people in a given society speak differently. This will entail looking at concepts such as social class, social network and communities of practice. We will also look at the process of language change – when and why certain linguistic features spread throughout a population. In bilingual and multilingual societies, the focus will be on determining the distribution of languages: who uses what language with whom and when. Other issues to be addressed include: why people change the way they speak depending on who they are speaking to; how governments influence language use through legislation; and why language use is an important consideration in the criminal justice system.

## **Pensum**

Holmes, Janet. 2013. *An Introduction to Sociolinguistics* (4th edition). Harlow: Pearson.

The final exam for this course will comprise two parts: Section A and Section B. Section A will test students' understanding of the course as a whole. The Core Reading AND lectures will form the basis for Section A; attendance at lectures is therefore strongly advised. In Section B, students will be required to write an essay based on in-depth knowledge of specific areas of the discipline. Further details will be given at the start of the course.

# ENG1201 Språkferdighet og grammatikk / Proficiency and Grammar

7.5 sp

## Course coordinator

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

## Lecturers & seminar teachers

Christine Maassen-Wilder

Chris Wilder

## Outline

ENG1201 *Proficiency and grammar* gives an introduction to basic structures of the English language and to English usage. The course covers topics such as basic grammatical terms and structures, vocabulary and lexical connections, differences and similarities between English and Norwegian, discourse competence, text analysis and text production. Focus areas are stylistic variation and conventions of various text types. Special attention is given to aspects of the English language and usage that may pose a challenge to Norwegian students. The aim of the course is for students to gain a critical awareness of linguistic choices in various contexts as well as providing opportunities for students to develop their English language skills.

The teaching is divided between lectures and seminars. The lectures address the central topics of the course. The seminars address selected topics in more depth and explore how they can be applied in practice. Attendance and active participation in both the lectures and the seminars is vital.

## Pensum

- Sidney Greenbaum and Gerald Nelson. *An Introduction to English Grammar*. Pearson Longman, 2009
- Texts made available on *itslearning*
- In-class handouts

# ENG1302 Litteratur: Drama og lyrikk / Literature: Drama and Poetry

7.5 sp

## Course coordinator

Domhnall Mitchell (domhnall.mitchell@ntnu.no)

## Teachers

Yuri Cowan

Domhnall Mitchell

Hania Musiol

## Outline

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

The course will give training in

- How to read poetry and drama
- How to negotiate particular manipulations of language used in poetic and dramatic expression
- Prosody (the study of poetic metre)
- How to analyse plays in terms of their dramatic and theatrical potential

Students will also gain knowledge of

- Essential poetic forms and modes
- The traditional dramatic forms of tragedy and comedy, as well as more recent dramatic theatre

Teaching is divided between lectures and seminars. Written work will be required, and this will need to be approved in order for a student to take the final written exam. Information and updates about the course (and assignments) will be posted on *itslearning* and students are therefore expected to check this site on a regular basis.

## Required reading

*Poems* (in alphabetical order)

- W. H. Auden, 'Musée des Beaux Arts'
- Anon., 'Sir Patrick Spens'
- John Berryman, 'Life, friends, is boring' (Dream Song 14)
- Elizabeth Bishop, 'The Art of Losing'
- Robert Browning, 'My Last Duchess'
- Emily Dickinson, 'The Soul Selects'
- John Donne, 'The Sun Rising'
- Carol Ann Duffy, 'Anne Hathaway'
- T. S. Eliot, 'Journey of the Magi'
- Louise Erdrich, 'I was Sleeping where the Black Oaks move'
- Geoffrey Hill, 'September Song'

