

# **ENGELSK**

**Pensumhefte vår 2019**

**Emner på bachelor- og  
masternivå**

**NTNU**

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

## Introduction

This booklet contains short descriptions of the courses being offered by the English Section in the Spring 2019 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 program in autumn 2014 or later are required to write a BA thesis (7.5 sp) 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, no later than 1 February 2019:

<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 15 May 2019. 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/](http://www.york.ac.uk/inst/nsc/)). The NSC offers courses in English at BA and MA levels, including a one-semester course at *fordypning* level in English language, literature and culture corresponding to 30 sp.

### 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*). The application deadline for 2019 has now passed. Details on how to apply for the 2020 course are announced at the start of the autumn semester of 2019.

### 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/](http://www.ntnu.no/studier/studier_i_utlandet/avtaler/)

## **Dictionaries**

Regardless of what courses in English you are taking, you should have an English-English dictionary and an English-Norwegian/Norwegian-English dictionary (or, if Norwegian is not your native language, an appropriate English-native language dictionary).

### **English-Norwegian/Norwegian-English**

We recommend:

- *Engelsk blå ordbok: Engelsk-norsk/norsk-engelsk* (Kunnskapsforlaget)  
This is a relatively cheap publication which will cover most of what you need for your studies.

We also recommend:

- *Engelsk stor ordbok: Engelsk-norsk/norsk-engelsk* (Kunnskapsforlaget)  
This is a more comprehensive dictionary, but it is also more expensive. If you intend to study English up to a high level, it may be worthwhile investing in this volume.

### **English-English**

Students are strongly recommended to buy the following dictionary:

- *Collins Cobuild Advanced Dictionary*

Note that this dictionary was formerly entitled the *Collins COBUILD English (Advanced Learner's) Dictionary*. Versions with this earlier title are perfectly acceptable, but should not be confused with other Collins dictionaries (e.g., the *Collins Student Dictionary* would not be acceptable).

### **Pronunciation Dictionary**

We recommend:

- J. C. Wells, *Longman Pronunciation Dictionary*

### **Dictionaries of synonyms and idioms**

There is a wide range of books of this kind, and it is difficult to isolate the most useful. However, these may prove to be of most interest to Norwegian students of English:

- S. Follestad, *Engelske idiommer*
- *The Longman Dictionary of Idioms*
- *The Penguin Dictionary of English Synonyms & Antonyms*

## USE OF DICTIONARIES IN EXAMS – IMPORTANT INFORMATION

In the examinations for courses in English, you are allowed to consult an English-English Dictionary — but not just any English-English dictionary.

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

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

Note that for use in an examination, your dictionary should NOT contain your own notes. Your dictionary may be checked during the examination and removed if it does not meet the criteria for acceptability.

Note also that the English Section's stipulation of an approved English-English dictionary is necessary for practical purposes and—again for practical purposes—we are unable to grant exceptions from the rule.

**Bachelornivå**

**Basis**

# ENG1001 Global engelsk / Global English

7.5 sp

## Course leader

Rosemary Hall ([rosemary.hall@ntnu.no](mailto:rosemary.hall@ntnu.no))

## Outline

English, more than any other language, is now the language of global communication – it is arguably the first global language. The role and status of English today is unique, even when considering other ‘world’ languages such as French, German, Spanish, and Chinese and Arabic. In the context of English studies especially, it becomes crucial to understand this uniqueness and what consequences it has; for English, and for other languages.

This course aims to trace the development of the English language from its earliest beginnings up until today, to discuss the differences between the various accents, dialects, and varieties of English, and to present issues to do with its current status and role. When and how did the English language emerge? When did it begin to spread around the globe? What consequences has this spread had for the development of different varieties of English on different continents? On what levels of language do these varieties differ, and what are the linguistic characteristics of some of the major varieties? Is it fair to accuse the English language of being a ‘linguistic tyrannosaurus rex’? These are the kinds of questions that the course will attempt to sketch answers to.

Other issues that will be considered are:

- In view of the dominant role of English in countries such as Norway, ought English to be regarded as a second or a foreign language in such countries?
- Are some varieties of English better than others?
- Is it likely that the English language will continue to assert its global dominance, or are there other, alternative scenarios?

Teaching will take place both through lectures, and six discussion groups over the semester. Attendance at both is vital. A detailed course/seminar schedule will be made available on Blackboard at the beginning of the semester.

