

ENGELSK

Pensumhefte høst 2017

**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 2017 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 *Blackboard*.

Note: The courses described in this booklet are not designed for distance learning. Some lecture material may be made available via *Blackboard* 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 *Blackboard*. 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*, ENG1404 *History and Nation*). 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

ENG1004 Samfunn, kultur og språk / Society, Culture and Language

7.5 sp

Autumn 2017 variant: **American Society and Culture**

Course leader

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

Outline

This semester's variant offers an introduction to American society and culture through an examination of social, political and cultural aspects, drawing on methodologies and concepts from historical studies and political science.

In order to understand American culture and values, learning more about contemporary society, how it is structured and how present structures came about is central. Students are thus expected to appreciate the conditioning factors which have historically influenced, and continue to influence, the patterns of thought and behaviour in American society, and which have given rise to particular institutions, values and ways of life.

With an emphasis on American values, we will explore a wide range of issues, including capital punishment and gun control, the election of President Trump and the security state, the Civil Rights Era and immigration restrictions, social mobility and civil religion.

Learning outcomes

Candidates who have passed this course will

- be able to reflect on the intersection between society, culture and history.
- have knowledge of specific English-speaking societies and their unique societal and cultural traits.
- be able to write independent analysis using relevant theory and secondary materials.

Obligatory Assignment

One written task which will need to be approved in order for a student to take the final written exam.

Assessment

This course will be assessed via a 4-hour written exam.

Information and updates about the course (and assignments) will be posted on *Blackboard* and students are therefore expected to check this site on a regular basis.

Pensum (required reading)

- Jillson, Cal. *American Government: Political Development and Institutional Change*, 9th ed. New York: Routledge, 2017.
- A small number of texts which will be made available on *Blackboard*.

ENG1201 Språkferdighet og grammatikk / Proficiency and Grammar

7.5 sp

Course leader

Christine Maassen-Wilder

Teaching staff

Christopher Wilder (christopher.wilder@ntnu.no)

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 *Blackboard* regularly.

Obligatory assignments

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

Assessment

If the obligatory assignments are approved, this course will be assessed via a 4-hour written exam.

Pensum (required reading)

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

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

7.5 sp

Course leader

Rebecca Davies (rebecca.davies@ntnu.no)

Teaching staff

Rebecca Davies

Kristin Weibye (kristin.weibye@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.

Obligatory Assignment

A written task will be required, and this will need to be approved in order for a student to take the final written exam.

Assessment

This course will be assessed via a 4-hour written exam.

Information and updates about the course (and assignments) will be posted on *Blackboard* and students are therefore expected to check this site on a regular basis.

Pensum (required reading; you will be told which reading is required for seminars in specific weeks, as you will need to read these texts more carefully.)

Poems (in alphabetical order)

- Anna Laetitia Barbauld, 'The Rights of Woman'
- Rupert Brooke, 'The Soldier'
- Elizabeth Barrett Browning, 1, 43, from *Sonnets from the Portuguese*
- Robert Browning, 'My Last Duchess'
- Samuel Taylor Coleridge, 'The Aeolian Harp'; 'The Rime of the Ancient Mariner'
- John Donne, 'The Sun Rising'; 'The Flea'; 'Death be not proud'
- H. D. From 'The Walls Do Not Fall'
- Carol Ann Duffy, 'Anne Hathaway'
- T. S. Eliot, 'The Love Song of J. Alfred Prufrock'
- Thomas Gray, 'Elegy Written in a Country Churchyard'
- Tony Harrison, 'Them & [uz]'

- John Keats, 'Ode to a Nightingale'
- Audre Lorde, 'Echoes'
- Wilfred Owen, 'Dulce Et Decorum Est'
- 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'; 'A woman's face, with nature's own hand painted'
- Sir Philip Sidney, from *Astrophil and Stella*
- Alfred, Lord Tennyson, 'The Charge of the Light Brigade'; 'Ulysses'
- Dylan Thomas, 'Do Not Go Gentle into That Good Night'
- Derek Walcott, From 'Omeros'
- William Carlos Williams, 'This Is Just to Say'
- 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. Other poems, not listed here, will occasionally be referenced in lectures for illustrative purposes, but you will only be assessed on pensum texts.

