

ENGELSK

Pensumhefte høst 2018

**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 2018 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://innsida.ntnu.no/forms/view.php?id=170858>

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 (*påbyggingssemner*), 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: 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 2018 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 behavior 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 selection of articles and excerpts, which will be made available on *Blackboard*.

ENG1201 Språkferdighet og grammatikk / Proficiency and Grammar

7.5 sp

Course leader

Christopher Wilder (christopher.wilder@ntnu.no)

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 coordinator

Rebecca Davies (rebecca.davies@ntnu.no)

Teachers

Rebecca Davies

Kristin Weibye (kristin.weibye@ntnu.no)

Domhnall Mitchell (domhnall.mitchell@ntnu.no)

Paul Goring (paul.goring@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 *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'
- Elizabeth Bishop, 'The Armadillo'
- 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'
- T. S. Eliot, 'The Love Song of J. Alfred Prufrock'
- Thomas Gray, 'Elegy Written in a Country Churchyard'
- 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’
- Percy Bysshe Shelley, ‘Ode to the West Wind’
- Sir Philip Sidney, from *Astrophil and Stella*
- 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, 6th ed. (New York and London: W. W. Norton, 2018). 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.

You will not be required to read all these poems in advance, and will receive a programme of your required reading for each week, but you should be aware that any of these poems might show up on your exam for a ‘close reading’ exercise.

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 *Blackboard*.

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 2018 variant: **Victorian Medievalisms**

Course leader

Yuri Cowan (yuri.cowan@ntnu.no)

Outline

In this class, we will examine the ways in which the Victorians' rapidly increasing knowledge of and interest in many aspects of the historical Middle Ages informed their views of art, religion, and society. We will watch the Victorians attempt to relive the glories of the English past (at Lord Eglinton's disastrous tournament) and – just as difficult – to bring medieval art to life in more modern forms (in, for example, the aesthetic programs of Morris and Ruskin). We will look at the nineteenth-century's picture of medieval life in the social criticism of, for instance, Thomas Carlyle (*Past and Present*) and in the historical novel (*Ivanhoe*). And, of course, we will bask in the twilight glow of the Gothic Revival and the Pre-Raphaelite Brotherhood, examining images not only of some of the more famous interpretations of Malory and Chaucer in Victorian gallery art and print culture but also of Victorian medievalist train stations, public buildings, and interiors.

A major theme of this course will be the growth of a Victorian historiography of everyday life in art and literature, but there is naturally room for discussion and essays on various topics, including Victorian print culture and popular reading, translation practices, aestheticism, medievalist fantasy and the grotesque, primitive religion, and constructions of masculinity and femininity through nostalgia. There are plenty of other Victorian texts besides the ones on the penum that will provide further avenues for you to explore this rich subject. I will list these later as optional – you do not need to read them in any depth, although you may find them interesting.

Many of the texts on this course are in verse; this makes the reading somewhat less lengthy than some other courses, but as poems do they may require greater concentration and more frequent re-reading to get the most out of them, so don't put off your encounters with these texts. Go over them well in advance and come prepared to discuss them in class.

Obligatory assignment

Written assignment of approximately 2500 words.

Assessment

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

Required Texts:

Thomas Carlyle, *Past and Present*. New York U P, ed. Altick. ISBN: 9780814705629.

Alfred Tennyson, *Idylls of the King*. Penguin. ISBN: 9780140422535.

Walter Scott, *Ivanhoe*. Oxford World's Classics. ISBN: 9780199538409.

The following required texts will be available online, all as pdfs on *Blackboard*:

Alfred Tennyson, "The Lady of Shalott" (1842)

Robert Browning, "My Last Duchess" (1842); "The Bishop Orders his Tomb in St. Praxed's Church" (1845);

John Ruskin, from "The Nature of Gothic" (1851-3) (from *The Stones of Venice*)

William Morris: "Sir Galahad: A Christmas Mystery"; "The Haystack in the Floods";

"Concerning Geffray Teste Noir" (1858)

Christina Rossetti, "The Convent Threshold" (1862)

Elizabeth Barrett Browning, "The Romaunt of the Page" (1844)
Matthew Arnold, "Stanzas from the Grande Chartreuse" (1855)
Augusta Webster, "Jeanne d'Arc" (1866)
Algernon Charles Swinburne, "A Ballad of Francois Villon, Prince of All Ballad-Makers" (1878)
Walter Pater, "Denys L'Auxerrois" (1887)
Ernest Dowson, "Nuns of the Perpetual Adoration" (1891)

Recommended Reading: Michael Alexander, *Medievalism* (2007; available at Akademika).

