

ENGELSK

Pensumhefte høst 2020

**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 2020 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 2021.

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 2020 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, presidential elections 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.

Information and updates about the course 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. Selected chapters to be announced on *Blackboard*.
- 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 / text types, and essay writing. 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 and jargon common to the field.
- 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 familiar with basic conventions of English academic essay writing.
- are able to express themselves in appropriate and correct oral and written English.

Learning methods and activities

Lectures, seminars and supervision. Lectures will be delivered online this semester. Students are expected to use *Blackboard* regularly.

Pensum (required reading)

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

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

7.5 sp

Course coordinator

Kristin Lorentse Weibye (kristin.weibye@ntnu.no)

Teachers

Domhnall Mitchell (domhnall.mitchell@ntnu.no)

Kristin Lorentse Weibye

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 lecture notes and seminars. Information and updates about the course will be posted on *Blackboard* and students are therefore expected to check this site on a regular basis. Please note that you are expected to read both of Shakespeare's plays in their entirety: watching them in performance first will enable you to do so more easily.

Required reading

Poems (in alphabetical order)

- Patience Agbabi, 'Two Loves I have'*
- 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'
- 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, ISBN: 9781107615595)
- William Shakespeare, *A Midsummer Night's Dream* (Cambridge: Cambridge University Press, ISBN: 9781107615458)

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 leader

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.

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

Ingrid Bondevik (ingrid.bondevik@ntnu.no)

Teachers

Ingrid Bondevik

Anna Giskes

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.

Required reading

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

ENG2302 Litteratur og historie / Literature and History

7.5 sp

Autumn 2020 variant: **Victorian Medievalisms**

Course leader

Yuri Cowan (yuri.cowan@ntnu.no, Dragvoll, bygg 5, room 5564)

Outline

In this class, we will examine the ways in which the Victorians' rapidly increasing knowledge of and interest in many aspects of the historical Middle Ages informed their views of art, religion, and society. We will watch the Victorians attempt to relive the glories of the English past (at Lord Eglinton's disastrous tournament in 1839) and – just as difficult – to bring medieval art to life in more modern forms (in, for example, the aesthetic and social projects of Morris and Ruskin). We will look at the nineteenth-century's picture of medieval life in the social criticism of, for instance, Thomas Carlyle (*Past and Present*) and in the historical novel (*Ivanhoe*). And, of course, we will bask in the twilight glow of the Gothic Revival and the Pre-Raphaelite Brotherhood, examining images not only of some of the more famous interpretations of Malory and Chaucer in Victorian gallery art and print culture but also of Victorian medievalist train stations, public buildings, and domestic interiors.

A major theme of this course will be the growth of a Victorian historiography of everyday life in art and literature, but there is naturally room for discussion and essays on various topics, including Victorian print culture and popular reading, translation practices, aestheticism, medievalist fantasy and the grotesque, primitive religion, and constructions of masculinity and femininity through nostalgia. There are plenty of other Victorian texts besides the ones on the pensum that will provide further avenues for you to explore this rich subject.

Many of the texts on this course are in verse and there are only two prose fiction works of any size; this makes the reading somewhat less lengthy than some other courses, but as poems do they may require greater concentration and more frequent re-reading to get the most out of them, so don't put off your encounters with these texts. **Please print the texts that are in the compendium**, go over the reading well in advance, and come prepared to discuss everything in class.

Meetings: To be confirmed; hopefully a mix of seminars and lectures.

Recommended Reading:

Michael Alexander, *Medievalism*. Yale U P, 2007. ISBN: 9780300227307.

Walter Pater, "Aesthetic Poetry" (1858, revised 1859), available at

http://www.laits.utexas.edu/farrell/documents/Pater_Aesthetic%20Poetry.pdf

Required pensum texts, available at Akademika (buy *only* these editions for this course):

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

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

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

The following required pensum texts will be available on Blackboard, likely as a pdf compendium:

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

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

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

William Morris: "Sir Galahad: A Christmas Mystery"; "The Haystack in the Floods"; "Concerning Geffray Teste Noir" (1858)

Elizabeth Barrett Browning, "The Romaunt of the Page" (1844)

Adelaide Anne Procter, "A Legend of Provence" (1862)

Christina Rossetti, "The Convent Threshold" (1862)

Augusta Webster, "Jeanne d'Arc" (1866)

