

ENGELSK

Pensumhefte høst 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 Autumn 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 on the English BA programme or the 5-year MA in English with Teacher Training (*5-årig lektorutdanning i engelsk*) are required to write a BA thesis during their studies. Students on the BA programme in English (disiplinbachelor) will write a BA thesis (15 sp) in their sixth semester (spring semester) in the course ENG2910. More information will be available in the pensumhefte for spring 2020.

Teacher training students will write a BA thesis (7.5 sp) in their third year (fifth or sixth semester). They will follow the teaching in one of ENG2153 (autumn) or ENG2303, ENG2123 or ENG2502 (spring), but take the exam identified by the course title ENG2900 *Bachelor's thesis in English for teacher training students*.

For more information on the BA thesis for teacher training students, you are invited to look at the course description for ENG2900 in this document. If you have any questions about the BA thesis and your programme of study, you can contact the relevant student advisor.

Study abroad

Students on both BA and MA programs may choose to spend part of their degree studying at a university in an English-speaking country. We encourage you to do so. As a student of

English, you possess language skills which open up a range of study options across the world to select among.

Why spend a semester (or two) studying abroad?

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

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

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

Norwegian Study Centre (NSC) in York

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

1st year students

We arrange each year for a group of first-year students to take a two-week study course at the NSC in York during the spring semester. During the study-tour, participants take classes related to literature, linguistics and culture, and may get an exemption from one or more of the obligatory assignments in the courses they are taking that term at NTNU (ENG1001 *Global English*, ENG1101 *English Linguistics*, ENG1303 *Literature: Prose Fiction*, ENG1404 *History and Nation*). Details on how to apply are announced at the start of the autumn semester.

BA in English

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

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

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

MA in English

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

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

- in the UK: King's College London and the University of York (via the Norwegian Study Centre)
- in the USA: San Diego State University
- in Australia: 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 2019 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)

- McKay, David. *American Politics and Society*, 9th ed. Hoboken, NJ: Wiley-Blackwell, 2018.
- A selection of articles and excerpts, which will be made available on *Blackboard* throughout the semester.

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, and essay writing. 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

Domhnall Mitchell (domhnall.mitchell@ntnu.no)

Lecturers

Domhnall Mitchell

Celina Stifjell

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)

Students will also gain knowledge of

- Essential poetic forms and modes
- The traditional dramatic forms of tragedy and comedy

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.

Required reading

Poems (in alphabetical order)

- Anon., 'Sir Patrick Spens'
- Elizabeth Bishop, 'The Armadillo'
- Gwendolyn Brooks, 'We Real Cool'
- Robert Browning, 'My Last Duchess'
- Samuel Taylor Coleridge, 'Frost at Midnight'
- Emily Dickinson, 'I heard a Fly Buzz'
- Carol Ann Duffy, 'Anne Hathaway'
- T. S. Eliot, 'Journey of the Magi'
- Geoffrey Hill, 'September Song'
- Ben Jonson, 'On My First Son', 'On My First Daughter'
- Audre Lorde, 'Echoes'
- Christopher Marlowe, 'The Passionate Shepherd to His Love'; Sir Walter Raleigh, 'The Nymph's Reply to the Shepherd'
- Lady Mary Wortley Montagu, 'The Lover: A Ballad'
- Sylvia Plath, 'Morning Song'
- Christina Rossetti, 'In an Artist's Studio'
- William Shakespeare, 'Shall I compare thee to a summer's day'
- Percy Bysshe Shelley, 'Ode to the West Wind'
- Stevie Smith, 'Thoughts about the Person from Porlock'

Most of these poems are 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 these poems but should be alert to the fact that there may be textual differences, and that the exam will be based on the Norton versions of the poems.

Drama

- William Shakespeare, *Othello* (Cambridge: Cambridge University Press, updated edition, 2003)
- William Shakespeare, *A Midsummer Night's Dream* (Cambridge: Cambridge University Press, updated edition, 2003)

Secondary reading

- 'A Glossary of Poetic Terms' in *The Norton Anthology of Poetry* (see above)
- Ruth Sherry, 'ENG1302: Studying Drama'*

* 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*.

