

ENGELSK

Pensumhefte høst 2013

**Emner på
bachelor- og masternivå**

**NTNU
Institutt for språk og litteratur**

Introduction

This booklet contains short descriptions of the courses being offered by the English Section in the Fall 2013 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, etc. – will be available from the start of the semester through NTNU's online learning management platform *Its Learning*.

Note: The courses described in this booklet are not designed for distance learning. Some lecture material may be made available via *Its Learning* 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 *Its Learning*. 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.

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). This dictionary is recommended particularly since it is the only dictionary which is approved for use in examinations. See below.

Pronunciation Dictionary

We recommend:

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

Dictionaries of synonyms and idioms

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

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

USE OF DICTIONARIES IN EXAMS – IMPORTANT INFORMATION!!!

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

The following dictionary is the **only** dictionary approved for use in exams:
Collins Cobuild Advanced Dictionary

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

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

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

Bachelornivå

Basis

ENG1000 Innføring i sosiolingvistikk / Introduction to Sociolinguistics

7.5 sp

Course leader

Daniel Weston (daniel.weston@ntnu.no)

Outline

This course is an introduction to the major areas of Sociolinguistics, the study of language and society.

The course will examine the models we have for capturing language variation – in other words, how and why people in a given society speak differently. This will entail looking at concepts such as social class, social network and communities of practice. We will also look at the process of language change – when and why certain linguistic features spread throughout a population. In bilingual and multilingual societies, the focus will be on determining the distribution of languages: who uses what language with whom and when. Other issues to be addressed include: why people change the way they speak depending on who they are speaking to; how governments influence language use through legislation; and why language use is an important consideration in the criminal justice system.

Pensum

- Holmes, Janet. 2013. *An Introduction to Sociolinguistics* (4th edition). Harlow: Pearson.

Recommended Advanced Reading

- Gramley, Stephen. 2012. *The History of English: an Introduction*. Oxford: Routledge.

The final exam for this course will comprise two parts: Section A and Section B. Section A will test students' understanding of the course as a whole. The Core Reading *AND* lectures will form the basis for Section A; attendance at lectures is therefore strongly advised. In Section B, students will be required to write an essay based on in-depth knowledge of specific areas of the discipline. Further details will be given at the start of the course.

ENG1201 Språkferdighet / Proficiency

7.5 sp

Course coordinator

Ane Vikaune (ane.vikaune@ntnu.no)

Lecturers & seminar teachers

Chris Wilder (christopher.wilder@ntnu.no)

Ane Vikaune (ane.vikaune@ntnu.no)

Helene Hauge (helene.hauge@ntnu.no)

Plus other individuals to be named at the start of the semester

Outline

The main goal of the course is to increase students' awareness of the English language; this also includes students developing an awareness of their own level of proficiency.

The course gives an introduction to the basic structures of the English language where special attention will be given to aspects of English language and usage which pose a challenge to Norwegian students. Also, stylistic variation and the conventions of various text types are addressed. Central to the thematic structure of the course are the areas of basic grammatical terminology, vocabulary, differences and similarities between Norwegian and English, text analysis, and other text production.

Teaching is divided between lectures and seminars. The lectures address the central topics of the course, and in the seminars the use of English is emphasized through a variety of practical exercises.

Pensum

- Sidney Greenbaum and Gerald Nelson. *An introduction to English Grammar*. Pearson Longman, 2009
- ENG1201 Compendium
- In-class handouts

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

7.5 sp

Course coordinator

Domhnall Mitchell (domhnall.mitchell@ntnu.no)

Lecturer / group teachers

Domhnall Mitchell (domhnall.mitchell@ntnu.no)

Plus others to be announced.

Outline

This course is a genre-based introduction to poetry and drama in English. Presenting some of the best-known English-language poets and dramatists, the course explores a selection of poems and plays so as to illuminate the different forms and techniques found within these principal genre categories. The course also provides an introduction to specialist terminology used within literary criticism.

The course will give training in

- How to read poetry and drama
- How to negotiate particular manipulations of language used in poetic and dramatic expression
- Prosody (the study of poetic metre)
- How to analyse plays in terms of their dramatic and theatrical potential

Students will also gain knowledge of

- Essential poetic forms and modes
- The traditional dramatic forms of tragedy and comedy, as well as more recent political and post-dramatic theatre

Teaching is divided between lectures and seminars. In addition, students are offered supervision. One written assignment 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 assessment of assignments) will be posted on *Its Learning* and students are therefore expected to check this site on a regular basis.