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)

Supplementary Required Reading

- 'Versification' and 'Poetic Syntax' in *The Norton Anthology of Poetry* (see above)
- Shira Wolosky, *The Art of Poetry: How to Read a Poem* (OUP, 2001)*
- Ruth Sherry, 'ENG1302: Studying Drama'***
- William Wordsworth, 'Preface to Lyrical Ballads'***

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

** This text will be made available for downloading on the course site.

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.

Obligatory Assignment

During the course students are expected to complete an obligatory oral presentation reflecting their own research in a selected topic.

Assessment

If the obligatory assignment is approved, this course will be assessed via a home exam.

Pensum (required reading)

- 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 *Blackboard*.

ENG2302 Litteratur og historie / Literature and History

7.5 sp

Autumn 2017 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.

Obligatory Assignment

Written assignment of approximately 2000 words, may be divided over multiple tasks.

Assessment

If the obligatory assignments are approved, this course will be assessed via a 4-hour written exam.

Pensum (required reading)

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

Primary pensum texts:

- 'Debating Women: Arguments in Verse' (introduction, plus poems by Jonathan Swift and Lady Mary Wortley Montagu), Norton, pp. 2766-2772.
- Eliza Haywood, *Fantomina; or, Love in a Maze*. Norton, pp. 2740-2759
- William Congreve, *The Way of the World*, Act 4. Norton, pp. 2360-2420.

- 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, *Oroonoko; or, The Royal Slave* **Norton, pp. 2317-2358.**
- Jonathan Swift, extract from *Gulliver's Travels*, Part 1, chapters 5 & 6 and Part 4, chapter 7. **Norton, pp. 2609-2613.**
- Alexander Pope, *Epistle to Dr Arbuthnot*, **Norton, pp. 2721- 2732**
- Steven Duck, *The Thresher's Labour*. PDF
- Mary Collier, *The Woman's Labour*. PDF (n. b. only extracts are provided in the Norton, we will be looking at the whole poems.)
- Samuel Richardson, extract from *Pamela*. PDF.
- John Gay, *The Beggars Opera*. **Norton, pp. 2787-2833.**
- 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 made available on the course *Blackboard* site.

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

ENG2455 Historie og Politikk/ History and Politics

7.5 sp

Autumn 2017 variant: **American History and Politics**

Course leader

Elisabeth Piller (elisabeth.piller@ntnu.no)

Outline

The course examines American history and politics in the 20th and 21st century. It sets out to explain the central institutions, concepts and intellectual traditions that have shaped and continue to shape American politics and society. In lectures and seminars the course explores such crucial aspects as the American presidency, the role of civil religion, notions of American exceptionalism, the long history of American populism and the contentious relationship between media and politics. In all, it facilitates a deeper understanding of a country that has long fascinated, sometimes disturbed, and always baffled European observers.

Obligatory Assignment

Written assignment of approximately 2000 words. May be divided over multiple tasks.

Assessment

If the obligatory assignments are approved, this course will be assessed via a 4-hour written exam.

Pensum (required reading)

- Valelly, Richard M. *American Politics. A Very Short Introduction*. Oxford University Press, 2013. ISBN 9780195373851
- Vance, J.D. *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*. SD Books, 2016. ISBN 9780008221096
- Seminar reading consisting of primary source documents and online secondary articles made available through *Blackboard*
- Additional journal articles that relate to specific lectures will be made available through *Blackboard*

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

- Higham, John. *Strangers in the Land: Patterns of American nativism, 1860-1925*. New Brunswick, N.J.: Rutgers University Press. (any edition)
- Hutchinson, William A. *Religious Pluralism in America. The Contentious History of a Founding Ideal*. New Haven: Yale UP, 2003.
- Zinn, Howard. *A People's History of the United States*. New York: Harper & Row, 1990 (any edition)
- Griffith, Robert and Paula Baker, eds. *Major Problems in American History since 1945*. Boston: Houghton Mifflin, 2001.

ENG2501 Tverrdisiplinært emne/ Interdisciplinary Course

7.5 sp

Autumn 2017 variant: **Environmental Humanities, Literature, and “the Arts of Living on a Damaged Planet”**

Course leader

Hanna Musiol (hanna.musiol@ntnu.no)

Outline

Western literary and art traditions have given us a rich, powerful, seductive cultural vocabulary of “place,” “wilderness,” “nature,” and (nonhuman) animals, but they have also facilitated a gendered and raced way of seeing humans’ relationship to other species, environmental resources, and to each other, often through the anthropocentric and colonial lenses. South African artist William Kentridge recalled not being able to “see” the South African land around him because the British landscape-painting tradition made the actual polluted South African landscape “unreal,” invisible.