## Assessment

One obligatory assignment of ca. 2-3 pages due halfway through the semester.  
Final exam. (OA must be approved in order to take the exam.)

## Pensum

The following book will be our textbook throughout the course. It is available at Akademika.

- Galloway, Nicola and Rose, Heath. 2015. *Introducing global Englishes*. London: Routledge.

The other readings below, as well as possible additional material, will be made available electronically on Blackboard throughout the course (either for download or as links to e-readings from the library):

- Altbach, Philip G. 2007. The Imperial Tongue: English as the Dominating Academic Language. *Economic and Political Weekly*, September 8, 2007
- Dunstan, Stephany B. & Jaeger, Audrey J. 2015. Dialect and influences on the academic experiences of college students. *The Journal of Higher Education* 86(5):776-803.
- Fonyuy, K. E. 2010. The rush for English education in urban Cameroon: Sociolinguistic implications and prospects. *English Today*, 26(1), 34-42.
- Kerswill, Paul. 2014. The objectification of 'Jafaican': The discorsal embedding of Multicultural London English in the British media. In Androutsopoulos, Jannis (ed.), *The media and sociolinguistic change*, 428-55. Berlin: Walter de Gruyter.
- Momma, Haruko and Matto, Michael. (eds.) 2008. *A companion to the history of the English language*. Malden, MA: Blackwell.
  - Chapter 50: Ziegler, Mary B. Migration and motivation in the development of African American Vernacular English. 509-520.
  - Chapter 54: Mufwene, Salikoko S. Creoles and pidgins. 553-566.
- Rickford, John R. and McWhorter, John. 1998. Language contact and language generation: Pidgins and creoles. In Coulmas, F. (ed) *The Handbook of Sociolinguistics*. Oxford: Blackwell. 238-256.
- Svartvik, Jan & Leech, Geoffrey. 2016. *English: one tongue, many voices*. Basingstoke: Palgrave Macmillan.
  - Chapters 2 and 3 + pp. 101-118.



# ENG1101 Engelsk språkvitenskap / English Linguistics

7.5 sp

## Course leader

Dave Kush

## Instructors

Dave Kush ([dave.kush@ntnu.no](mailto:dave.kush@ntnu.no))

Giosuè Baggio ([giosue.baggio@ntnu.no](mailto:giosue.baggio@ntnu.no))

Charlotte Sant ([charlotte.sant@ntnu.no](mailto:charlotte.sant@ntnu.no))

Sunniva Briså Strætkvern ([sunniva.b.stratkvern@ntnu.no](mailto:sunniva.b.stratkvern@ntnu.no))

## Outline

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

- Phonetics: the study of linguistic sounds
- Phonology: the study of the sound systems of individual languages
- Morphology: the structure and properties of words
- Syntax: the structure of phrases and sentences

We will also address aspects of the analysis of the meaning of words and sentences (Semantics).

Basic knowledge in all these core areas is a prerequisite for further study in the various subfields of linguistics as well as being useful when approaching related disciplines, e.g. sociolinguistics, first / second language acquisition, language teaching and translation studies.

## Pensum

- *ENG1101 Compendium Spring 2019* (available on Blackboard)
- Material published on Blackboard in the course of the semester

## ENG1303: Litteratur: Prosa / Literature: Prose Fiction

7.5 sp

### Course leader

Domhnall Mitchell

### Instructors

Yuri Cowan ([yuri.cowan@ntnu.no](mailto:yuri.cowan@ntnu.no))

Domhnall Mitchell ([domhnall.mitchell@ntnu.no](mailto:domhnall.mitchell@ntnu.no))

Celina Annabel Stifjell ([celina.a.stifjell@ntnu.no](mailto:celina.a.stifjell@ntnu.no))

### Outline

This course is a genre-based introduction to prose fiction in English. Presenting a selection of English-language authors and works, the course explores novels and short stories/texts so as to illuminate the different forms and techniques found within these principal generic categories. The course also aims to provide an introduction to literary-critical terms involved in studying prose fiction, and to examine different critical approaches found within literary studies: Hawthorn's *Studying the Novel* and the essays in the Bedford/St. Martin's edition of *Wuthering Heights* are therefore key elements of the curriculum.