William Morris, "Manifesto of the Society for the Protection of Ancient Buildings" (1877)
William Morris, *A Dream of John Ball* (1888)

ENG2455 Historie og Politikk/ History and Politics

7.5 sp

Autumn 2020 variant: **Memory Politics After Empire**

Course leader

Astrid Rasch (astrid.rasch@ntnu.no)

Outline

The ENG2455 course 'Memory Politics After Empire' introduces you to 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, news articles, debates, memoirs, school curricula, monuments and commemorations, we will analyse the negotiations of the past in the present. Over the course of the semester, we will study the history of decolonisation, memory studies and contestations, memory in education and history writing, apologies and reparations, memory in the public space and in popular culture. We will look at memory in Britain, Australia, the Caribbean and Southern Africa, thus introducing you to some parts of the wider English-speaking world.

The course will be run partially as flipped classroom with videos and exercises to be prepared at home. You will be required to work in seminar groups between classes.

Pensum (required reading)

- 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

Autumn 2020 variant: *The Merchant of Venice and its Afterlife*

Course leader

Paul Goring, paul.goring@ntnu.no

This course explores one of William Shakespeare's most controversial and problematic plays, *The Merchant of Venice* (1596-97?), together with a selection of artistic and critical responses that have followed in its wake. Themes and issues that the play brings up include: inter-ethnic conflict, religious conflict and anti-Semitism, human and legal bonds, the power and performance of the law, cross-dressing, homosociality, genre (can the play really be classed as a comedy?), loyalty and betrayal, daughter/father relationships, female oppression and agency, mercy and its refusal, and more. The course will consider these matters and will examine how a selection of creative artists and critics have treated them in their responses to this challenging play. (A filmed Globe Theatre production and a graphic version of the play are included on the pensum; these post-1900 works are included firstly as helpful inroads into the play, but study of these works in their own right will be encouraged).

Pensum

William Shakespeare, *The Merchant of Venice*, 3rd edition, ed. M. M. Mahood (Cambridge: Cambridge University Press, 2018)

(Note that all of this edition is pensum)

George Granville, Baron Lansdowne, *The Jew of Venice: A Comedy* (London: 1701)
(Available at the NTNU library on the database *Eighteenth-Century Collections Online*)

Charles Macklin, *Love à la Mode: A farce* (1759) (London: 1793)
(Available at the NTNU library on the database *Eighteenth-Century Collections Online*)

Maria Edgeworth, *Harrington* (1817), ed. Susan Manly (Broadview Press, 2004)

A selection of pictorial responses to/representations of the play and Shylock, available from the Folger Shakespeare Library: <https://luna.folger.edu/luna/servlet/FOLGERCM1~6~6>

Faye Yong, Manga Shakespeare: *The Merchant of Venice* (London: Selfmadehero, 2009)
(Limited availability! Note that many used copies are available on abebooks.com. Students who are not able to obtain this work should contact the course leader.)

Horacio Sierra (ed.), *New Readings of The Merchant of Venice* (Newcastle-upon-Tyne: Cambridge Scholars Press, 2013)
(This volume is available as an ebook in NTNU's library. Some parts will be for self-study; some parts will be addressed in the course's teaching.)

Globe Theatre production of *The Merchant of Venice* available for purchase online at:
<https://globeplayer.tv/videos/the-merchant-of-venice-english>

Note that the pensum includes just a small number of the numerous creative and critical responses to *The Merchant of Venice*. Students will have the opportunity to range beyond the pensum – and, if they wish, across the 'pre-1900' threshold – through independent research relating to course work.

ENG3317 Special Subject: Modern English-Language Literature

7.5 sp

Autumn 2020 variant: **The New Realism in Contemporary British Theatre**

Course leader

Dorothee Birke (dorothee.birke@ntnu.no)

Outline

One of the most interesting trends on the British stage in the last two decades has been the rise of the so-called verbatim play, a form where the script is based on real-life interviews with a wide range of people. Often, these plays have the ethical or political aim of giving voice to experiences and perspectives usually not represented in mainstream media. The use of documentary techniques can be regarded as an attempt of giving authentic insights into contemporary realities. At the same time, however, many of the plays reflect on the limits and pitfalls of such claims to authenticity.