- Ben Jonson, 'On My First Son', 'On My First Daughter'
- John Keats, 'Ode to a Nightingale'
- Christopher Marlowe, 'The Passionate Shepherd to His Love'; Sir Walter Raleigh, 'The Nymph's Reply to the Shepherd'
- Lady Mary Wortley Montagu, 'The Lover: A Ballad'
- Adrienne Rich, 'Aunt Jennifer's Tigers'
- Christina Rossetti, 'In an Artist's Studio'
- William Shakespeare, 'Shall I compare thee to a summer's day'
- Percy Bysshe Shelley, 'Ode to the West Wind'
- Jean Toomer, 'Harvest Song'
- W. B. Yeats, 'Among School Children'

These poems are all found in *The Norton Anthology of Poetry*, ed. Margaret Ferguson, Mary Jo Salter and Jon Stallworthy, 5<sup>th</sup> ed. (New York and London: W. W. Norton, 2005). Students are at liberty to use other editions of these poems but should be alert to the fact that there may be textual differences, and that the exam will be based on the Norton versions of the poems.

### *Drama*

- Caryl Churchill, *Cloud 9* (London: Nick Hern Books, 2010)
- Tony Kushner, *Angels in America* (London: Nick Hern Books, 2007)
- William Shakespeare, *Othello* (Cambridge: Cambridge University Press, updated edition, 2003)
- William Shakespeare, *A Midsummer Night's Dream* (Cambridge: Cambridge University Press, updated edition, 2003)

### *Secondary reading*

- 'Versification' and 'Poetic Syntax' in *The Norton Anthology of Poetry* (see above)
- Paul Goring, Jeremy Hawthorn and Domhnall Mitchell, *Studying Literature: The Essential Companion*, Second edition (London: Bloomsbury Academic, 2010)\*
- Ruth Sherry, 'ENG1302: Studying Drama'\*\*

\* Note: not all of this companion volume is required reading for this course. Those sections to be treated as *pensum* will be announced at the beginning of the semester.

\*\* This text will be made available for downloading on *itslearning*.

**Bachelornivå**

**Fordypning**

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

7.5 sp

### **Course leaders**

Mila Vulchanova (mila.vulchanova@ntnu.no)

Anne Dahl (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 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 lectures, seminars, online activities, and individual supervision. This course will make use of flexible teaching forms, and a high degree of student activity is required. During the course students are expected to complete an obligatory oral 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*.

## ENG2302 Litteratur og historie / Literature and History

7.5 sp

This semester's variant: **Debating the Revolution: British Literature in the 1790s**

### Course leader

Johanne Kristiansen (johanne.kristiansen@ntnu.no)

### Outline

The outbreak of the French Revolution in 1789 has been seen as the birth of political modernity. In Britain, the revolution inspired heated debates that challenged existing assumptions concerning political, social and religious rights. By examining a broad selection of political texts published in the 1790s, this course will explore the role of British literature in these discussions. How was the period's literature shaped by contemporary issues? How did literature contribute to the formation of new political ideas concerning religious freedom, feminism, communism, anarchism, and the abolition of the slave trade? How do the different forms of these political texts impact on their message? These are some of the issues that will be addressed when we explore the power of print in the politically turbulent decade at the close of the eighteenth century.

### Pensum (Please make sure that you buy only the specific editions listed)

Students need to buy just three books:

- *The Cambridge Companion to British Literature of the French Revolution in the 1790s*, ed. by Pamela Clemit (Cambridge: Cambridge University Press, 2011)  
ISBN: 978-0-521-73162-1
- *The Impact of the French Revolution*, ed. by Iain Hampsher-Monk (Cambridge: Cambridge University Press, 2005)  
ISBN: 978-0-521-57911-7
- Mary Wollstonecraft, *Mary and The Wrongs of Woman*, ed. by Gary Kelly (New York: Oxford University Press, 2007)  
ISBN: 978-0-19-953890-4

**The following texts are pensum and they can all be found in the three books listed above:**

Primary texts:

- Richard Price, *A Discourse on the Love of our Country*, **Hampsher-Monk pp. 37-55**
- Edmund Burke, *Reflections on the Revolution in France*, **Hampsher-Monk pp. 57-102**
- Tom Paine, *Rights of Man*, **Hampsher-Monk pp. 133-165**
- William Godwin, *Political Justice*, **Hampsher-Monk pp. 209-261**
- Mary Wollstonecraft, *The Wrongs of Woman*, **Kelly pp. 63-179**

**Secondary texts:**

- H.T. Dickinson, 'The political context', **Cambridge Companion pp. 1-15**
- David Bromwich, 'Burke, *Reflections on the Revolution in France*', **Cambridge Companion pp. 16-30**
- Mark Philp, 'Paine, Rights of Man', **Cambridge Companion pp. 31-46**
- David Duff, 'Burke and Paine: contrasts', **Cambridge Companion pp. 47-70**
- Pamela Clemit, 'Godwin, Political Justice', **Cambridge Companion pp. 86-100**
- Gary Kelly, 'Introduction', **Kelly pp. ix-xli**
- M.O. Grenby, 'Novels of opinion', **Cambridge Companion pp. 160-174**
- Simon Bainbridge, 'Politics and poetry', **Cambridge Companion pp. 190-205**

A few additional pensum texts and a detailed course schedule will be made available on *itslearning* at the start of the semester.

## ENG2452: Storbritannia i Europa / Britain in Europe

7.5 sp

### Course leader

Gary Love (gary.love@ntnu.no)

### Outline

The course examines Britain's role in Europe from a historical and political perspective. Britain's tempestuous relationship with its continental neighbours is fully explored in order to throw new light on some of the most important difficulties facing Britain in Europe today. Both Britain's 'world role' and the evolution of domestic affairs are fully considered so that students can identify the various constraints placed upon British governments when it comes to policymaking on Europe.

### Required readings ('pensum')

For the first 8 weeks of the course we will be using the following two resources:

- Reynolds, D., *Britannia Overruled: British Policy and World Power in the 20<sup>th</sup> Century* (Harlow; Longman second edition, 2000), ISBN 9780582382497 (Chapters 4-10/ 183 pages).
- Seminar reading consisting of primary source documents and online secondary articles made available through *itslearning* (210 pages during the whole semester).

For the remainder of the course we will use specific chapters (approx. 300 pages) from:

- Bootle, R., *The Trouble with Europe: Why the EU isn't working, how it can be reformed, what could take its place* (London; Second Edition, 2015), ISBN 9781857886306.
- Liddle, R., *The Europe Dilemma: Britain and the drama of EU integration* (London, 2014), ISBN 9781780762234.

Students are advised to wait until after the first lecture to buy these two books. A more detailed description of what to read and when will be announced along with the course schedule at the beginning of the semester. A link will then be provided for students to sign up for seminar groups.

### Recommended additional readings

- Crowson, N. J., *Britain and Europe: A Political History since 1918* (Oxon; Routledge, 2011).
- Milward, Alan S., *The European Rescue of the Nation State* (London, 1999).
- Milward, Alan S., *The Rise and Fall of a National Strategy 1945-1963: The UK and the European Community Volume I* (London, 2012).
- Wall, S., *The Official History of Britain and the European Community Volume II: From Rejection to Referendum, 1963-1975* (London, 2012).

## ENG2501: Tverrdisiplinært emne/ Interdisciplinary Course

7.5 sp

### Course leader

Hanna Musiol (hanna.musiol@ntnu.no)

This semester's variant: **Just Fiction**

### Course Description

Welcome to Just Fiction, an advanced interdisciplinary seminar in Anglophone literature and human rights, and also a global classroom pilot at NTNU.