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

### Pensum (required reading)

- Aphra Behn, *Oronooko* (Norton, 1997)
- Emily Brontë, *Wuthering Heights* (Bedford/St. Martin's, 2003) \*\*\*\*
- Bram Stoker, *Dracula* (Oxford World's Classics, 2011)
- Alice Walker, *The Color Purple* (Weidenfeld & Nicholson, 2014)
- Junot Diaz, "Drown" \*\*\*
- James Joyce, "The Dead" \*\*
- D. H. Lawrence, "Fanny and Annie" \*\*
- Katherine Mansfield, "The Voyage" \*\*
- Sally Rooney, "Mr Salary" \*\*\*
- Jonathan Swift, "A Modest Proposal" \*
- Jeremy Hawthorn, *Studying the Novel*, 7<sup>th</sup> edition (Bloomsbury Academic, 2016)

\* These texts are out of copyright and will be available for downloading as pdf files on the course website

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

\*\*\* Links to the story will be made available through Blackboard

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

# ENG1404 Historie og Nasjon / History and Nation

7.5 sp

## Course leader

Dr Astrid Rasch ([astrid.rasch@ntnu.no](mailto:astrid.rasch@ntnu.no))

## Outline

This course will examine shifting conceptions of the British nation and Britishness through important historical developments since the end of the Second World War. A particular focus of the course will be Britain's changing place in the world and how national identities adapt to new circumstances. The course is structured into five overarching themes (Decolonisation, the Special Relationship, Multiculturalism, Four Nations and Europe) each with two lectures and a seminar. The lectures will introduce students to key themes and the seminars will give students a chance to hone their skills as historians and discuss the cultural impact of historical change through close reading of primary sources.

## Learning outcomes

Candidates who have passed this course

- have basic knowledge of the history and culture of one or more English-speaking countries.
- can reflect on current political, social and cultural issues relating to one or more English-speaking countries from a historical perspective.
- have basic knowledge of the latest academic research on the history and culture of one or more English-speaking countries.
- have basic knowledge of the academic approaches and methods used either in the discipline of History, the social sciences, or cultural studies.
- can produce an independent piece of written work on one or more aspects of an English-speaking country.
- are able to demonstrate a good command of written English.

Specifically, at the end of this course, you should have:

- A clear grasp of some of the most significant events and developments of modern British history.
- An understanding of Britain's changing place in the world, in particular in relationship to Empire and Commonwealth, the US and Europe.
- Insight into British identities and how these have developed in response to historical change, including migration, decolonisation and devolution.
- Honed skills in argumentation and analysis of primary sources.

**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.

**Required reading (pensum)**

- A selection of primary source documents and secondary articles that will be posted on Blackboard throughout the semester.

**Bachelornivå**

**Fordypning**

## ENG2123 Oversettelse / Translation

7.5 sp

### Course leader

Anja Angelsen

### Instructors

Anja Angelsen ([anja.angelsen@ntnu.no](mailto:anja.angelsen@ntnu.no))

Sunniva Briså Strætkvern ([sunniva.b.stratkvern@ntnu.no](mailto:sunniva.b.stratkvern@ntnu.no))

### Outline

This course gives an introduction to the field of translation studies and to central paradigms, theories and concepts within this field (e.g. equivalence, translation shifts, loss and gain, *skopos* (purpose), foreignization/domestication, audiovisual translation, fan translation, technology and translation, translation and language learning). The aim is to provide an in-depth understanding of important areas within translation studies and focal concepts related to these areas, and ample practice applying these concepts in analysing linguistic and cultural aspects of translation(s). The course is, among other things, intended to prepare students interested in writing MA theses within translation, for this task.

The examples used in lectures will mainly be from translation(s) between English and Norwegian. Proficiency in Norwegian is, however, not required in order to be able to complete the course.

### Teaching

The course is taught using the flipped classroom method. Recorded lectures are made available on the course page on Blackboard. In addition, there are weekly seminars with supervised group discussions and collaborative task-solving. You will be expected to contribute by taking an active part in the discussions, by analysing source texts and their respective translations, and by doing translations of your own.

### Assessment

Obligatory activities: versions of a project description posted on the class blog, feedback on the project descriptions of peers, all in all approx. 1000 words/2-3 pages (approved/not approved). Final assessment: term paper, approximately 2500 words/6-7 pages.