In this seminar, we will read a range of plays that can be associated with the verbatim tradition, including Robin Soans' controversial *Talking to Terrorists*, Alecky Blythe's musical *London Road*, and Dennis Kelly's verbatim parody *Taking Care of Baby*. We are going to discuss the plays' documentary techniques and how they are used to represent contemporary issues. We will study theories of realism in order to get a more nuanced idea of how claims to accuracy, authenticity and ethical representation relate to each other, and what problems they raise. For practical reasons, we will focus mainly on the published scripts of the plays, but where possible we will also consider performance aspects.

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, discussion-based seminars, group activities and individual feedback. Students are required to sign up for an expert group and use the course platform regularly. Regular attendance (physically and/or virtually), preparation ahead of class and participation in seminar discussions are expected.

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

Alecky Blythe, *London Road* (London: Hern, 2011); ISBN: 987 1 84842 176 9

Dennis Kelly, *Taking Care of Baby* (London: Oberon, 2007); ISBN 978 1 84943 361 7

LUNG, *E15* (London: Oberon, 2016); ISBN 978 1 78319 828 3

Sh!t Theatre, *Letters to Windsor House* (London: Oberon, 2017); ISBN 978 1 78682 089 1

Robin Soans, *Talking to Terrorists* (London: Oberon, 2005); ISBN 978 1 84002 562 0

A digital compendium with the mandatory theory texts will be made available on *Blackboard*, and students are expected to research and read some material on the text they are focusing on in their expert group.

LITT3001 Forskningsmetoder i litteraturvitenskap / Research Methods in Literature Studies

7.5 sp

Course leader

Marius Warholm Haugen (marius.haugen@ntnu.no), French 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 thematic - 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.

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: The Toolbox for Literary Analysis

7.5 sp

Instructor

Hanna Musiol, Ph.D. (hanna.musiol@ntnu.no), English section

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 what literature is and why and how it matters in the world. At the same time, it complicates the questions about 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 several **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; post/structuralism, postcolonial theory; gender, queer, critical race, and disability studies; CMS, 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, Literature House Trondheim, and scholars within and outside of NTNU (Libe Zarranz, Lindsay Ferrara, 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 BB 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 BB links) before our first class. Note that depending on the COVID-19 situation, the course may run on campus, or in a hybrid or fully remote formats.

Starting keywords: Literature, Literacy, Form / Medium, Narrative, Voice, Authorship; Reading, Audience, Archive, Body /Affect, Ideology, 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 before August 20; bring it to our very first class.)

2. *Call Me Zebra*, Azareen Van der Vliet Oloomi ISBN-13/EAN: 9781328505866

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

1. *Short stories, poems / songs*: William Faulkner, "[A Rose for Emily](#)"; Jori Graham, "[Underneath \(13\)](#)"; Kendrick Lamar, "[Good Kid](#)"; Gertrude Stein, "[How She Bowed to Her Brother](#)" or "[Composition as Explanation](#)"; Natalie Diaz, "Abecedarian Requiring Further Examination of Anglikan Seraphym Subjugation of a Wild Indian Rezervation"; Ocean Vuong, "[The Gift](#)"
2. *Essays*: Sarah Ahmed, "[Feminist Killjoys](#)"; Pia Arke, "Models, Images" (10-13/ BB); An Interview With Rosi Braidotti with Bessie P. Dernikos, Nancy Lesko, Stephanie D. McCall, Alyssa D. Niccolini, "Passion, Pedagogy, and Pietas"; Sheila A Brennan, "Public, First," in 2016 *Debates in the DH* (384-9); Kimberlé Crenshaw, "[Mapping the Margins](#)"; Carol Gluck and Anna Lowenhaupt Tsing, *Words in Motion* (excerpts); "[Queer Studies, Materialism, and Crisis: A Roundtable Discussion](#)" Paolo Freire, "The 'Banking' Concept of Education" (BB); Eric Hayot, *On Literary Worlds* (on reserve); Stefano Harney and Fred Moten, *Undercommons* (25-30); N. Katherine Hayles and Jessie Pressman, "Introduction: Making, Critique," *Comparative Textual Media* (vii-xxxiii); 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](#)"; Jennifer C. Nash, *Black Feminism Reimagined* (111-131); Roopika Risam, "Introduction" (*New Digital Worlds*, 3-22; BB); Ngũgĩ wa Thiong'o, *Globalectics* (44-62); Ann Stoler, "[Prologue in Two Parts](#)"; Anna Tsing et al., 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: Storytelling for the Earthly Survival*; [United in Anger](#); Ocean Vuong, [conversation](#) with Viet Thanh Ngyuen; Saidiya Hartman, "[Working with Archives](#)"; Kathleen Fitzpatrick "[Generous Thinking](#)"

