

ENGELSK

Pensumhefte høst 2016

**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 2016 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.

Obligatory Assignments

Most courses in English have different kinds of obligatory assignments, and students who sign up for a course must have their assignment(s) approved in order to be allowed to sit the exam. An obligatory assignment that is approved is valid **ONLY** for the semester in which the course is taught and the one that follows.

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 option is **only** available to students taking a BA/MA program that requires a BA thesis in English.

Students follow the teaching in one of the elective ENG2xxx courses, but take the exam identified by the course title ENG2900 *Bachelor's thesis in English*. The course contents will depend on which elective course the students choose to write their Bachelor's thesis in. Students should let the English Section know which elective course they are writing their thesis in via an online form available on the Department's website:

<https://hfntnu.wufoo.com/forms/bacheloroppgave-i-engelsk-registrering-av-emne/>

For more information on the BA thesis, you are invited to look at the course description for ENG2900 in this document. The submission deadline for the BA thesis is the exam date (or home exam submission date) of the relevant course.

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.

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/). 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 30 *studiepoeng*.

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 (*valgfrie emner*).

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/

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 idiomer*
- *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 leader

Ane Øien-Vikaune (ane.oien-vikaune@ntnu.no)

Teaching staff

Christopher Wilder

Teaching assistants

Outline

ENG1201 gives an introduction to the 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, translation and other 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 this 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.

Learning outcome

Candidates:

- are able to recognize basic grammatical structures in the English language.
- are able to recognize and explain common language errors and variation in English language texts using terms common to the field.
- are able to account for linguistic and rhetorical features in different types of text.
- can analyse and reflect upon lexical, grammatical, and pragmatic differences between English and Norwegian and utilize these critical observations in text analysis and translation.
- are able to express themselves in appropriate and correct oral and written English.

Learning methods and activities

Lectures, seminars and supervision. Students are expected to use *itslearning* regularly.

Pensum

- Sydney Greenbaum and Gerald Nelson (2013/2016) *An Introduction to English Grammar*. (4th ed.) PEARSON LONGMAN. ISBN 9781138855496
- Texts made available on *itslearning*
- In-class handouts

Obligatory assignments

- OA1: Grammar test
- OA2: Oral presentation
- OA3: Written assignment

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

7.5 sp

Course coordinator

Rebecca Davies (rebecca.davies@ntnu.no)

Teachers

Rebecca Davies

Rhonna Robbins-Sponaas (rhonna.robbsins-sponaas@ntnu.no)

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.

Pensum (required reading)

Poems (in alphabetical order)

- Fleur Adcock, 'Poem Ended by a Death'
- Anna Laetitia Barbauld, 'The Rights of Woman'
- Robert Browning, 'My Last Duchess'
- John Keats, 'Ode to a Nightingale'
- John Donne, 'The Sun Rising', 'The Flea'
- H. D. From 'The Walls Do Not Fall'
- Carol Ann Duffy, 'Anne Hathaway'
- T. S. Eliot, 'The Love Song of J. Alfred Prufrock'
- Anne Finch, Countess of Winchilsea, 'The Answer', 'On Myself'
- Audre Lorde, 'Echoes'
- Wilfred Owen, 'Dulce Et Decorum Est'; Rupert Brooke, 'The Soldier'

- Katherine Philips, 'To My Excellent Lucasia, on Our Friendship'
- Alexander Pope, 'The Rape of the Lock'
- Christina Rossetti, 'In an Artist's Studio'
- William Shakespeare, 'Shall I compare thee to a summer's day'
- Alfred, Lord Tennyson, 'The Charge of the Light Brigade'
- Dylan Thomas, 'Do Not Go Gentle into That Good Night'
- Derek Walcott, From 'Omeros'
- William Wordsworth, 'Lines Composed a Few Miles above Tintern Abbey'
- Thomas Wyatt, 'Whoso List to Hunt'
- William Butler Yeats, 'The Second Coming'

These poems are all found in *The Norton Anthology of Poetry*, ed. Margaret Ferguson, Mary Jo Salter and Jon Stallworthy, 5th ed. (New York and London: W. W. Norton, 2005). Students are at liberty to use other editions of 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

- Aphra Behn, *The Rover* (Oxford: Oxford University Press, 1995)
- William Shakespeare, *Othello* (Cambridge: Cambridge University Press, updated edition, 2003)
- William Shakespeare, *A Midsummer Night's Dream* (Cambridge: Cambridge University Press, updated edition, 2003)
- Oscar Wilde, *The Importance of Being Earnest* (Oxford: Oxford University Press, reissue 2008)