And yet, in our own times of ongoing environmental crises, scientists and poets alike are insisting on the key role of the arts, storytelling, not just science, “for the Earthly survival” (Donna Haraway; Ann Lowenhaupt Tsing). This fall, therefore, we will pay special attention to the speculative and civic power of literature and transmedia storytelling to “imagine what exists” and what can be (Fred Moten and Stefano Harney). We will explore the way in which storytellers engage diverse audiences in debates about ecology, and we will participate in several such public debates ourselves. Our job will be to work to develop an understanding of several environmental issues (climate change, fossil extraction, species extinction, food/water security, human exceptionalism, and the varied timeframes of environmental violence) through the interdisciplinary prisms of not only literature, film, mixmedia arts, but also environmental (and) indigenous studies, law, anthropology, and biology. While we will begin our investigation in the North American environmental and literary context, our intellectual journey will continue across times, disciplines, and geopolitical spaces in recognition of literary studies and the environmental humanities’ planetary and interdisciplinary scope. At the same time, we will leave ample space to consider the environmental concerns of our local space and time, in Trondheim, and in Norway during the Sami Centennial (TRÅANTE 2017).

At the end of the semester, and in addition to the goals listed on the web (strengthening your narrative, writing, and presentation skills for interdisciplinary, critical and creative inquiry), you are expected to be familiar with several examples of environmental storytelling in diverse genres and media; to develop a theoretical and critical vocabulary relevant to the environmental humanities; to recognize the importance of collaborative public humanities work; to reflect on the role of literature in shaping views about the environment; and, last but not least, to recognize the role of critical reflection in your own writing, reading, and research. To facilitate such interdisciplinary learning, our workshop-based course will be taught in partnership with the Kunsthall Trondheim, the “NTNU for Refugees,” the Trondheim Kommune, the Falstad Center, and several local and international guest artists and scholars. Therefore, we will depend on interdisciplinarity *and* collaboration to build our course, and your active participation in all classes, screenings, Kunsthall seminars, workshops, and online debates is indispensable to the success of ENG2501. [In preparation for the course, check *Blackboard* (BB) for updates in early August, order all books before the semester starts, and attend the opening class in the last week of August!]

Obligatory Assignment

The OA (ca. 2,000 words) will consist of obligatory (short) weekly reflections, discussion questions, blog entries, digital/collaborative work, and a reflection collected in a portfolio totaling a minimum of about 2,000 words. You need to pass all parts of OA assignments on time to take the exam. *The BA Thesis Proposal* is an alternative to the OA, and it includes a 500- to 600-word proposal and a BA thesis. The submission deadline for the BA thesis is the exam date.

Assessment

If the obligatory assignments are approved, this course will be assessed via a 4-hour written exam. Specific guidelines and a detailed exam-grading rubric will be posted on *Blackboard* at least 1 month before the scheduled exam.

Pensum (required reading)

Books

- *Routledge Companion to the Environmental Humanities* (excerpts on reserve; you don't need to buy it)
- Ursula K. Le Guin, *The Word for World Is Forest* ISBN-10: 0765324644
- Karen Tei Yamashita, *Through the Arc of the Rain Forest* ISBN-10: 091827382X
- Jamaica Kincaid, *A Small Place* ISBN-10: 0374527075
- Richard McGuire, *Here* ISBN-10: 0393339645
- Helon Habila, *Oil on Water* ISBN-10: 0393339645
- Paolo Bacigalupi, *The Windup Girl* ISBN-10: 1597808210

Short Stories, Essays, Poetry (available online or in the Dragvoll library)

- Lina Hogan, [Lost in a Milky Way](#)
- Claudia Rankine "August 29, 2015 / Hurricane Katrina," in *Citizen: An American Lyric* (82–87)
- Louise Erdrich, "[I Was Sleeping Where the Black Oaks Move](#)"
- [Joy Harjo, "A Map to the Next World"](#)
- Jack London, "[The Unparalleled Invasion](#)"
- Gloria Anzaldúa, "[To Live in the Borderlands Means You](#)" & excerpts from *Borderlands = La frontera* (on BB)
- Jennifer Egan, "[Black Box](#)"
- Tracy K. Smith, "Sci-Fi," in *Life on Mars* (7)
- Donna Haraway, "Otherworldly Conversations, Terran Topics, Local Terms," in *Material Feminisms* (157–187)
- Arturo Escobar, "[After Nature](#)"
- Margaret Linley, "Ecological Entanglement of DH" in *Debates in the Digital Humanities* (ch. 34; on reserve)
- Rob Nixon, "Slow Violence," [Chronicle of Higher Education](#)
- Tobin Siebers, "Disability Experience on Trial," in *Material Feminisms* (291–307)
- Kyle Whyte, "[Indigenous Climate Change Studies: Indigenizing Futures, Decolonizing the Anthropocene](#)"