Our class will take multiple meanings of the phrase “*just fiction*” as a point of departure. We will examine fictional texts, novels, poetry, and films that engage with diverse concepts of justice. We will also consider the ways in which fictional texts, while extremely important in human rights advocacy, are still seen as poor evidence, as *mere* fiction. Then, we will also explore the fictional nature of key legal documents, their rhetorical strategies and modes of social storytelling. On the broadest level, this course asks: How is justice defined, represented, normalized, imagined in literary and legal texts? How do literature, film, as well as law expand, transform justice scripts? How can literary studies methodologies, close reading, for instance, be used to analyze legal documents? How are we – as global citizens, readers, viewers, teachers and scholars – implicated in the *just fictions* of human rights?

Our course will run in partnership with the Honors College program at the University of North Carolina, and our partner class there will be taught by Dr. Alexandra Moore, Associate Professor of English and Director of Graduate Studies in Women's and Gender Studies at UNC, a leading scholar of postcolonial studies and human rights in contemporary literature and film. Thus, in addition to reading diverse texts, and visiting the Falstad Center, as a member of this global classroom community, you will have an unprecedented opportunity to exchange ideas and directly collaborate with students and scholars from the States. Professor Moore will join us in Trondheim for a week of lectures and seminars during week 42.

### Course Keywords

Justice, Fiction, Narrative, Law, Aesthetics, Gender/Sexuality, Race/Ethnicity, Class, Body, Environment

### Course Goals

- to expose you to diverse literary and legal texts narrating justice
- to introduce you to scholarship in human rights, law, and literature
- to enhance your interpretative skills [we will read texts closely, “distantly,” contextually, and across disciplines, and in other ways]
- to enhance your interdisciplinary research skills
- to encourage collaborations with students from the US and communities from outside NTNU

**Obligatory Assignments. OA (ca. 2000 words)** can be a BA thesis proposal (available to select students only) or a multi-part project consisting of *itslearning* (IL) **online discussions** and a short **paper**. (You must complete all OA parts throughout the semester in order to qualify for the exam.) Every week, or every other week, I or Professor Moore will ask you to contribute to **online discussions** (in ca. 150 words). For example, we might ask you to close read and contextualize a passage, reflect on a class discussion from a previous week, or make connections among literary and legal texts, or we may ask you to collaborate in some other

way online with your peers from the States. You can also be asked to post **discussion questions** based on assigned readings before every other class. Participation in our online forum is mandatory and your **OA project** must derive from your IL and in-class coursework. (If you do not participate in the forum on a regular basis, you will fail the OA and will not be able to take the exam.)

**Required Course Materials (available online or in the University bookstore)**

- Richard E. Miller's "The Dark Night of The Soul" on IL
- Jill Lepore's "Just the Facts Ma'am,"  
<http://www.newyorker.com/magazine/2008/03/24/just-the-facts-maam>
- Forché, Interviews, "The Colonel," "The Interview," "The Memory of Elena" on IL
- Jamaica Kincaid's *A Small Place* ISBN-10:0374527075
- Art Spiegelman's *The Complete Maus* ISBN-10:0679406417
- Mohamedou Ould Slahi's *Guantanamo Dairy* ISBN-10:0316328685
- Walter Moseley's "The Trial" on IL
- David Wojnarowicz's *One Day* <http://whitney.org/Collection/DavidWojnarowicz/>
- Nnedi Okorafor-Mbachu's *The Shadow Speaker* ISBN-10: 1423100360
- Nayomi Munaweera's *Island of a Thousand Mirrors*
- Shailja Patel's *Migritude* ISBN-10:1885030053
- Core International Human Rights Treaties  
[http://www.ohchr.org/Documents/Publications/CoreInternationalHumanRightsTreaties\\_en.pdf](http://www.ohchr.org/Documents/Publications/CoreInternationalHumanRightsTreaties_en.pdf)
- Krzysztof Wodiczko's *The Europe of Strangers*  
<https://www.youtube.com/watch?v=UX1aj57VkJg>
- Costas Douzinas's "Are Rights Universal?"  
<http://www.theguardian.com/commentisfree/libertycentral/2009/mar/11/liberty-central-deconstructing-rights?guni=Article:in%20body%20link>
- Judith Butler's "Beyond Oneself" *Undoing Gender*.17-39 ISBN-10: 0415969239
- Robert Nixon's "Slow Violence" <http://chronicle.com/article/Slow-Violence/127968/>