Additional 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'**
- Shira Wolosky, *The Art of Poetry: How to Read a Poem* (OUP, 2001)*

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

Pensum

- 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 an 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

Autumn 2016 variant: **Literature in eighteenth-century Britain**

Course leader: Rebecca Davies (rebecca.davies@ntnu.no)

Outline

The eighteenth century saw significant changes in Britain in terms of politics, science, society and culture. The literature of this period both reflected and contributed to these changes. There was a massive proliferation in print, due to advances in print technology, and literature became as much a commodity as an artistic representation. This course aims to present an overview of a prolific and vibrant period of literary history, through an examination of different genres. This course employs an historicist critical approach, which examines literary texts within the context of the culture which produced them, to explore the ways in which debates and concerns of society influenced British literature across many genres, from the developing British novel, to poetry, prose, periodicals and plays. The course is, therefore, structured around key cultural and literary debates of the period including gender, class, marriage and sex, the form of satire and Britain's colonial expansion. As we progress through the course, other common concerns of the period (such as science and enlightenment, moral anxieties, educative theories etc.) will also become apparent.

The pensum consists of a number of brief texts and extracts in order to provide as detailed and extensive an experience of eighteenth-century literature as possible. For this reason, the pensum does not include whole novels, only extracts from novels. Reading the complete texts will, of course, put you at an advantage in terms of your ability to find relevant examples to illustrate your discussions, and is therefore encouraged. However, it is not a requirement of the course to read more than the extracts provided. Some of the texts were written at the end of the Restoration period (end of the seventeenth century) and are included to demonstrate the changes in attitude and literature that took place in the eighteenth century.

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

- *The Norton Anthology of English Literature, Volume C: The Restoration and the Eighteenth Century*, 9th Edition (New York and London: Norton, 2012). [Note: This volume is extracted from Vol. 1 of the larger *Norton Anthology of English Literature* (9th Edition) – if you already have this book, you do NOT need to buy *Volume C* in addition.] ISBN: 978 0 393 91251 7
- Paul Goring, *Eighteenth-Century Literature and Culture* (London: Continuum, 2008) ISBN: 978 0 826 48564 9

Primary pensum texts:

- 'Debating Women: Arguments in Verse' (introduction, plus poems by Jonathan Swift, Lady Mary Wortley Montagu, Alexander Pope and Anne Ingram), Norton, pp. 2766-2783
- Frances Burney, journal extracts and letters. Norton, pp. 2992-3010
- Eliza Haywood, *Fantomina; or, Love in a Maze*. Norton, pp. 2740-2759
- William Hogarth, *Marriage A-la-Mode*. Norton, pp. 2835-2841

- William Congreve, extract from *The Way of the World*, Act 4. **Norton, pp. 2398-2401.**
- Alexander Pope, extract from *The Rape of the Lock* Canto I, lines 121-44. **Norton, p. 2690.**
- Richard Steele, ‘Inkle and Yariko’, **Norton, pp. 2647-2649.**
- Samuel Johnson, ‘A Brief to Free a Slave’. **Norton, p. 3032.**
- Olaudah Equiano, extract from *The Interesting Narrative*. **Norton, pp. 3033-3044**
- Aphra Behn, extracts from *Oroonoko; or, The Royal Slave* **Norton, pp. 2317-2318 & 2354-2355.**
- Daniel Defoe, extract from *Robinson Crusoe*. PDF
- Jonathan Swift, extract from *Gulliver’s Travels*, chapters 5 & 6. **Norton, pp. 2601-2609.**
- Jonathan Swift, extract from *A Modest Proposal*. PDF.
- Alexander Pope, *Epistle to Dr Arbuthnot*, **Norton, pp. 2721- 2732**
- John Dryden, extract from *Absalom and Achitophel: A Poem*, lines 1-200. **Norton, pp. 2212 -2218**
- Steven Duck, *The Thresher’s Labour*. PDF
- Mary Collier, *The Woman’s Labour*. PDF (n. b. only extracts are provided in the Norton, we’ll be looking at the whole poems.)
- Samuel Richardson, extract from *Pamela*. PDF.
- Henry Fielding, Extract from *Shamela*. PDF.
- Laurence Sterne, Extract from *A Sentimental Journey*. **Norton, pp. 2450-2453.**
- John Gay, *The Beggars Opera*. **Norton, pp. 2787-2833.**
- Thomas Gray, *Elegy Written in a Country Churchyard*. **Norton, pp. 3051-3054.**
- Oliver Goldsmith, *The Deserted Village*. **Norton, pp. 3062-3071.**
- Joseph Addison, ‘The Aims of the *Spectator*’ **Norton, pp. 2644-2649.**

The pensum texts provided in PDF will be on the course *itslearning* site.