### Required reading:

- Munday, Jeremy. 2016. *Introducing translation studies: Theories and applications*. 4th edition. London: Routledge.
- Electronic compendium (will be made available on the course page on Blackboard at the beginning of the semester)

# **ENG2155 Teoretiske tilnærminger til engelsk språk / Theoretical Approaches to English Language**

7.5 sp

## **Course leader**

Chris Wilder

## **Instructors**

Chris Wilder ([christopher.wilder@ntnu.no](mailto:christopher.wilder@ntnu.no))

Andrew Weir ([andrew.weir@ntnu.no](mailto:andrew.weir@ntnu.no))

## **Outline**

This course is an in-depth introduction to the basic issues of English syntax and to ways of describing and explaining them using advanced theoretical approaches. Students will be introduced to syntactic analysis using the Principles-and-Parameters theory as outlined in the work of Chomsky and others.

Syntax is the study of sentence structure – how words are put together to form larger meaningful units. As well as introducing the theory *per se*, we will be concerned with linguistic argumentation: how hypotheses are formed and evaluated on the basis of language data and theoretical assumptions and objectives.

The course will largely deal with data from English, but will also consider some facts about Norwegian and related English-Norwegian contrasts. (Note to foreign students: no previous knowledge of Norwegian is necessary for this part.)

The course aims to provide a deeper insight into three areas: (i) the system of grammar of human languages, (ii) the sentence grammar of English, and (iii) some English/Norwegian contrasts, which can be applied to problems in translation and language teaching.

There are 4 obligatory exercises, one of which will take the form of a set of online quizzes, and a 4-hour written exam.

## **Required readings**

- A compendium of texts, which will be made available on Blackboard.

## **ENG2303 Litteratur og nasjon / Literature and Nation**

This semester's variant: **The 20th Century American Short Story**

7.5 sp

### **Course leader**

Domhnall Mitchell ([domhnall.mitchell@ntnu.no](mailto:domhnall.mitchell@ntnu.no))

### **Outline**

The goals of this course are to provide an historical overview of the development of the short story in the United States during the twentieth century; to identify some of the formal and theoretical approaches to distinguishing the short story from other genres; to introduce some of the most distinctive voices of American prose fiction, and in the process to explore the idea of a separate, national, tradition of fictional writing in American culture. The texts will be read in chronological order, beginning with Yeziarska. Some additional, but non-pensum, critical and theoretical reading will be announced later, but the onus will be on students to find relevant secondary materials in on-line databases available through the NTNU library. All of the teaching will comprise of close reading and open group discussion in class: stories will be analyzed individually as well as compared with each other to build up a sense of recurrent themes, patterns of symbol and image, formal characteristics and aspects of narrative technique. Since the 20<sup>th</sup> century was an era of massive change in the United States, an introductory text will be posted on Blackboard which will outline the relationship between literature and broader social and historical concerns, including emigration, class, gender and ethnicity.

### **Pensum**

All of the stories are to be found online, with suggested links provided on the course website. In addition, a compendium with stories that are still under copyright will be made available in a digital form on the course website.

The pensum is as follows:

- Anzia Yeziarska, "The Lost Beautifulness" (1920)
- Ernest Hemingway, "Big Two-Hearted River" (1925)
- F. Scott Fitzgerald, "Babylon Revisited" (1931)
- Willa Cather, "Neighbor Rosicky" (1932)
- Zora Neale Hurston, "The Gilded Six-Bits" (1933)
- Edith Wharton, "Roman Fever" (1936)
- William Faulkner, "Barn Burning" (1939)
- Richard Wright, "The Man Who Was Almost a Man" (1939)
- Eudora Welty, "Petrified Man" (1941)
- Flannery O'Connor, "A Good Man is Hard to Find" (1955)
- Bernard Malamud, "The Magic Barrel" (1954)
- James Baldwin, "Sonny's Blues" (1957)
- Philip Roth, "Defender of the Faith" (1959)
- Alice Walker, "Everyday Use" (1973)
- Grace Paley, "The Long-Distance Runner" (1974)
- John Updike, "Separating" (1975)
- Leslie Marmon Silko, "Storyteller" (1981)
- Raymond Carver, "Cathedral" (1983)
- Louise Erdrich, "Fleur" (1986)



## ENG2502: Tekst, kultur, kontekst / Texts, Culture, Context

This semester's variant: **Science Fiction on the West Coast**

7.5 sp

### Course leader

Yuri Cowan ([yuri.cowan@ntnu.no](mailto:yuri.cowan@ntnu.no))