**Recommended Sources (available in the library or on IL)**

- *The Photographer, We Come Here as Friends, Selma, Waste Land*, a selection of art, theory, legal & blog sources available on IL, & *The Longman Pocket Writer's Companion* ISBN-10: 0205741797

# **Masternivå**

# **LITT3000 Litteraturteori og tekstforståelse / Advanced Course in Literary Theory and Interpretation**

**Engelsk fagspesifikk del / English subject component**

This semester's variant: **Introduction to Book History and Print Culture**

**This course complements the core course, LITT3000 (fellesdel), which is taught by staff in Comparative Literature.** The course as a whole (core component + subject-specific component) counts 15 sp

## **Instructor**

Yuri Cowan (yuri.cowan@ntnu.no)

## **Course outline**

As literary scholars, we must always remain cognizant of what D. F. Mackenzie calls “the sociology of texts”—that is, “the human motives and interactions which texts involve at every stage of their production, transmission, and consumption.” In some cases, this means paying close attention to the history of editions of a text and the variations between them. In other cases, this means understanding the ways a text or an author is or might be received by different communities of readers, and how publishers, authors, and critics attempt to manipulate this reception. The sociology of a text can also be revealed by examining the physical characteristics of the book (or periodical, or pamphlet, or dramatic script) as it was published or re-published. The field of literature, it turns out, is not an isolated realm of pure intellectual thought; it has an emphatically material dimension, and we learn a lot about the ideas that a given book contains by understanding the history of the book itself in its material, cultural, or economic context. The study of book history and print culture offers both a historicist challenge to traditional theories of literary criticism and a theoretical complement to them with its practical perspectives on the field of cultural production.

This English section of LITT3000 will therefore be dedicated to understanding what a book is and how we can use the history of media and print culture in understanding the forces that shape the criticism and reception of texts. We will examine such subjects as the production of books and texts (whether in the hand-press and machine-press periods or in the digital era); the complex relationships that authors have to their texts (and to their printers and publishers); and the interest and significance of the various paratexts (such as introductions, dedications, editorial apparatus, typography, and bindings) that authors, editors, and illustrators have used to signal how the reader should approach the text. We will also examine the occasionally startling interventions of some editors and publishers in establishing the classic literary texts that we now take for granted. The final portion of the course will be dedicated to examining the implications for literary study and readership of the digitization of texts, both in terms of born-digital texts and of the digital archives that are currently in process of creation.

The readings in this course will be diverse, but none of them are very long: you will read the equivalent of about two scholarly articles each week (or else a chapter from the introductory book plus the equivalent of an article). That is, be prepared to read around 50 pages per week for this course. We will also spend some time on preparing you to write the MA dissertation; at least one day will be devoted to library research and writing practices.

## **Pensum Texts:**

David Finkelstein and Alistair McCleery. *An Introduction to Book History*. 2nd ed. London: Routledge, 2013. [we will read all of it]

David Finkelstein and Alistair McCleery, eds. *The Book History Reader*. 2nd ed. London: Routledge, 2013. [we will read extracts]

[These books have been ordered at Akademika. If you try to find them elsewhere, be sure to get the *second* edition of both of these. We will read the *Introduction to Book History* in its entirety, and a full list of the short extracts from the *Reader* will be posted on *itslearning* early in August.]

[The following required texts will also be made available on *itslearning* as pdfs:]

Philip Gaskell, "The Hand-Printed Book." *A New Introduction to Bibliography*. 2nd ed. New Castle: Oak Knoll, 1995. 5-8.

Gerard Genette, *Paratexts: Thresholds of Interpretation*. Trans. Jane E. Lewin. Cambridge, UK: Cambridge UP, 1997. "Introduction" (1-15) and "The publisher's peritext" (16-36).