In addition to the texts listed, a small body of secondary reading will be made available throughout 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.

Pensum texts (required reading)

- Reynolds, D., *Britannia Overruled: British Policy and World Power in the 20th Century* (Harlow; Longman second edition, 2000), ISBN 9780582382497.
- Liddle, R., *The Europe Dilemma: Britain and the drama of EU integration* (London, 2014), ISBN 9781780762234.
- Seminar reading consisting of primary source documents and online secondary articles made available through *itslearning*.
- A small number of additional journal articles that relate to specific lectures made available through *itslearning*.

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 1* (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

Autumn 2016 variant: **News and the novel**

Course leader

Paul Goring (paul.goring@ntnu.no)

Outline

This course traverses historical, media and literary studies and it explores the intimate and complex relationship between news and fiction. Taking a long historical perspective – from the eighteenth century to the present day – the course invites students to investigate the history of news transmission (notably via the newspaper) and the ways in which news has contributed to the development of prose fiction. The course focuses particularly upon British news and fiction, whilst also opening up opportunities (through the Obligatory Assignment) to explore news-fiction connections in other Anglophone cultures. Particular topics/activities include:

- Studying newspapers of the past and using digital archives
- The role of early news writing in the growth of prose fiction
- The shared ‘infrastructure’ of news and fiction
- Journalists as authors of prose fiction
- The representation of news gathering/transmission in fiction
- Reconstructing contexts for fiction by means of news research
- The blurred generic lines between news writing and fiction

Pensum

Historical and critical works

- * Kevin Williams, *Read All About It!: A History of the British Newspaper* (Abingdon: Routledge, 2009)
- J. Paul Hunter, ‘Journalism: The Commitment to Contemporaneity’, ch. 7 of Hunter’s *Before Novels: Cultural Contexts of Eighteenth Century English Fiction* (New York and London: W. W. Norton, 1992), pp. 167-94.
- Nicholas Seager: ‘The Novel’s Afterlife in the newspaper, 1717-1750’, in Daniel Cook and Nicholas Seager (eds) *The Afterlives of Eighteenth-Century Fiction* (Cambridge: Cambridge University Press, 2015)
- Doug Underwood, ‘Journalism and the rise of the novel, 1700-1875: Daniel Defoe to George Eliot’, ch. 1 of Underwood’s *Journalism and the Novel: Truth and Fiction, 1700-2000* (Cambridge: CUP, 2008), pp. 32-83

Prose fiction

- Selected eighteenth-century prefaces, essays and extracts (specific titles to be announced)
- * Charles Dickens, *Sketches by Boz* (London: Penguin, 1995) (selected sketches only, titles to be announced)
- * George Orwell, *Seeing Things As They Are: Selected Journalism and Other Writings*, ed. (London: Penguin, 2016) (selected pieces only, titles to be announced)
- * Gordon Burn, *Born Yesterday: The News as a Novel* (Faber & Faber, 2008)
- * Annalena McAfee, *The Spoiler* (Vintage, 2012)

Titles marked with * should be bought; other texts will be made available via *itslearning*.

ENG2900 Bacheloroppgave i engelsk / Bachelor's thesis in English

7.5 sp

Course content

Students follow the teaching in one of the elective ENG2000-level courses in English, but take the exam identified by the course title ENG2900 *Bachelor's thesis in English* instead of the regular exam in the elective course. The course contents will depend on which elective course the student chooses to write their Bachelor's thesis in. Students must be as familiar with the curriculum/reading material in the elective course as students who take the regular exam, but are required to develop an independent thesis topic in dialogue with the course teacher.

The Bachelor's thesis replaces the exam in one of the courses at the ENG2000-level. The Bachelor's thesis must be an independent work, and when assessed it is expected that this work, written over the course of a semester, gives evidence of greater depth and breadth of knowledge in the subject-discipline than is expected for a home exam or another regular exam, which is written over a more limited period of time.

Learning outcome

Candidates who have passed this course:

- have the ability to focus on and formulate a defined research topic
- can write an academic text in English
- can analyse, organise and communicate their research findings
- can use the theories, methodologies and discipline-related terminology expected of an independent work of scholarship

In addition, the learning outcome will overlap with that of the course that the student attends classes in.