Other Recommended Resources

- *The Longman Pocket Writer's Companion* (3rd Edition) ISBN-10: 0205741797 [strongly recommended]
- Joshua Whitehead, *full-metal indigiqueer* ISBN: 9781772011876
- Matthew K. Gold & Lauren F. Klein (Eds.) *Debates in the Digital Humanities 2016 and 2019*
- [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

Nicole Busby (nicole.busby@ntnu.no), English 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 master's projects. The course covers topics such as inductive vs. deductive methods, qualitative vs. quantitative data, research ethics, and criticism of sources. Furthermore, the students will be introduced to a wide range of methodological approaches, including questionnaires, research interviews, corpus linguistics, eye-tracking, and various other experimental techniques.

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

Pensum texts (required reading)

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

SPRÅK3002 Språkvitenskapelige teorier / Theories in Linguistics

7.5 sp

Course leader

Dave Kush (dave.kush@ntnu.no)

Outline

This course provides an introduction to current and classic research questions in linguistics and the theoretical debates that frame those questions. 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, reading lists, and curricula will be made available at the beginning of the semester for each of the variants offered for different languages of study.

Pensum texts (required reading)

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

SPRÅK3100 Sociolingvistisk teori / Sociolinguistic Theory

7.5 sp

Course leader

Susanne Mohr

Course content

This course deals with sociolinguistic theory and methods, as well as their development over time. Taking basic questions such as “what is language for sociolinguists?” as a starting point, we will discuss different approaches to the field, for instance variationism or ethnography. More general theoretical debates will be illustrated by sociolinguistic case studies from different parts of the world. Issues relating to language and power will be a central focus of the course and will be discussed within a critical (sociolinguistic) framework. In this vein, the course will raise awareness of epistemological biases and engage students in reflection on the decolonization of knowledge production. Insight into theoretical and methodological aspects within sociolinguistics will enable students to pursue an academically well-grounded and up-to-date master's thesis project in this field.

Learning outcomes

Candidates who have passed this course

- have knowledge of the central questions in sociolinguistic theory
- have in-depth knowledge of selected theoretical issues in sociolinguistics, specifically referring to language and power
- have knowledge of (quantitative and qualitative) methods used in sociolinguistics
- are able to critically assess different (theoretical and methodological) approaches within sociolinguistics
- are able to give an informative and independent discussion of specific issues within a focus area of their own choosing
- are able to combine and process academic material and elaborate an academic presentation

Learning methods and activities

Lectures, seminars; on campus and online, depending on the situation concerning the pandemic. Students are required to use the course learning platform regularly.

Course materials

Curriculum/reading list will be available at the beginning of the semester.

SPRÅK3200 Semantikk og pragmatikk / Semantics and Pragmatics

7.5 sp

Course leader

Kaja Borthen (kaja.borthen@ntnu.no)

Outline

The topic of the course is *meaning* and *communication*, i.e. how meaning 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 *meaning* from the perspective of formal semantics and the notion *communication* from the perspective of cognitive pragmatics. The main part of the course introduces the key ideas about meaning and communication, and the concepts of semantics and pragmatics. We will examine notions such as:

Semantics

- Why study semantics as a formal system? (ch. 5 Partee et al. 1993)
- Statement logic (ch. 6 Partee et al. 1993)
- Sets, set theory and compositionality (ch. 1 Partee et al. 1993)
- Predicate logic (ch. 7 Partee et al. 1993)

Pragmatics

- The semantics-pragmatics distinction (ch. 1 Clark 2013)
- Gricean vs. relevance-theoretic pragmatics (ch. 2 Clark 2013)
- Explicatures and implicatures (ch. 3-7 Clark 2013)
- Figurative language: Metaphor and ad hoc concepts (ch. 8-9 Clark 2013)

Pensum (required reading)

We will use excerpts from the following textbooks throughout the course:

Partee, B. H., ter Meulen, A., and Wall, Robert E. 1993. *Mathematical methods in linguistics*, extracts from chs. 1, 5, 6, 7. [Links to the e-book will be made available on Blackboard]

Clark, Billy. 2013. *Relevance Theory*, chapters 1-9. [You can buy the book at Akademika]