ENG2455 Historie og Politikk/ History and Politics

7.5 sp

Autumn 2018 variant: **Memory Politics After Empire**

Course leader

Astrid Rasch (astrid.rasch@ntnu.no)

Outline

The course examines memory politics in the age of decolonisation in different parts of the former British Empire. It sets out to examine struggles over the meaning of the imperial past and how that past is put to political use in the present. Looking at film, speeches, memoirs and museum exhibitions, we will analyse the negotiations of the past in the present in Britain, Australia and Zimbabwe. Themes include slavery, indigenous history, monuments, university curricula, public history, history wars, 'patriotic history' and colonial nostalgia. We will consider how our own historical knowledge is produced and take a critical view of our own curricula, and we will consider how the politics of decolonial memory are played out in a Norwegian context.

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)

- Geoffrey Cubitt, *History and Memory*
- Seminar reading consisting of primary source documents and secondary articles made available through *Blackboard* as well as one or two short memoirs

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.)

ENG2501 Tverrdisiplinært emne/ Interdisciplinary Course

7.5 sp

Autumn 2018 variant: **It's all in the weave: Literature and Textiles**

Course leader

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

Outline

We recognize that literature is shaped by the environments in which it is created, and that aspects of those environments are reflected in the texts themselves. Textiles and textile development is one of those aspects, and one we often overlook. Fiber and fabric create metaphor and imagery, lend depth, and may easily provide a framework for a telling, both fictional and nonfictional. It all starts with a pair of hands, but the where, what, and how of textile production has changed dramatically over the relatively recent past, and that change has both affected and been reflected in the texts we read. Focusing primarily on literature of the U.S., this course will offer insight into textiles and textile production, the industrialization of the textile industry, and the ways in which text and textile may be woven together or impact one another across a variety of forms and genres.

Obligatory assignment

The OA (ca. 2,000 words) will consist of a single critical essay focusing on our pensum material. More information will be provided during the course.

Assessment

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

Pensum (required reading)

Students will only need to purchase the following two books:

Books

- Davis, Rebecca Harding. *Life in the Iron Mills*. CreateSpace Independent Publishing Platform, 2015. ISBN-13: 978-1511717205. (Kindle edition and ebok.no versions are also available via their respective sellers.)
- Smith, Lee. *Family Linen*. Berkely, 2014.

All other required reading—including poetry, essays, short stories, and excerpts—will be made available for you on the course website.

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://innsida.ntnu.no/forms/view.php?id=170858>

Masternivå

ENG3316 Spesialiseringsemne i engelskspråklig litteratur før 1900 / Special Subject: English-Language Literature before 1900

7.5sp

Autumn 2018 variant: **British Drama and Theatre Culture of the Restoration and Eighteenth Century**

Course leader

Paul Goring (paul.goring@ntnu.no)

Outline

This course explores a selection of dramatic works from the Restoration of 1660, when the theatres in England reopened at the end of the Commonwealth period, through to the end of the eighteenth century. The pensum presents some of the most popular plays that were written in this period, and these are examined alongside consideration of the era's changing theatre culture, with attention to the theatres themselves, scenography, acting, the political status of the theatre, actresses and the rise of female playwrights, and the cultural position of plays as printed texts as well as works for performance.

Pensum

Students taking this course should purchase two books:

- Peter Thomson, *The Cambridge Introduction to English Theatre, 1660-1900* (Cambridge: Cambridge University Press, 2006)
- *The Routledge Anthology of Restoration and Eighteenth-Century Drama*, ed. by Kristina Straub, Misty G. Anderson, Daniel O'Quinn (Abingdon and New York: Routledge, 2017)

In addition, students must access the Adam Matthew online resource,

- *Eighteenth Century Drama*: <http://www.eighteenthcenturydrama.amdigital.co.uk/>

NTNU's library has a subscription to this resource.