### Outline

Like other kinds of literature, the global genre of science fiction has its regional and epochal variations. This course will concentrate on some works of SF that were produced in or after the so-called "New Wave" of North American SF, in a region that during the previous "Golden Age" of the 1940s had not produced many works at all: the West Coast. The new wave ushered in a different kind of SF, one that showed less interest in the cold equations of so-called "hard" science fiction. In these decades, SF began to develop a probing speculative mode that could draw critically on sociology, environmentalism, feminism, psychology, and politics for its speculations; could describe with greater sympathy human encounters with practices, things, and beings previously thought of as alien and remote; and could problematize the sense of scientific achievement and wonder that had been celebrated by some earlier SF writers. All this dovetailed with the radical cultural, ethical, and environmental changes that we associate with the 1960s on the West Coast, a time of experimentation, radical social and political critique, new green consciousness, and paranoias of various kinds.

Most of the works we discuss in this course (those by Herbert, Le Guin, Gibson, Robinson, and Lai) were produced by writers who were born in, or based in, or influenced by, the west-coast bioregion of Cascadia (comprising what is now British Columbia, Washington, and Oregon), a cross-border region inhabited by environmentalists, indigenous peoples, utopian community-builders, and resource exploiters, all with a strong feeling for nature and a healthy disrespect for authority. The others (those by Bradbury and Butler) are by writers from California, an American state with close kinship to its northern coastal neighbours, a desert-made-garden with its own particular mix of broken suburban dreams, Hollywood dazzle, weird UFO cults, race struggles, and man-made environmental disasters.

### Course texts (the short stories will be available on Blackboard):

Ray Bradbury, from *The Martian Chronicles*:

"There Will Come Soft Rains" (first published in *Collier's* magazine, 6 May 1950).

"Million-Year Picnic" (first published in *Planet Stories*, Summer 1946).

Frank Herbert, *Dune* (1965). Hodder Paperbacks: ISBN 9780340960196.

Ursula K. Le Guin, *The Dispossessed* (1974). Gateway SF Masterworks: ISBN 9781857988826.

Octavia Butler, *Mind of My Mind* (1977). Grand Central Publishing: ISBN 9780446361880.

William Gibson, from *Burning Chrome*:

"The Gernsback Continuum" (first published in the *Universe II* anthology, 1981).

"The Winter Market" (first published in *Vancouver Magazine*, November 1985).

Kim Stanley Robinson, *Red Mars* (1992). Harper Voyager: ISBN 9780007310166.

Larissa Lai, *The Tiger Flu* (2018). Arsenal Pulp Press: ISBN 9781551527314.

### Recommended text:

Edward James, ed. *The Cambridge Companion to Science Fiction* (2006). Cambridge UP: ISBN 9780511998805.

## **ENG2900 Bacheloroppgave i engelsk / Bachelor's thesis in English**

7.5 sp

### **Course content**

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

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

### **Learning outcome**

Candidates who have passed this course:

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

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

### **Learning methods and activities**

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

### **Obligatory assignment**

Approved project proposal/outline with literature list for the Bachelor's thesis (approx. 500-600 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 program in foreign languages, study option English, in the autumn semester of 2014 or more recently, or students admitted to the master's program 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, no later than 1 February:

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

# **Masternivå**

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

This semester's variant: **Verbs and their arguments**

7.5 sp

### **Course leader**

Chris Wilder ([christopher.wilder@ntnu.no](mailto:christopher.wilder@ntnu.no))

### **Outline**

The course will deal with aspects of word meaning and sentence structure (lexicon, syntax, semantics) within the framework of generative grammar. It will examine the relation between verb semantics and sentence structure patterns, and the notion of diathesis – alternate ways of realising the arguments of a verb in a sentence. Topics covered will include the active-passive relation; unaccusativity; the middle construction; verb alternations such as the causative alternation, locative alternations; ditransitive (double object) verbs; and resultative constructions. The focus will be primarily on English, but comparative / cross-linguistic issues will also be addressed.

Readings will partially come from textbooks, but we will very quickly start reading the primary literature. Background in syntax at a level at least equivalent to ENG2155 is recommended.

### **Assessment**

Obligatory assignments (approved/not approved):

One obligatory assignment of ca. 1000 words (may be split over more than one assignment)

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

If the two above are approved, final assessment is a term paper of ca. 2500 words, on a topic chosen in consultation with the lecturer.

### **Readings**

A selection of articles / book chapters, which will be made available as PDFs on Blackboard.