Jorge Luis Borges, "Pierre Menard, Author of the *Quixote*." Trans. James E. Irby. [1941]

Walter Benjamin, "The Work of Art in the Age of Mechanical Reproduction." [1936] Trans. Harry Zohn. New York: Schocken, 2007.

Selection from Edward Gibbon, *Autobiography* (written ca. 1788-1794, and published posthumously). Ed. M. M. Reese. London: Routledge, 1970. 66-67.

Jerome McGann, "The Rationale of Hypertext." (1995).

N. Katherine Hayles, "How We Read: Close, Hyper, Machine." *ADE Bulletin* 150 (2010): 62-79.

Octave Uzanne, "The End of Books." Illustrations by A. Robida, *Scribner's Magazine*, 16 (1894), 221-231.

### **Obligatory Assignment:**

The obligatory assignment for this course is a short group presentation in class. During the first class, we will set up a schedule for these presentations. It is therefore important that you be there!

## **SPRÅK3000 Språkvitenskapens teorier og metoder/Theories and Methods in Linguistics**

### **Course coordinator**

Giosuè Baggio (giosue.baggio@ntnu.no)

**The course as a whole (core component + subject specific component) counts 15 sp.**

### ***Core component:***

The core component will contain lectures on philosophical and methodological issues in the language sciences (4 lectures by Giosuè Baggio), on generative grammar (4 lectures by Chris Wilder), and on methods and theories in language development and psycholinguistic research (4 lectures by Mila Vulchanova).

The required readings will consist of readings that will be posted on *itslearning*.

### ***Subject specific component:***

### **Course coordinator for English subject-based component**

Giosuè Baggio (giosue.baggio@ntnu.no)

Teachers for the English subject-based component:

Giosuè Baggio

Mila Vulchanova (mila.vulchanova@ntnu.no)

The required readings will consist of articles that will be posted on *itslearning*.

Details to be announced on *itslearning*.

# ENG3110 Spesialiseringsemne i engelsk språk / Special Subject in English Language

7.5 sp

This semester's variant: **Ellipsis and verbal anaphora**

## Course leader

Andrew Weir (andrew.w.weir@gmail.com)

## Outline

This course is an introduction to analytical approaches of ellipsis and verbal anaphora, such as verb phrase ellipsis (*Mary drank some beer but John didn't \_\_\_*) and *do so* anaphora (*Mary drank some beer but John didn't do so*). Students will be introduced to the various subtypes of elliptical phenomena in English and in other languages, and will learn about the main current proposals concerning the syntax and semantics of elliptical phenomena, with a focus on verbal and clausal ellipsis. We will also compare the properties of verbal ellipsis with verbal anaphora such as English *do it/do so* English and Norwegian *gjøre det*, as well as investigating the distinction between 'deep' and 'surface' anaphora, and between 'deletion' and 'pro-form' approaches to ellipsis and verbal anaphora. Readings will consist of handbook chapters as well as papers from the primary literature. Students will write a final term paper in consultation with the lecturer.

## Obligatory assignment

Outline of term paper together with literature list, approx. 1200 words / 3 pages.