Required reading

Poems

- Emily Dickinson, 'The Soul Selects'
- Anon., 'Sir Patrick Spens'
- T. S. Eliot, 'Journey of the Magi'
- Robert Browning, 'My Last Duchess'
- William Shakespeare, 'Shall I compare thee to a summer's day'
- Christina Rossetti, 'In an Artist's Studio'
- Carol Ann Duffy, 'Anne Hathaway'
- John Keats, 'Ode to a Nightingale'
- Percy Bysshe Shelley, 'Ode to the West Wind'
- 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’
- Ben Jonson, ‘On My First Son’, ‘On My First Daughter’
- Geoffrey Hill, ‘September Song’
- Dylan Thomas, ‘Do Not Go Gentle Into That Good Night’
- Sylvia Plath, ‘Lady Lazarus’
- Stevie Smith, ‘Thoughts about the Person from Porlock’

These poems are all found in *The Norton Anthology of Poetry*, ed. Margaret Ferguson, Mary Jo Salter and Jon Stallworthy, 5th ed. (New York and London: W. W. Norton, 2005). Students are at liberty to use other editions of 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)
- George Bernard Shaw, *Pygmalion* (London: Penguin Classics, 2004)
- Samuel Beckett, *Krapp’s Last Tape* (London: Faber and Faber, 2006)

Additional reading

- ‘Versification’ and ‘Poetic Syntax’ in *The Norton Anthology of Poetry* (see above)
- Paul Goring, Jeremy Hawthorn and Domhnall Mitchell, *Studying Literature: The Essential Companion*, Second edition (London: Bloomsbury Academic, 2010)*
- Ruth Sherry, ‘ENG1302: Studying Drama’**

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

** This text will be made available for downloading on *Its Learning*.

Bachelornivå

Fordypning

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

7.5 sp

Course leaders

Terje Lohndal (terje.lohndal@ntnu.no)

Chris Wilder (christopher.wilder@ntnu.no)

Outline

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

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

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

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

There are 4 obligatory exercises, and a 4-hour written exam.

Required readings

A compendium of texts (available from the Dragvoll bookshop)

ENG2302 Litteratur og historie / Literature and History

This semester's variant: **Literature in eighteenth-century Britain**

7.5 sp

Course leader

Paul Goring (paul.goring@hf.ntnu.no)

Outline

The eighteenth century was an era of significant political, social and cultural change for Britain. With a major expansion of the printing industry, it was also a vibrant and dynamic period of literary production. This course provides an introduction both to eighteenth-century British literature and to the society within which that literature was written and read.

A more general aim of the course is to open up an examination of the relationship between literature and its historical circumstances, and to stimulate reflection upon how we read literary works from earlier periods and upon the function of historicisation within literary interpretation.

The course is structured around major social and cultural issues of the time – for example, urban expansion, the emergence of Britain as a nation, and the effects of colonial growth. The works of literature under scrutiny have been selected for their capacity to illustrate such issues or for their aspirations to influence the ways in which Britain was developing.

In terms of genre, the course explores a wide variety of the literary forms and modes employed by eighteenth-century writers: prose fiction, drama, periodical essays, poetry, diaries and journals. Eighteenth-century authors were often highly innovative; at the same time, many writers imitated and adapted classical literary models. The interplay between the old and the new, with regard to literary form, will be a further area of investigation.

Pensum

The pensum consists of a fairly large number of short texts and extracts, so as to bring forth a range of different perspectives on social and cultural issues and to illustrate different literary and rhetorical techniques employed by writers at the time.

Long poems flourished in the period; the pensum includes several *longish* poems but none of the century's truly massive poetic productions: guidance regarding the reading of these works, which are sometimes seen to be daunting, will be available during the course.

With regard to novels, the pensum includes extracts rather than whole works. Students are encouraged to read the novels in their entirety, but it is not compulsory. A list of recommended, non-pensum eighteenth-century novels will be made available for students interested in wider reading of the fiction of the period.

As well as eighteenth-century works, the pensum includes a small number of recent introductory works addressing eighteenth-century society and literature. These provide a general context for reading works from the period. Criticism on individual literary works is not included on the pensum, but guidance on techniques for tracking down such criticism – using electronic search engines, bibliographies etc. – will be available during the course.