The following parts of the books and online resource are pensum:

From the Routledge *Anthology*

- Introduction: Performing Drama, Performing Culture
- William Wycherley, *The Country Wife*
- John Dryden, *All for Love*
- Susanna Centlivre, *The Busie Body*
- Henry Fielding, *The Author's Farce*
- George Lillo, *The London Merchant*
- David Garrick, *The Jubilee, in Honour of Shakespeare*
- Richard Cumberland, *The West Indian*
- Hannah Cowley, *The Belle's Strategem*

From the *Cambridge Introduction*

- Part One: The theatre restored: 1660-1700
- Part Two: The theatre reformed: 1700-1737
- Part Three: The theatre tamed: 1737-1789
- Part Four: Theatre in the Age of Reform: 1789-1843

From *Eighteenth Century Drama* (section entitled 'Essays')

- Elaine McGirr, 'Not Mere Beauties: Woman on the Restoration and Eighteenth Century Stage'
- David O'Shaughnessy, 'Background and Introduction to the Stage Licensing Act'
- Matthew J. Kinservik, 'The Role of the Censor in the Regulation of the Eighteenth-Century Stage'

In addition to reading these pensum texts, it is expected that students will use the *Eighteenth Century Drama* resource more broadly and, using other library resources, will seek out and read relevant scholarly works on the selected plays.

ENG3317 Spesialiseringsemne i moderne engelskspråklig litteratur / Special Subject: Modern English-Language Literature

7.5sp

Autumn 2018 variant: **Narrating Histories**

Course leader

Rebecca Davies (rebecca.davies@ntnu.no)

Outline

The historian Hayden White famously stated, 'History is no less a fiction than the novel is a form of historical representation.' Modern English-language literature (post 1900) has addressed the narrative aspects of history in a number of ways. For example, by reclaiming the 'untold' stories of marginalized groups; utilizing memory, or subjective experience, alongside 'objective' aspects of history; exploring the narrative-levels of personal history; creating grand narratives and national histories; and to explore different models, or theories, of history – such as cyclical, teleological, and causal – and the postmodern dismantling of those models.

This course uses the concept of 'history' in a broad sense to explore the ways in which different literary texts approach historical metanarratives. The course will include literary questioning of hegemonic historical narratives, memory, life-writing, historical fiction, the treatment of history in children's literature, and the use of fiction to explore world-changing historical events. To help develop understanding of literary analysis, the course opens up a comprehensive discussion about genre, form, narrative perspectives, and structure. Additionally, it introduces a central topic of literature and literary narrative: the constructed and subjective nature of historical narrative.

The course will largely be composed of guided student-led workshop and seminar discussions, with occasional mini-lectures to provide background information.

Learning outcomes

Candidates who have passed this course

- will have knowledge of a specialised selection of English-language literature in the modern period (post 1900).
- are able to demonstrate discipline-specific, contextual and critical understanding of a specialised subject within modern English-language literature.
- are able to write independent and critical literary analysis in correct academic English utilizing relevant theory and secondary literary sources.

Obligatory assignment and exam

The course requires an obligatory assignment of 3000 words/ 7-8 pages to be approved for progression to the exam. This will be composed of a series of shorter written tasks throughout the course, creating a portfolio of 3000 words by the end of the course.

The home exam (7 days) forms 100% of the grade for the course.