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

7.5 sp

Course leader

Andrew Weir (andrew.weir@ntnu.no)

Teachers

Andrew Weir

Ingrid Bondevik

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*.

ENG2302 Litteratur og historie / Literature and History

7.5 sp

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

Course leader

Johanne Kristiansen (johanne.kristiansen@ntnu.no)

Outline

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

Obligatory assignment and exam

Written assignment of approximately 2000 words, may be divided over multiple tasks. If the obligatory assignment is approved, this course will be assessed via a 4-hour written exam.

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

Students need to buy the following books*:

- *The Cambridge Companion to British Literature of the French Revolution in the 1790s*, ed. by Pamela Clemit (Cambridge: Cambridge University Press, 2011) ISBN: 978-0-521-73162-1
- *The Impact of the French Revolution*, ed. by Iain Hampsher-Monk (Cambridge: Cambridge University Press, 2005) ISBN: 978-0-521-57911-7
- Mary Wollstonecraft, *Mary and The Wrongs of Woman*, ed. by Gary Kelly (New York: Oxford University Press, 2007) ISBN: 978-0-19-953890-4
- George Walker, *The Vagabond*, ed. by W. M. Verhoeven (Toronto: Broadview Press, 2004) ISBN: 978-1-55-111375-3

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

Primary texts:

- Richard Price, *A Discourse on the Love of our Country*, **Hampsher-Monk pp. 37-55**
- Edmund Burke, *Reflections on the Revolution in France*, **Hampsher-Monk pp. 57- 102**
- Tom Paine, *Rights of Man*, **Hampsher-Monk pp. 133-165**
- William Godwin, *Political Justice*, **Hampsher-Monk pp. 209-261**
- Mary Wollstonecraft, *The Wrongs of Woman*, **Kelly pp. 63-179**
- George Walker, *The Vagabond*, **Verhoeven pp. 49-246**

Secondary texts:

- H.T. Dickinson, 'The political context', **Cambridge Companion pp. 1-15**
- David Bromwich, 'Burke, Reflections on the Revolution in France', **Cambridge Companion pp. 16-30**
- Mark Philp, 'Paine, Rights of Man', **Cambridge Companion pp. 31-46**
- David Duff, 'Burke and Paine: contrasts', **Cambridge Companion pp. 47-70**
- Pamela Clemit, 'Godwin, Political Justice', **Cambridge Companion pp. 86-100**

- Jon Mee, 'Popular radical culture', **Cambridge Companion pp. 117-128**
- Kevin Gilmartin, 'Counter-revolutionary culture', **Cambridge Companion pp. 129-144**
- M.O. Grenby, 'Novels of opinion', **Cambridge Companion pp. 160-174**
- Gary Kelly, 'Introduction', **Kelly pp. ix-xli**
- W.M. Verhoeven, 'Introduction', **Verhoeven pp. 11-43**

A detailed course schedule will be made available on *Blackboard* at the start of the semester.

*All these texts are available at Akademika Dragvoll.

ENG2455 Historie og Politikk/ History and Politics

7.5 sp

Autumn 2019 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, articles, debates, memoirs and museum exhibitions, we will analyse the negotiations of the past in the present. Themes include slavery, indigenous history, monuments, university curricula, public history, history wars, 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.

The course will be run as flipped classroom with videos and exercises to be prepared at home. It will run as an intensive course for eight weeks including two reading weeks (ending about week 41).

Obligatory Assignment

Written assignments of approximately 2000 words in total. This will be divided over multiple tasks, including essays commenting on readings and on seminar discussions.

Assessment

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

Pensum (required reading)

- Astrid Erl, *Memory in Culture*
- Seminar reading consisting of primary source documents and secondary articles made available through *Blackboard*

A more detailed description of what to read and when will be announced along with the course schedule before the beginning of the semester. (A link will then be provided for students to sign up for seminar groups.)

ENG2900 Bacheloroppgave i engelsk for lektorstudenter/Bachelor's thesis in English for teacher training students

7.5 sp

Outline

Students follow the teaching in one of ENG2123, ENG2153, ENG2303, or ENG2502, but take the exam identified by the course title ENG2900 *Bachelor's thesis in English for teacher training students* 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.