Online Work, Videos, and Films (available online, in the Dragvoll library, or screened at the Trondheim Kunsthall)

- *Storytelling for the Earthly Survival*; [Arts of Living on a Damaged Planet talks](#); Ron Finley, "[Guerilla Gardner](#)"; *Wasteland*; *Chinatown*; *We Come as Friends*; *An Inconvenient Truth*; *Erin Brockovich*; Maciej Ceglowski, "[Haunted by Data](#)"; *Examined Life*; Ånde Somby, "When a Predator Culture Meets a Prey Culture"; *The Shining*; *Birds*; Miwa Matreyek, [Glorious Visions](#), Edward Burtynsky's [Oil](#), Aida Miron's [projects](#), Ursula Biemann's [video work](#)

Recommended reading

- *The Longman Pocket Writer's Companion* (3rd Edition or later) [strongly recommended]
- Elizabeth DeLoughrey and George Handley, Eds. *Postcolonial Ecologies*
- Mike Watts and Nancy Peluso, Eds., *Violent Environments*
- Anna Lowenhaupt Tsing, Heather Anne Swanson, Elaine Gan, and Nils Bubandt, Eds. *Arts of Living on a Damaged Planet: Ghosts and Monsters of the Anthropocene*

- Daniel Worden and Ross Barrett, Eds., *Oil Culture*
- Theresa May, *Salmon Is Everything: Community-Based Theatre in the Klamath*
- Svetlana Alexievich, *Voices from Chernobyl: The Oral History of a Nuclear Disaster*
- Charles Darwin, [*On the Origins of Species*](#) & course packet on BB
- [United Nations Framework Convention on Climate Change](#)

ENG2900 Bacheloroppgave i engelsk / Bachelor's thesis in English

7.5 sp

Outline

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 in which the student attends classes.

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

ENG3314 Spesialiseringsemne i litteratur / Specialization in literature

15 sp

Autumn 2017 variant: (Re)constructing *Hamlet*

Course leader

Eli Løfaldli (eli.lofaldli@ntnu.no)

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.

Obligatory Assignment

Written work of approximately 3000 words. May be divided over multiple tasks.

Assessment

This course will be assessed via a written home exam.

Pensum (required reading)

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 or equivalent)
- Kenneth Branagh, *Hamlet* [1996] (DVD or equivalent)

In addition to the works listed, a small body of further pensum texts will be added at the start of the semester.

LITT3001 Forskningsmetoder i litteraturvitenskap / Research Methods in Literature Studies

7.5 sp

Course leader

Anders Skare Malvik (anders.malvik@ntnu.no), Scandinavian Studies section

Outline

This course will provide insight into central methodological issues within the field of literature studies. A primary goal is to give students an understanding of the diversity of methods that characterizes literary criticism. What methods can we make use of to study literature and what is the importance of literature in society and in schools? The course aims to train students in developing research questions and to assess the applicability and relevance of different research methods, thus providing them with the foundation for developing individual master's projects. Among others, the course will discuss the following topics: - Methods for examining the relationship between literature and society, literature and history, author and text, and questions related to the literary canon - Methods for examining the relationship between literature and form, genre and thematics - Methods for examining the relationship between literature, reading and reception - The use of physical and digital archives - Methods for researching teaching of literature in schools

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.

Obligatory Assignment

In order to qualify for the home exam, students must complete a written assignment in groups where students discuss different methodological choices in working with a literary text.

Assessment

The course is assessed by a written home examination.

Pensum texts (required reading)

Required readings (first and secondary sources) will be made available on the course website.