## ENG3423 Spesialiseringsemne / Special Subject

This semester's variant: **Ghosts, Memories, Landscapes**

15 sp

### Course leader

Hanna Musiol, Ph.D. ([hanna.musiol@ntnu.no](mailto:hanna.musiol@ntnu.no))

*One need not be a chamber - to be Haunted...* — Emily Dickinson

*Ghosts... are weeds that whisper tales of the many pasts and yet-to-comes that surround us.*  
— Elaine Gan et al.

*Stories are graves. Empty. Nothing there. All living and dying in them fake...No time...Only words. Pretend words. Pretend time.* — John Edgar Wideman

### Course description

*Ghosts, Memories, Landscapes* explores the persistent tropes of haunting and “ghostwriting,” and this spring, we will look for specters and shadows that populate literary texts (and films), and reflect on the role that such spectral haunting plays in unearthing buried histories and remaking literary and cultural landscapes. We will focus on “landscapes” as spaces that *become* “meaningful” over time, that is, as spaces that are continuously performed, re-“made,” re-“authored,” and “read” (Mitchell). We will also discuss the impact of the “spatial” and “spectral” turns (Thacker; Peeren & Pilar Blanco) on the large and small gestures or “non-events” (Stoler) within literary studies. How does haunting make and unsettle the literary canon, cultural archives, lived spaces, or national memory? How do ghostly apparitions reinvigorate different cultural forms and genres (themselves ghostly receptacles of cultural memory): the gothic, the elegy, the letter, the play, the dress, the horror, flash fiction, or graphic novel? We will ponder these and other questions while reading from a diverse selection of texts and watching films, through the prism of memory, gender/sexuality, and critical race, space, environmental and digital studies, and across disciplines, national borders, and worlds.

ENG3423 is an interactive workshop-based course, taught in partnership with the Kunsthall Trondheim, Trondheim Kommune, and several guest interdisciplinary scholars and artists (ARTEC AiR Alex Murray Lesley) within and outside of NTNU, and therefore your active participation in all course activities, lectures, workshops, online debates, and seminars and screenings outside of Dragvoll is indispensable to its success. At the end of the semester, and in addition to the goals listed on the web (exploring a significant interdisciplinary topic in literary/cultural studies through the prism of relevant critical approaches, and strengthening your writing skills overall), you are expected to recognize the importance of collaborative work and the role of critical reflection in your own writing, reading, and research. Finally, since “[e]very landscape is haunted by past ways of life” (Gan et al.), you will also be asked to consider our own location and to reflect on the memory of the past in local archives, cultural institutions, and landscapes.

[Note that you must attend the first lectures (on January 28 & 31) and visit the Blackboard (BB) site for homework and schedule updates before January 10.]

**Keywords:** Memory, Landscape, Spectrality, Visibility, Presence, Absence, Time, Legibility, Aurality, Genre, Archive, Repetition, Disappearance, Atmosphere, Body, Affect, (Good) Grief, Technology, *Survivance*

### **Obligatory assignment**

Several obligatory weekly or biweekly pieces (reflections, discussion questions, short essays, and a collaborative work) collected in a 3-part portfolio totaling a minimum of 4000 words. You need to pass all parts of OA assignments on time to take the exam.

### **Assessment**

Specific guidelines and a detailed exam-grading rubric will be available on Blackboard before the scheduled exam.

### **Required materials**

#### ***Books (available in the University bookstore)***

*The Shining* by Stephen King ISBN-10: 9780307743657

*The Shrouds of White Earth* by Gerald Vizenor ISBN-10: 1438434464 or

*Fun home: A Family Tragicomic* by Bechdel, Allison ISBN-10: 0618871713

*Everything I Never Told You* by Celeste Ng ISBN-10: 0143127551

*Frankenstein In Baghdad* by Ahmed Saadawi ISBN-10: 9780143128793

*Salvage the Bones: A Novel* by Jasmyn Ward, ISBN-10: 1608196267

#### ***Poems & shorts***

Emily Dickinson, “[[One Need Not Be A Chamber to be Haunted](#)]”

Jori Graham, “[[Underneath \(13\)](#)]”

Theresa Hak Kyung Cha (excerpt from *Dictee*; on reserve)

Terrance Hayes, “[[American Sonnet for My Past and Future Assassin](#)]”

Fred Moten, “[[there is religious tattooing](#)]”

Aimee Nezhukumatathil, *Oceanic* (on reserve)

Shailja Patel, *Migritude* (4-7; BB)