In practice, as the bachelor's thesis must be written in or before the sixth semester, only ENG2153 *First and Second Language Acquisition* is available for this option in autumn (i.e. in the fifth semester of normal progression through the *lektor* programme).

The Bachelor's thesis for teacher training students 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 in the same subject, which is written over a more limited period of time.

For further information on the BA thesis option in a given course, you should consult the coordinators of the course you will write the thesis in at the start of the semester.

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 ENG2123, ENG2153, ENG2303, or ENG2502.

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 master's programme in Language Studies with Teacher Education (MLSPRÅK - study option English) in the autumn of 2013 or more recently, may write the Bachelor's thesis under the ENG2900 course code. Students on the BA programme in English (disiplinbachelor) write their bachelor's thesis under a separate code, ENG2910, in the spring semester.

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

7.5 sp

This semester's variant: **News and Fiction in the Age of Revolution**

Course leader

Johanne Kristiansen (johanne.kristiansen@ntnu.no)

Outline

The final decade of the eighteenth century witnessed world events that gave rise to radically new ideas concerning political government and civil rights. The driving force behind these new ideas was the outbreak of the French Revolution in the summer of 1789. Its ramifications extended far beyond the borders of France; indeed, political and intellectual historians have widely attributed the emergence of 'the modern political world' to this period.

This was also an age which saw significant changes in the ways in which people acquired their knowledge of the world. Astonished observers in England followed events in France closely, and they were able to do so in large part due to the emergence over the course of the eighteenth century of the daily printed newspaper. Inspired by the dramatic news from France, a new political focus manifested itself in the period's literature.

This course combines approaches from historical, media and literary studies in order to explore the complex relationship between news mediation and fiction. In what ways did the news from France inform contemporary prose fiction? Did literary conventions influence news writing? In this period of extreme political turmoil, how were the lines between fact and fiction, truth and falsehood, blurred? These are some of the questions we will address in this course.

Obligatory assignment and exam

The course requires an obligatory assignment of 3000 words to be approved for progression to the exam. As part of the research for the assignment, students will learn how to use digital newspaper archives available via the University Library.

The course will be assessed via a six-hour written exam.

Pensum

The following books must be purchased* (please make sure to buy only the specific editions listed):

Primary literature (fiction):

Charlotte Smith, *Desmond*, ed. by Antje Blank and Janet Todd (Toronto: Broadview Press, 2001)

Helen Maria Williams, *Letters written in France*, ed. by Neil Fraistat and Susan Lanser (Toronto: Broadview Press, 2001)

Henry James Pye, 'The Democrat', in *Anti-Jacobin Novels Part 1 volume 1*, ed. by W. M. Verhoeven (Routledge, 2005)

William Godwin, *Caleb Williams*, ed. by Pamela Clemit (Oxford: Oxford University Press, 2009)

Secondary literature:

Gregory Claeys, *The French Revolution Debate in Britain: The Origins of Modern Politics* (Basingstoke: Palgrave Macmillan, 2007)

A digital compendium with a few additional pensum texts will be made available on *Blackboard*, and students are also expected to read a selection of news reports from digitised historical newspapers as part of their research for the obligatory assignment.

A detailed course schedule will be posted on *Blackboard* at the start of the semester. Students are expected to check this site on a regular basis during term.

*All these texts are available at Akademika Dragvoll.

ENG3317 Special Subject: Modern English-Language Literature

7.5 sp

Autumn 2019 variant: **Adaptation and Shakespeare Today**

Course leader

Eli Løfaldli (eli.lofaldli@ntnu.no)

A striking proportion of works that we read and watch today are in fact adaptations, and knowledge of adaptation theory is necessary for understanding the nature of such material properly. This course offers an introduction to a broad range of theories of adaptation and has a particular focus on their practical application in literary and other analyses, and the insights gained through the course work will thus be applicable to studies of all kinds of adaptations. Knowledge of what has become a sub-field of adaptation studies, Shakespearean adaptation, will also be gained through close investigation of modern adaptations of *Hamlet*. Shakespeare's play has proven to be a strikingly popular object of artistic reworking across cultural and temporal divides, and the selected examples of *Hamlet* in modern adaptation that will be discussed encompass a wide range of genres and modes of adaptation that have been central in the period covered (1948 to the present).