LITT3002 Litteraturvitenskapelige teorier / Theoretical Approaches to Literature

7.5 sp

Course leader

Hanna Musiol (hanna.musiol@ntnu.no)

Outline

Debates about the value of criticism, technologies of the text, gestures of the narrative, and a “good” way to read are not new. For centuries, philosophers, writers, artists, critics, educators, and politicians fought over the criteria separating “good” literature from “bad” or, in fact, Literature from everything else. They have also mulled over the aesthetic and social functions of the literary, and over the place of the reader, the critic, and the world in the text. Contemporary theory is animated by similar fundamental questions about why and how literature matters in the world. At the same time, it questions the once-revered categories of literary value such as “beauty” or “greatness.” It is also more self-conscious of its long institutional, disciplinary, and colonial genealogy, and it often employs more inclusive cultural optics and participatory practices of interdisciplinarity.

This term, therefore, we will focus different ways of reading, different modes of literacy and interpretation, and on the different concepts of literature (orature, print, digital, immersive, or multimodal texts), in the context of exciting **developments in contemporary** theory. You will be encouraged to do things to and with texts, as you test many ways of reading and evaluating literary texts (using postcolonial theory; gender, queer, critical race, and disability studies; environmental humanities; digital humanities; critical pedagogy, or other frameworks). The class, in other words, has a dual purpose: to expose you to a variety of theoretical approaches and to help you build your own theoretical *toolbox* for literary analysis.

LITT3002 is an interactive workshop-based course, taught in partnership with the Kunsthall Trondheim, the Falstad Center, and interdisciplinary scholars within and outside of NTNU, and therefore your active participation in all course activities, research and writing workshop sessions, online debates, and seminars and screenings outside of Dragvoll is indispensable to the success of our course. At the end of the semester, and in addition to the goals listed on the web (becoming familiar with diverse theoretical approaches to literature, using them to develop critical readings of texts of your choice, and strengthening your writing skills for literary analysis overall), you are expected to recognize the importance of collaborative work and, last but not least, to explore the role of critical reflection in your own writing, reading, and research.

Please note that you must attend the first lecture of the term, and you are encouraged to visit our *Blackboard* site for course updates in early August.

Obligatory Assignment

The OA (ca. 3,000 words) will consist of short obligatory weekly reflections, discussion questions, a digital collaborative work, a presentation, and a reflection, collected in a portfolio totaling a minimum of 3,000 words. You need to pass all parts of OA assignments on time to take the exam.

Assessment

Assessment for this course will be conducted via a home exam. Specific guidelines and a detailed exam-grading rubric will be available on *Blackboard* at least 1 month before the scheduled exam.

Pensum (required reading)

Books to buy

- *Literary Theory: An Anthology* (2017 Edition), Eds. Julie Rivkin and Michael Ryan ISBN: 978-1-118-70785-2

- Toni Morrison, *Home* ISBN-10: 0307740919
- Richard McGuire, *Here* ISBN-10: 0393339645
- Karen Tei Yamashita, *Through the Arc of the Rain Forest* ISBN-10: 091827382X
- Ocean Vuong, *Night Sky with Exit Wounds* ISBN-10: 155659495X
- Masaki Yamada *Ghost in the Shell 2: Innocence After the Long Good bye.* ISBN: 1421501562

Poems, Short Stories, & Essays (available online or in the Dragvoll library)

- William Faulkner, “A Rose for Emily” (on BB)
- Gertrude Stein, “[Composition as Explanation](#)”
- Benjamin Alire Sáenz, “The Art of Translation,” in *Everything Begins and Ends at the Kentucky Club*
- Roberto Alvaro Ríos, “[Translating Translation](#)”
- Adrienne Rich, “[Cartographies of Silence](#)”
- Kendrick Lamar, “[Good Kid](#)”
- Jennifer Egan, “[Black Box](#)”
- Terrance Hayes, “Lighthouse’s Guide to the Galaxy” in *Lighthouse* (1)
- Sarah Ahmed, “[Feminist Killjoys](#)”
- José Esteban Muñoz, “Utopia’s Seating Chart” in *Cruising Utopia* (115-130)
- Mary Louise Pratt, “[Arts of the Contact Zone](#)”
- Alice Walker, “In Search of Our Mothers’ Gardens” in *In Search of Our Mothers’ Gardens* (231-243)
- Richard E. Miller, “The Dark Night of the Soul,” in *Writing at the End of the World* (1-27)
- Ann Stoler, “[Prologue in Two Parts](#)” in *Along the Archival Grain*
- Hanna Musiol, “[Museum of Human Bodies](#)”
- Alan Liu, “[Imagining the New Media Encounter](#)”
- Kathrine Hayles, “How We Read: Close, Hyper, Machine,” in *How We Think: Digital Media and Contemporary Technogenesis* (55–79).
- Sheila A Brennan, “Public, First,” in *Debates in the Digital Humanities* (ch. 32 / reserve)
- Eric Hayot, *On Literary Worlds* (excerpt on BB)
- Stacy Alaimo, “[Sustainable This, Sustainable That: New Materialisms, Posthumanism, and Unknown Futures](#)”
- Rob Nixon, “Slow Violence,” [Chronicle of Higher Education](#)
- *Companion to the Environmental Humanities* (excerpts on BB)