Pensum (in alphabetical order of authors)

- Extracts from Hilary Mantel *Wolf Hall* (will be provided in PDF on *Blackboard*)
- Hamid Mohsin, *The Reluctant Fundamentalist* (London: Penguin, 2017)
- Toni Morrison, *Beloved* (London: Vintage Books, 2007)
- Caryl Phillips, "Growing Pains: A Life in Ten Chapters" *
- Tom Stoppard, *Arcadia* *
- Derek Walcott, extracts from *Omeros* *
- WB Yeats, Selected Poems (titles to be announced)*

- Kurt Vonnegut, *Slaughterhouse 5* (London: Vintage Books, 2000)
- Judith Kerr, *When Hitler Stole Pink Rabbit* (London: Harper Collins Children's Books, 2017)

* All these texts are in *The Norton Anthology of English Literature, Volume F: The Twentieth and Twenty-First Centuries*. 10th Edition (New York and London: Norton, 2018). If you can find alternatives editions, you are welcome to use them. If you have/ are buying an older edition of the Norton, make sure you check it contains these texts.

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

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.

You are advised to obtain and read the novels on this course over the summer to ensure you manage your time effectively. Except where it is stated that 'extracts' of a text will be studied, you are expected to have read the whole book in preparation for the class.

LITT3001 Forskningsmetoder i litteraturvitenskap / Research Methods in Literature Studies

7.5 sp

Course leader

Frode Lerum Boasson (frode.boasson@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 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 where they 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 (primary 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 intersectional cultural optics and participatory practices of interdisciplinarity.

This term, therefore, we will focus on different ways of reading, different modes of literacy and interpretation, and on the different concepts of literature (orature, print, digital, immersive, performative, 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 formalism, materialism; 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 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. Note that you must attend the first lecture of the term (August 20-24), and you should visit our *Blackboard* site for course updates in early August.

Keywords: Literature, Narrative, Storytelling, Literacy, Audience, Authorship, Ways of Reading, Archive, Affect, Body, Translation, Ethics, Pedagogy

Obligatory assignment

The OA (ca. 3,000 words) will consist of short obligatory weekly reflections on *Blackboard*, discussion questions, a collaborative work, a presentation, and a reflection, collected in a portfolio totalling 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 Texts

Books to buy

1. *Literary Theory: An Anthology* (2017 Edition), Eds. Julie Rivkin and Michael Ryan ISBN: 978-1-118-70785-2 (make sure to buy the 2017 edition!)
2. Richard McGuire, *Here* ISBN-10: 0375406506
3. Jesmyn Ward, *Salvage the Bones: A Novel* ISBN-10: 1608196267

Poems, Songs, Short Stories, & Essays (available online, on BB, or on reserve in the Dragvoll Library)

1. *Short stories*: William Faulkner, "[A Rose for Emily](#)"; Benjamin Alire Sáenz, "The Art of Translation" (on reserve); Jennifer Egan, "[Black Box](#)"
2. *Poems / songs*: Kendrick Lamar, "[Good Kid](#)"; Fred Moten, "[there is religious tattooing](#)"; Adrienne Rich, "[Cartographies of Silence](#)"; Gertude Stein, "[How She Bowed to Her Brother](#)"; Ocean Vuong, "[The Gift](#)"
3. *Essays*: Sarah Ahmed, "[Feminist Killjoys](#)"; Sheila A Brennan, "Public, First," in 2016 *Debates in the DH* (384-9); Kimberlé Crenshaw, "[Mapping the Margins](#)"; Eric Hayot, *On Literary Worlds* (on reserve); Katherine Hayles, "How We Read: Close, Hyper, Machine," in *How We Think* (55–79); Richard E. Miller, "The Dark Night of the Soul," in *Writing at the End of the World* (1-27); Alan Liu, "[Imagining the New Media Encounter](#)"; Rob Nixon, "[Slow Violence](#)"; Mary Louise Pratt, "[Arts of the Contact Zone](#)"; Roberto Alvaro Ríos, "[Translating Translation](#)"; Ann Stoler, "[Prologue in Two Parts](#)"; Anna Tsing et al., Introduction x 2 in *Arts of Living on a Damaged Planet* (on reserve); Alice Walker, "In Search of Our Mothers' Gardens" in *In Search of Our Mothers' Gardens* (231-243); Kyle Powys Whyte, "Our Ancestors' Dystopia Now" (*RCtEH* 206-214); Ngũgĩ wa Thiong'o, "Globalectical Imagination," in *Globalectics* (44-62).