Learning outcome

Candidates who have passed this course

- have knowledge of a specialised selection of English-language literature in the modern period.
- 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 utilising relevant theory and secondary literary sources.

Learning methods and activities

A mixture of lectures and discussion-based seminars and individual feedback. Students are required to use the course learning platform regularly. Regular attendance, preparation ahead of class and participation in seminar discussions are expected.

Compulsory assignments

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 2 tasks: a shorter written presentation of a selected theoretical/secondary literary text, to be made available to all students taking the course, and a longer essay to be submitted to the course leader.

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

William Shakespeare, *Hamlet*, ed. by Robert S. Miola, 2nd edn (New York/London: Norton, 2019)

Yvonne Griggs, *The Bloomsbury Introduction to Adaptation: Adapting the Canon in Film, TV, Novels and Popular Culture* (London: Bloomsbury, 2016)

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

Kenneth Branagh, *Hamlet* [1996] (DVD or equivalent) NB! Make sure you buy/stream the full-length version of this film (242 minutes).

Neil Babra, *Hamlet* (New York: Sterling, 2008)

Matt Haig, *The Dead Fathers Club* (Edinburgh: Canongate, 2018)

Tom Stoppard, *Rosencrantz and Guildenstern are Dead* (London: Faber & Faber, 2017)

John Updike, *Gertrude and Claudius* (London: Penguin, 2001)

In addition to the works listed, a small selection of additional *pensum* texts will be added during the course of the semester.

LITT3001 Forskningsmetoder i litteraturvitenskap / Research Methods in Literature Studies

7.5 sp

Course leader

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

Outline

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

Classes will be taught in 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 interdisciplinary analysis.

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; poststructuralism, postcolonial theory; gender, queer, critical race, and disability studies; environmental and 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, Trondheim Poetry Night, and scholars within and outside of NTNU (Libe Zarranz, Lindsay Ferrara, Alex Gil, Roopika Risam, Pablo DeSoto, and others). Therefore, your active participation in all course activities, research and workshop sessions, online debates, and seminars and screenings outside of Dragvoll is indispensable to the success of our course. At the end of the semester, and in addition to the goals listed on the web (becoming familiar with diverse theoretical approaches to literature, using them to develop critical readings of texts of your choice, and strengthening your writing skills for literary analysis overall), you are expected to recognize the importance of collaborative work and, last but not least, to explore the role of critical reflection in your own writing, reading, and research. Please, visit our *Blackboard* site for course updates in early August and note that you must attend the first lecture of the term (between August 20-30, the date will be posted on *Blackboard* in early August). Also, read short essays by Mary Louise Pratt (“Arts of the Contact Zone”), Roberto Alvaro Ríos (“[Translating Translation](#)”), and Alice Walker (“In Search of Our Mothers' Gardens,” available via *Blackboard* links) before our first class.

Obligatory assignment

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

Assessment

Home exam. Specific guidelines and a detailed exam-grading rubric will be available on *Blackboard* at least 1 month before the scheduled exam.

Keywords: Literature, Literacy, Narrative, Voice, Text, Form, Medium, Space, Audience, Authorship, Ways of Reading Archive, Body, Affect, Taste, Ethics, Politics, Pedagogy

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 and bring it to our very first class.)
2. *There There: A Novel* by Tommy Orange / ISBN-10: 0525520376 & *Fun home: A Family Tragicomic* by Allison Bechdel / ISBN-10: 0618871713