## Required readings

- Baltin, Mark. 2012. Deletion versus pro-forms: an overly simple dichotomy? *Natural Language and Linguistic Theory* 30:381-423.
- Bentzen, Kristine, Jason Merchant & Peter Svenonius. 2013. Deep properties of surface pronouns: pronominal predicate anaphors in Norwegian and German. *Journal of Comparative Germanic Linguistics* 16(2):97-125.
- Craenenbroeck, Jeroen van & Jason Merchant. 2013. Ellipsis phenomena. In Marcel den Dikken (ed.), *The Cambridge handbook of generative syntax*, 701-745. Cambridge, England: Cambridge University Press.  
<https://webshare.uchicago.edu/users/merchant/Public/pubs/ellipsis.cup.pdf>
- Hankamer, Jorge & Ivan Sag. 1976. Deep and surface anaphora. *Linguistic Inquiry* 7(3):391-426.
- Houser, Michael J., Line Mikkelsen & Maziar Toosarvandani. 2007. Verb phrase pronominalization in Danish: Deep or surface anaphora? *Proceedings of WECOL 2006*. 183-95. [http://linguistics.berkeley.edu/~mikkelsen/papers/wecol\\_paper\\_final\\_web.pdf](http://linguistics.berkeley.edu/~mikkelsen/papers/wecol_paper_final_web.pdf)
- Johnson, Kyle. 2001. What VP ellipsis can do, and what it can't, but not why. In Mark Baltin & Chris Collins (eds.), *The handbook of contemporary syntactic theory*, 439-79. Oxford: Blackwell.  
[http://people.umass.edu/kbj/homepage/Content/what\\_vpe\\_can\\_do.pdf](http://people.umass.edu/kbj/homepage/Content/what_vpe_can_do.pdf)
- Merchant, Jason. 2013. Ellipsis: A survey of analytical approaches. Ms.  
<http://home.uchicago.edu/merchant/pubs/ellipsis.formatted.pdf>

### **Optional readings**

(These are books which inform a lot of current theorizing about ellipsis. Some of their content will be summarized in class. They are not required, but they are recommended if you want to deepen your knowledge of elliptical phenomena.)

Aelbrecht, Lobke. 2010. *The syntactic licensing of ellipsis*. Amsterdam: John Benjamins. (all of it is relevant, but particularly chapters 3 and 4)

Lobeck, Anne. 1995. *Ellipsis: functional heads, licensing and identification*. New York: Oxford University Press.

Merchant, Jason. 2001. *The syntax of silence*. Oxford: Oxford University Press.

## ENG3314 Spesialiseringsemne i litteratur / Special Subject: Literature 15 sp

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

### Course leader

Eli Løfaldli (eli.lofaldli@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, Prince of Denmark*, ed. by Philip Edwards, 2nd edn (Cambridge: Cambridge University Press, 2003)

William Shakespeare, *Hamlet*, ed. by Robert S. Miola (New York/London: Norton, 2010)

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

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

John Updike, *Gertrude and Claudius* (London: Penguin, 2010)

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

Siri Hustvedt, *The Sorrows of an American* (London: Sceptre, 2012)

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

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

Kenneth Branagh, *Hamlet* [1996] (DVD)

Further additions to the pensum will be made available at the start of the semester.

## **ENG3510 Semantikk / Semantics**

7.5 sp

### **Course leader**

Andrew Weir (andrew.w.weir@gmail.com)

### **Outline**

The topic of the course is meaning – how it is expressed by language and how it is communicated using language. ‘Meaning’ is a notoriously tricky concept, and views diverge as to what it is and how it is best analysed. At the same time, the study of meaning is important for understanding both language structure and language use – in everything from everyday spoken communication to political speeches to the most advanced literary texts.

We will approach the topic from the perspective of linguistic semantics and pragmatics. The main part of the course introduces some leading ideas about what meaning is, and concepts and methods of semantics and pragmatics. We will examine notions such as:

- denotation, sense, reference
- meaning and truth
- semantic relations (synonymy, entailment, etc)
- literal vs. non-literal meaning
- the role of inference in communication

We will also take a more in-depth look at selected topics, such as

- situation types and sentence participants
- presupposition and information structure (given/new information)
- conversational implicatures
- speech acts
- figurative use, metaphor etc.

The course is not a full introduction to semantic theories (which would require a lot of technical work with formal tools and concepts). We will concentrate on explanations of semantic / pragmatic phenomena that are formulated as far as possible in ‘plain English’.

### **Required reading**

- John Saeed, *Semantics* [Third Edition], Wiley-Blackwell, 2009.