Learning methods and activities

Students follow teaching in one of the elective ENG2000-level courses in English.

Obligatory assignment

Approved project proposal/outline with literature list for the Bachelor's thesis (approx. 5/600 words or one to two pages). This replaces other obligatory assignments in the elective ENG2000-level course which the student attends classes in.

Assessment

Bachelor's thesis, 1 semester (4000 words/9-10 pages). Only students admitted to the bachelor's programme in foreign languages, study option English, in the autumn semester of 2014 or more recently, or students admitted to the master's programme in Language Studies with Teacher Education (MLSPRÅK - study option English) in the autumn of 2013 or more recently, may choose to write the Bachelor's thesis.

Students should let the English Section know which elective course they are writing their thesis in via an online form available on the Department's website:

<https://hfntnu.wufoo.com/forms/bacheloroppgave-i-engelsk-registrering-av-emne/>

Masternivå

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

15 sp

Autumn 2016 variant: **Introduction to Book History and Print Culture**

Course leader

Yuri Cowan (yuri.cowan@ntnu.no)

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 examine 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

15 sp

Course coordinator

Chris Wilder (christopher.wilder@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*.

ENG3314 Spesialiseringsemne i litteratur / Special topic: literature

15 sp

Autumn 2016 variant: **Of Borders and Travelers**

Course leader

Hanna Musiol (hanna.musiol@ntnu.no)

Outline

Travel and migration are some of the key practices through which people construct ideas about themselves and others, about here and there, culture, environment, time, nation, and the world. Literary narratives about physical or figurative border crossings often evoke a sense of liberation, transformation, and possibility. American and more broadly Anglophone literatures—themselves products of often violent migrations of people, language, and genres—narrate physical, social, or utopian mobility in ways that reveal heterogeneous and subjective experiences of borders, culture, and one’s own body, and often center on the “terrors of telling” stories in English (Shailja Patel).

This term we will follow diverse figures—migrants, tourists, fugitives, soldiers, prisoners, *mestizas*, loiterers, trespassers, cruisers, *flaneurs*, ghosts, and cyborgs—across different borders in diverse late-20th- and 21st-century texts and genres (novels, memoirs, short stories, poems, and essays). We will also pay attention to tropes of mobility and ask how spectacles of the body in motion, of crossing borders, of dislocation, or of being stuck in the liminal spaces of borderlands redraw the boundaries of belonging and transform the landscape of global Anglophone literature. How does literary form mediate and meditate on the unequal distribution of mobility and ability as a social resource? How does migration transform space not only on the urban grid, but also in the poetic line, a prose paragraph, a text-image page? Of particular concern for us will be therefore the literary architecture of each of our texts, which we will explore against a historical backdrop, and through the prism of critical theory. In addition, we will also reflect critically, in class discussion, online, through research, and in collaborative projects, on how to read, research, and interpret migrant texts across the borders of our world.

This class will be taught in partnership with Professor Kristen Over from Northeastern Illinois University, scholars and students from other universities in Europe and the Americas, new migrants in Trondheim, the “NTNU for Refugees,” the Trondheim Kommune, [KiT](#), and the Falstad Center in Ekne. Thus, your active participation in lectures, seminars, online debates, and the seminar in Ekne, and your collaboration with scholars and peers outside of NTNU, are indispensable to the success of our course.

Pensum texts (required reading, available in the bookstore, online, on *itslearning* [IL], or in the Dragvoll library)

Longer works

- Teju Cole, *Every Day Is for the Thief* ISBN-10: 0812985850
- José Manuel Mateo, *Migrant* ISBN 9780375406508
- Toni Morrison, *Beloved* ISBN-10: 1400033411
- lê thi diem thúy, *The Gangster We Are All Looking For* ISBN: 978–0375700026 (2004)
- China Miéville, *The City The City* ISBN-10: 034549752X
- Mohamedou Ould Slahi, *Guantanamo Diary* ISBN-10: 0316328685