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](#)"; Jennifer Egan, "[Black Box](#)"
2. *Poems / songs / performances*: Kendrick Lamar, "[Good Kid](#)"; Adrienne Rich, "[Cartographies of Silence](#)"; Gertrude Stein, "[How She Bowed to Her Brother](#)" or "[Composition as Explanation](#)"; Ocean Vuong, "[The Gift](#)"; Carolyn Forché, "[The Colonel](#)"
3. *Essays*: Sarah Ahmed, "[Feminist Killjoys](#)"; Sheila A Brennan, "Public, First," in 2016 *Debates in the DH* (384-9); Kimberlé Crenshaw, "[Mapping the Margins](#)"; Paulo Freire, "The 'Banking' Concept of Education" (BB); Alex Gil, "[The \(Digital\) Library of Babel](#)"; Eric Hayot, *On Literary Worlds* (on reserve); Katherine Hayles, "How We Read," 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); Rob Nixon, "[Slow Violence](#)"; Mary Louise Pratt, "[Arts of the Contact Zone](#)"; Roberto Alvaro Ríos, "[Translating Translation](#)"; Roopika Risam, "Introduction" (*New Digital Worlds*, 3-22; BB); Ngũgĩ wa Thiong'o, "Globelectical Imagination," in *Globelectics* (44-62); Ann Stoler, "[Prologue in Two Parts](#)"; Anna Tsing et al., "Introduction" x2 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)

Videos, Films, Plays, Audio, & Online Resources

[PennSound](#) Archive; *Examined Life*; Anna Deavere Smith, [We Are What We Say](#); Donna Haraway: *Storytelling for the Earthly Survival*; [United in Anger](#); Ocean Vuong, [conversation](#) with Viet Thanh Nguyen; 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 \(13\)](#)";
- *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

Inghild Flaate Høyem (inghild.flaate@ntnu.no), German section

Outline

This course provides an introduction to central methodological issues within linguistic research. A primary goal is to give the students an understanding of the diversity of methods employed in linguistics. The course will discuss methodological approaches from a range of subdisciplines. 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

Giosuè Baggio (giosue.baggio@ntnu.no)

Outline

This course provides an introduction to key theoretical frameworks, and current and 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 participate in discussion groups (2 to 5 students each) in class: each group will discuss one paper assigned by the lecturer and available on the course website at the start of the semester.

Assessment

The course is assessed by a final written home exam (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

Foreleser

Rikke van Ommeren (rikke.van.ommeren@ntnu.no)

Om emnet (jf. emneplan)

Emnet behandler sosiolingvistisk teori og metode. «Sosiolingvistikk» forstås i denne sammenhengen som en vidtfaende og sammensatt fagtradisjon i så vel tematisk fokus som metodologisk innretning, med vesentlige forgreininger inn i fag som for eksempel (lingvistisk) antropologi, sosiologi, (sosial-)psykologi og diskursanalyse/samtaleforskning. En del av undervisninga vil være faghistorisk orientert, men hovedfokuset vil være nyere sosiolingvistiske retninger og tilnæringsmåter. Emnene vi vil gå inn på, inkluderer blant annet språkets sosiale symbolkraft, språkholdninger, språklige ideologier, koplinga mellom språk og identitet og forholdet mellom språk og makt.

Undervisninga vil bestå av en kombinasjon av forelesninger og mer seminarbasert undervisning med praktiske øvinger og samtaler om forhold som faglitteraturen og undervisninga aktualiserer. Enkelte uker vil studentene få mindre «forskningsoppdrag» som innebærer observasjon og/eller analyse av relevante tekster med blick for sosiolingvistisk relevante forhold.

Undervisninga vil foregå på norsk. Studenter som er tatt opp på et program som forutsetter bruk av engelsk i forbindelse med arbeidskrav, skal gjennomføre obligatoriske aktiviteter og eksamen på engelsk. Studenter som har opptak på nordisk, skal skrive eksamen på norsk (eller et annet skandinavisk språk), og de kan velge om de vil gjennomføre obligatoriske øvinger på engelsk eller et skandinavisk språk.

Obligatorisk aktivitet

Ei muntlig øving (parvis).

Vurdering

Hjemmeeksamen over 7 dager (2500–3000 ord)

Pensum

Et fullstendig pensumoversyn med leseplan for hver undervisningsøkt vil bli gjort tilgjengelig på *Blackboard* ved semesterstart. Noen leseanvisninger vil også bli delt der før sommerferien, for de som ønsker å foregripe lesinga i sommer.

SPRÅK3200 Semantikk og pragmatikk / Semantics and pragmatics

7.5 sp

Course leader

Giosuè Baggio (giosue.baggio@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

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.