Evie Shockley, “[[the way we live now:::](#)]”

Tracy K. Smith, “[[Sci-Fi](#)]”

David Wojnarowicz, “One Day” (BB)

John Edgar Wideman, “[[The Art of Story](#)]”

#### ***Essays***

Gloria Anzaldúa, “Entering into the Serpent” (BB)

Damir Arsenijevic, “[[Gendering the Bone](#)]”

Hillary Chute, *Disaster Drawn* (1-38; on reserve)

Nancy Flude, “Occult Computing” (BB)

Elizabeth Grosz. “Bodies-Cities,” in *Space, Time, and Perversion* (103-110; BB)

Stefano Harney & Fred Moten, *Undercommons* (61-68; BB)

Marianne Hirsch, “[[Generation of Postmemory](#)]”

Don Mitchell. “Metaphors to Live By” *Cultural Studies* (101-112)

Toni Morrison’s “Romancing the Shadow” (BB)

Nicholas Mirzoeff, “[[Specters of Cyberspace](#)]”

Hanna Musiol, “Habits of Memory” (BB)

Trinh T. Minh-ha, “Far Away, From Home” (BB)

Maria del Pilar Blanco & Esther Peeren, eds. *The Spectralities Reader* (excerpts; on reserve)

Andrew Thacker, “The Idea of Critical Literary Geography” (BB)  
Anna Tsing, Heather Swanson, Elaine Gan, and Nils Bubandt, Eds. *Arts of Living on a Damaged Planet: Ghosts and Monsters of the Anthropocene* (“Introductions”; on reserve)  
Anna Stoler, *Haunted By Empire* (1-69; on reserve)  
Kathleen Stewart, *Ordinary Affects* (excerpts; on reserve)  
Tobin Siebers, “Trauma Art” (100-120; on reserve)

### ***Films and online resources***

*The Shining*  
*Moonlight*  
*Remote Sensing*  
*Ghost in the Shell 2: Innocence*  
*The Hole*  
*Wasteland*  
[PennSound](#) Archive  
[United in Anger](#)  
[An Archive of the Norths](#)  
Elaine Gain’s [work](#)  
Kara Walker’s [interview](#)  
Steffani Jemison’s [work](#)  
Maciej Ceglowski, “[Haunted by Data](#)”  
Edward Burtynsky’s [Oil](#)

### **Recommended resources**

Mary Shelley, *Frankenstein* (on reserve)  
Sigmund Freud, “[Mourning and Melancholia](#)”  
William Faulkner, *Absalom, Absalom!* ISBN: 9780679732181  
Art Maxine Hong Kingston, *The Woman Warrior: Memoirs of a Girlhood Among Ghosts* ISBN: 9780072435191  
Shawna Yang Ryan, *Water Ghosts* ISBN-10: 9780143117278  
Art Spiegelman, *The Complete Maus* (on reserve)  
Donna Haraway, “Cyborg Manifesto” (BB)  
Jean M. Langford, *Consoling Ghosts* (on reserve)  
Maria del Pilar Blanco, *Ghost-Watching American Modernity: Haunting, Landscape, and the Hemispheric Imagination* ISBN-10: 0823242145  
Sara Ahmed, *Willful Subjects* (1-22; on reserve);  
Trinh T. Minh-ha, *Lovecidal: Walking with the Disappeared* (on reserve)  
James E. Young, *The Texture of Memory* (on reserve)  
[ACTUP Oral History Archive](#)  
*The Longman Pocket Writer's Companion* (3rd Edition) ISBN-10: 0205741797 [strongly recommended]  
MLA / APA style [guidelines](#)  
[Zotero](#), EndNote, or another bibliographic citation manager  
[Wikipedia](#) editing page

# SPRÅK3210 Lingvistisk teori og komparativ grammatikk / Linguistic Theory and Comparative Grammar

7.5 sp

## Course leader

Dave Kush

## Instructors

Dave Kush ([dave.kush@ntnu.no](mailto:dave.kush@ntnu.no)) (English)

Kristin Melum Eide ([kristin.eide@ntnu.no](mailto:kristin.eide@ntnu.no)) (Nordic)

Maren Berg Grimstad ([maren.grimstad@ntnu.no](mailto:maren.grimstad@ntnu.no)) (Nordic)

## Outline

The course covers topics in the syntax of Norwegian and English from a comparative perspective.