Online Videos, Films, Resources

- [Modernist Journals Project](#); *Examined Life*; *Storytelling for the Earthly Survival*; *Midnight in Paris*; [United in Anger](#); *Ghost in the Shell 2: Innocence*; Ron Finley’s [Guerilla Gardener](#).

Recommended Resources

- *The Longman Pocket Writer’s Companion* (3rd Edition) ISBN-10: 0205741797 [strongly recommended]
- Ocean Vuong, [conversation](#) with Viet Thanh Ngyuen

SPRÅK3001 Forskningsmetoder i språkvitenskap / Research Methods in Linguistics

7.5 sp

Course leader

Giosuè Baggio (giosue.baggio@ntnu.no)

Teaching staff

Giosuè Baggio

Terje Lohndal (terje.lohndal@ntnu.no)

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

Dave Kush (dave.kush@ntnu.no)

Mila Vulchanova (mila.vulchanova@ntnu.no)

Brit Mæhlum (brit.mæhlum@ntnu.no), Scandinavian Studies section

Outline

This course provides an introduction to central methodological issues within linguistic research. A primary goal is to give the students an understanding of the diversity of methods employed in linguistics. The course will discuss methodological approaches from a range of subdisciplines while offering the opportunity to specialise in at least one specific research method. The course aims to train students in developing research questions and to assess the applicability and relevance of different research methods, thus providing them with the foundation for developing individual masters projects. The course covers topics such as inductive vs. deductive methods, qualitative vs. quantitative data, research ethics and criticism of sources. Furthermore, the students will be introduced to a wide range of methodological approaches, for example research interviews, participant observation, corpus linguistics, introspection, various experiments, questionnaires and document studies.

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.

Obligatory Assignment

Presentation (preferably in groups) of the method chosen in a specific linguistic research paper. The course teacher decides whether the presentation should be oral or in writing.

Assessment

The course is assessed by a written home examination.

Pensum texts (required reading)

Required readings (first and secondary sources) will be made available on the course website.

SPRÅK3002 Språkvitenskapelige teorier / Theories in Linguistics

7.5 sp

Course leader

Dave Kush (dave.kush@ntnu.no)

Outline

This course provides an introduction to selected theoretical frameworks and current/classic research questions in linguistics. The course will focus on one or more theories or compare a range of different theories. The course is taught in four variants related to different degree programs in language studies. Students should follow the variant taught in their language of study. More detailed course descriptions for each of the variants offered, including learning outcomes for each variant, will be made available in the reading lists/curriculum at the beginning of the semester.

Obligatory Assignment

In order to qualify for the home exam, students must complete an obligatory assignment (1500-2000 words), which will be subdivided into three tasks released at different dates over the course of the semester.

Assessment

The course is assessed by a written home examination (approximately 4000 words).

Pensum texts (required reading)

Required readings (first and secondary sources) will be made available on the course website.

SPRÅK3100 Sosiolingvistisk teori / Sociolinguistic Theory

7.5 sp

Course leader

Brit Mæhlum (britt.maehlum@ntnu.no), Scandinavian Studies section

Teaching staff

Stian Hårstad (stian.haarstad@ntnu.no), Scandinavian Studies section

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

Required readings (first and secondary sources) will be made available on the course website.

SPRÅK3200 Semantikk og pragmatikk / Semantics and pragmatics

7.5 sp

Course leaders

Andrew Weir (andrew.weir@ntnu.no)

Chris Wilder (christopher.wilder@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.

Obligatory Assignment

Obligatory assignment of ca. 2000 words. May be divided over multiple tasks.

Assessment

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

Pensum (required reading)

We will use the following textbook throughout the course, which you should buy (from Akademika or elsewhere):

- John Saeed, *Semantics* [Fourth Edition], Wiley-Blackwell, 2016.

Other readings may be made available electronically on *Blackboard* as the course progresses.