Videos, Films, Audio, Online Resources

[PennSound](#) Archive; *Examined Life*; Donna Haraway: *Storytelling for the Earthly Survival*; *Midnight in Paris*; [United in Anger](#); Ocean Vuong, [conversation](#) with Viet Thanh Ngyuen; Saidiya Hartman, "[Working with Archives](#)"

Other Recommended Resources

- *The Longman Pocket Writer's Companion* (3rd Edition) ISBN-10: 0205741797 [strongly recommended]
- Ocean Vuong, *Night Sky with Exit Wounds* ISBN-10: 155659495X
- Jori Graham, "[Underneath \(13\)](#)"; Gertrude Stein, "[Composition as Explanation](#)"
- *Routledge Companion to the Environmental Humanities* (on reserve)
- Matthew K. Gold & Lauren F. Klein (Eds.) *Debates in the Digital Humanities 2016* (on reserve)
- [Profession, Chronicle of Higher Education](#)
- MLA / APA style [guidelines](#)
- [Zotero](#), EndNote, or another bibliographic citation manager
- [Wikipedia](#) editing page
- [Voyant](#) tool

SPRÅK3001 Forskningsmetoder i språkvitenskap / Research Methods in Linguistics

7.5 sp

Course leader

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

Teaching staff

Brit Mæhlum

Ivar Berg (ivar.berg@ntnu.no), Scandinavian Studies section

Anne Dahl (anne.j.dahl@ntnu.no)

Dave Kush (dave.kush@ntnu.no)

Mila Vulchanova (mila.vulchanova@ntnu.no)

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. 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 and qualitative vs. quantitative data. 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 Norwegian and/or English. 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 (primary 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 (primary and secondary sources) will be made available on the course website.

SPRÅK3100 Sosiolingvistisk teori / Sociolinguistic Theory

7.5 sp

Course leader

TBA

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 or Norwegian. Students admitted to an English program shall do the obligatory assignments in English and write the exam in English.

Obligatory assignment and exam

The obligatory assignment will consist of a written or oral exercise to be approved in the course of the semester. If the obligatory assignment is approved, assessment is by a seven-day home exam (2500-3000 words).

Pensum

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

SPRÅK3200 Semantikk og pragmatikk / Semantics and pragmatics

7.5 sp

Course leaders

Giosuè Baggio (giosue.baggio@ntnu.no)

Signe Rix Berthelin (signe.rix.berthelin@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 complex concept, and views diverge as to how it is best analysed. At the same time, the study of meaning is essential for understanding language structure and language use, in everything from everyday conversation and political discourse to the most sophisticated literary and scientific texts. We will approach the topic from the perspective of formal and cognitive semantics and pragmatics. The main part of the course introduces the key ideas about meaning, and the concepts and methods of semantics and pragmatics. We will examine notions such as:

- Referential and representational semantics
- Sense, reference and truth
- Semantic relations (polysemy, synonymy, entailment etc.)
- Literal vs non-literal meaning
- Logical and cognitive aspects of meaning
- The role of inference in communication

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

- Modality, situation types and sentence participants
- Presupposition and information structure (given vs new information)
- Implicatures
- Speech acts
- Figurative language, e.g., metaphor

Obligatory assignment

Obligatory assignment of ca. 3000 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 required readings will be made available electronically on *Blackboard* as the course progresses. These are:

- Falkum, I. L. (2015). The how and why of polysemy: A pragmatic account. *Lingua*, vol. 157, 83-99. doi: <https://doi.org/10.1016/j.lingua.2014.11.004> [Available through NTNU-computers] **(15 pages)**
- Wilson, D. and Sperber, D. (2004). Relevance theory. In G. Ward and L. Horn (Ed.), *Handbook of Pragmatics* (pp. 607-632). Oxford: Blackwell. [Available online through NTNU bibsys] **(25 pages)**
- Clark, B. (2013). Figurative language: metaphor. In B. Clark, *Relevance Theory* (pp. 253-279). Cambridge University Press. **(27 pages)**

Recommended reading:

- §8.4 and §8.5 (pp. 244-251) in Clark, B. (2013). *Relevance Theory*. Cambridge University Press.