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

## Pensum (required readings)

Articles will be made available on Blackboard at the beginning of the semester. *Readings potentially subject to change.*

Åfarli, Tor A. (2007). Do Verbs have Argument Structure? In E. Reuland, T. Bhattacharya, & G. Spathas (Eds.), *Argument Structure* (pp. 1–16). Amsterdam: John Benjamins.

Bianchi, V. (2002). Headed relative clauses in generative syntax. Part I. *Glott International*, 6(7), 197-204.

Eide, Kristin Melum. (2016) Introduction. *Finiteness Matters. On finiteness-related phenomena in natural languages.*

Eide, Kristin Melum. (2016) Finiteness, inflection, and the syntax your morphology can afford. *Finiteness Matters. On finiteness-related phenomena in natural languages.*

Eide, Kristin Melum; Hjelde, Arnstein. (2015) Verb Second and Finiteness Morphology in Norwegian Heritage Language of the American Midwest. *Moribund Germanic Heritage Languages in North America: Theoretical Perspectives and Empirical Findings.*

Grimstad, Maren B. (2018). *Cover Article: 1-8; 19-21; 34-48; 52-61; 104-109.* In *English-origin verbs in American Norwegian: A morphosyntactic analysis of mixed verbs.* Doctoral dissertation, the Norwegian University of Science and Technology (NTNU).

Grimstad, Maren B. (2017). The code-switching/borrowing debate: Evidence from English-origin verbs in American Norwegian. *Lingue e linguaggio* XVI (1): 3-34.

Grimstad, Maren B., Brita R. Riksem, Terje Lohndal & Tor A. Åfarli (2018). Lexicalist vs. exoskeletal approaches to language mixing. *The Linguistic Review* 35 (2): 187-218.

Harley, Heidi & Noyer, Rolf (1999). Distributed Morphology. *Glott International*, 4, 3–9.

Kush, D., Lohndal, T. and Sprouse, J. 2018. Investigating variation in island effects. *Natural Language and Linguistic Theory*.



Kush, D., Lohndal, T. and Sprouse, J. To appear. On the island sensitivity of topicalization in Norwegian. *Language*.

Maling, J., & Zaenen, A. (1982). A phrase structure account of Scandinavian extraction phenomena. In *The nature of syntactic representation* (pp. 229-282). Springer Netherlands.

Moro Quintanilla, Mónica (2014). The Semantic Interpretation and Syntactic Distribution of Determiner Phrases in Spanish-English Codeswitching. In J. MacSwan (Ed.), *Grammatical Theory and Bilingual Codeswitching* (pp. 213–226). Cambridge, MA: MIT Press.

Zaenen, A., & Maling, J. (1982). The status of resumptive pronouns in Swedish. *Readings on unbounded dependencies in Scandinavian languages*, 43, 223.

Wilder, C. (2014). *Wh*-clauses and *wh*-movement. Manuscript. NTNU.

### **Recommended additional readings**

MacSwan, Jeff (2009). Generative approaches to code-switching. In B. E. Bullock & A. J. Toribio (Eds.) *The Cambridge Handbook of Linguistic Code-switching* (pp. 309–335). Cambridge: Cambridge University Press.

Áfarli, Tor A. (2015). A Syntactic Model for the Analysis of Language Mixing Phenomena: American Norwegian and Beyond. In B. R. Page & M. T. Putnam (Eds.), *Moribund Germanic Heritage Languages in North America* (pp. 12–33). Leiden: Brill. doi: 10.1163/9789004290211\_003

# **SPRÅK3300 Språk og kognisjon / Language and Cognition**

7.5 sp

## **Course leaders**

Giosuè Baggio ([giosue.baggio@ntnu.no](mailto:giosue.baggio@ntnu.no))

Mila Dimitrova-Vulchanova ([mila.vulchanova@ntnu.no](mailto:mila.vulchanova@ntnu.no))

## **Outline**

This course introduces students to central issues in the study of human linguistic behaviour, including language development and language processing in children and adults, encompassing both monolingual and bilingual populations. Students will become familiar with advanced methodologies for studying language development and language use in various contexts, and will receive hands-on instruction on how these methodologies work. Instruction will build on evidence from recent research on specific languages of interest (English and Norwegian), as well as other evidence of relevance for the course.

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

## **Obligatory assignment**

1 oral presentation of a research paper (10 mins. each)

## **Pensum**

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

## **Instruction**

The course is offered through a combination of lectures, seminars and hands-on groups.