- Leslie Marmon Silko, *Almanac of the Dead* ISBN-10: 0140173196

Shorter works

- Rabih Alameddine. “My Grandmother, the Grandmaster” in *The Perv: Stories*. 95–115. (IL)
- NoViolet Bulawayo, “[Hitting Budapest](#)”
- Gloria Anzaldúa. “[To Live in the Borderlands Means You](#)”
- Jennifer Egan. “[Black Box](#)”
- Scott Fitzgerald. “One Trip Abroad” in *The Short Stories of Scott Fitzgerald*. 577–597. (IL)
- Benjamin Alire Sáenz. “He Has Gone to Be With the Women” in *Everything Begins and Ends at the Kentucky Club*. Cinco Puntos Press, 2012. 11–44. (IL)
- Shailja Patel. Excerpts from *Migritude*. (IL)

Essays & theory

- Sarah Ahmed. “Melancholic Migrants” *The Promise of Happiness*. Duke UP, 2012. 121-159.
- Walter Benjamin. “The Return of the Flaneur.” (IL)
- Edouard Glissant. “Open Boat” & “Errantry/Exile” in *Poetics of Relation*. U of Michigan P, 1997. 5-28(IL)
- Roberto Alvaro Ríos. “[Translating Translation](#)”
- Gerald Viznor. “Fugitive Poses” in *Fugitive Poses*. U of Nebraska P, 1998. 145–165.
- Andrew Thacker. “The Idea of Critical Literary Geography.” *New Formations* 57 (Winter 2005): 56–73.
- Elizabeth Grosz. “Bodies-Cities” in *Space, Time, and Perversion*. Routledge, 1995. 103-110.

Secondary, non-pensum, reading and recommended resources

- Gloria Anzaldúa. *Borderlands = La frontera*. Aunt Lute Books, c1999.
- Arjun Appadurai. “The Future as a Cultural Fact” in *The Future as Cultural Fact: Essays on the Global Condition*. 285–300.
- Rey Chow, excerpt (IL)
- Ta-Nehisi Coates. Excerpts from *Between the World and Me*. Spiegel and Grau, 2015. (IL)
- *The Longman Pocket Writer’s Companion* (3rd edition) ISBN-10: 0205741797
- [Poets Speaks out for Refugees](#). *Guardian*.
- Paul Spickard. “Introduction: Immigration and Race in the United States History” in *Race and Immigration in the United States*. 1–12. Routledge, 2012.
- Ngũgĩ wa Thiong’o. “Globalectical Imagination” in *Globalectics*. Columbia UP, 2012. 44-62
- Anna Tsing. “Worlds in Motion” in *Words in Motion*. Duke UP, 2009. 11-20
- Digital Humanities sites: [Human Rights and Migration](#), [The \(Im\)migrant Experience](#), [Contributing to Wikipedia](#), & Zotero/EndNote
- Films: *Midnight in Paris*; *The Other Side of Immigration*; *Sahara Chronicles*, *The Three Burials of Melquiades Estrada*; [Vertigo Sea](#), *We Come as Friends*; *Eat, Pray, Love*; [To Whom it May Concern](#) [full list available on IL; most films are in the Dragvoll library]

Obligatory Assignment

(ca. 2800 words) will consists of Part 1 (including weekly reflections, discussion questions, and digital collaborative work) and Part 2 (academic essay) collected in a portfolio totalling 2800 words. You need to pass all parts of OA assignments in order to take the exam.

SPRÅK3100 Sosiolingvistik / Sociolinguistics

7.5 sp

Course leader

Britt Mæhlum (britt.maehlum@ntnu.no)

Teaching staff

Stian Hårstad (stian.haarstad@ntnu.no)

Outline

The course deals with sociolinguistic theory and methods. The content may focus on the historical development of the discipline as well as more recent directions and approaches. Insight into theoretical and methodological aspects within Sociolinguistics will enable students to pursue an academically well-grounded and up-to-date master's thesis project in this discipline.

Classes will be taught in English and/or Norwegian. Students admitted to an English program shall do the obligatory assignments in English and write the exam in English.

Pensum

The pensum will be announced at the start of the autumn semester

SPRÅK3200 Semantikk og pragmatikk / Semantics and pragmatics

7.5 sp

Course leader

Andrew Weir (andrew.weir@ntnu.no)

Teaching staff

Kaja Borthen (kaja.borthen@ntnu.no)

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’.

Assessment

Obligatory assignment of ca. 2000 words (may be split over more than one assignment)

If the OA is approved, final assessment is by a four-hour written exam.

Required reading

The following textbook has been ordered at Akademika and should be purchased:

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

The following reading will be made available electronically (i.e. you do not need to purchase this book):

- Clark, Billy. 2013. Ch. 1: A first outline. In *Relevance theory*, Cambridge University Press. (pp. 3-42)