Students need to buy just two books:

1. ***The Norton Anthology of English Literature, Volume C: The Restoration and the Eighteenth Century*, 8th edition (New York and London: Norton, 2006)** [Note: This volume is extracted from Vol. 1 of the larger *Norton Anthology of English Literature* (8th edition) – if you already have this book, you do NOT need to buy *Volume C* in addition.]
2. **Paul Goring, *Eighteenth-Century Literature and Culture* (London: Continuum, 2008)** [Note: All royalties earned from sales of this volume connected to this course will be donated to charity.]

Other pensum texts will be made available as PDF files via *Its Learning*.

The pensum is as follows:

Primary texts

1. Jonathan Swift, 'A Description of a City Shower', Norton, pp. 2303-04
2. Richard Steele, 'The Spectator's Club', Norton, pp. 2470-73
3. Joseph Addison, 'The Aims of the *Spectator*', Norton, pp. 2473-75
4. Richard Steele, 'Inkle and Yariko', Norton, pp. 2476-78
5. Joseph Addison, 'The Royal Exchange', Norton, pp. 2478-81
6. Joseph Addison, 'The Pleasures of the Imagination', Norton, pp. 2488-90
7. Alexander Pope, extract from *The Rape of the Lock*, Canto 1, lines 121-44, Norton, pp. 2517-18
8. John Gay, *The Beggar's Opera*, Norton, pp. 2613-56
9. William Hogarth, *Marriage A-la-Mode*, Norton, pp. 2658-63
10. 'Debating Women: Arguments in Verse' (introduction, plus poems by Jonathan Swift, Lady Mary Wortley Montagu, Alexander Pope and Ann Finch), Norton, pp. 2589-604
11. Frances Burney, journal extracts and letters, Norton, pp. 2810-27
12. James Thomson, 'Ode: Rule Britannia', Norton, pp. 2840-41
13. Samuel Johnson, 'A Brief to Free a Slave', Norton, pp. 2849-50
14. Olaudah Equiano, extract from *The Interesting Narrative*, Norton, pp. 2850-59
15. Oliver Goldsmith, *The Deserted Village*, Norton, pp. 2877-86
16. Richard Steele, 'Twenty-four hours in London', PDF
17. Extract from Tobias Smollett, *Humphry Clinker*, PDF
18. Extract from Frances Burney, *Evelina*, PDF
19. Charles Macklin, *Love à la Mode*, PDF
20. Stephen Duck, *The Thresher's Labour*, PDF
21. Mary Collier, *The Woman's Labour*, PDF
22. James Boswell, journal extracts, PDF
23. Samuel Johnson, review of Jonas Hanway's *Essay on Tea*, PDF
24. Extracts from correspondence and fiction by Ignatius Sancho and Laurence Sterne, PDF

Secondary texts

25. Barbara M. Benedict, 'Readers, writers, reviewers, and the professionalization of literature' in *The Cambridge Companion to English Literature, 1740-1830*, ed. Thomas Keymer and John Mee (Cambridge: Cambridge University Press, 2004), pp. 3-23, PDF
26. Paul Goring, *Eighteenth-Century Literature and Culture* (London: Continuum, 2008)

27. David Hopkins, 'The Classical Inheritance' in *A Companion to Eighteenth-Century Poetry*, ed. Christine Gerrard (Oxford: Blackwell, 2006), pp. 458-72, **PDF**
28. Michael F. Suarez, 'The Business of Literature: The Book Trade in England from Milton to Blake' in *A Companion to Literature from Milton to Blake*, ed. David Womersley (Oxford: Blackwell, 2000), pp. 131-47, **PDF**
29. The passages in the **Norton** anthology on the following figures:
- i. William Hogarth (pp. 2656-57)
 - ii. Joseph Addison and Richard Steele (pp. 2468-70)
 - iii. Samuel Johnson (pp. 2664-66)
 - iv. Jonathan Swift (pp. 2301-03)
 - v. Frances Burney (pp. 2810-11)
 - vi. John Gay (pp. 2611-13)
 - vii. James Thomson (p. 2860)
 - viii. Oliver Goldsmith (p. 2877)
 - ix. James Boswell (pp. 2778-79)

A small number of further secondary pensum texts may be supplied during the course.

ENG2452 Storbritannia i Europa / Britain in Europe

7.5 sp

Course leader

Gary Love (gary.love@ntnu.no)

Outline

The course examines Britain's role in Europe from a cultural, historical, and political perspective. Britain's tempestuous relationship with its continental neighbours is fully explored in order to throw new light on some of the most important difficulties facing Britain in Europe today. Both Britain's 'world role' and the evolution of domestic affairs are fully considered so that students can identify the various constraints placed upon British governments when it comes to policymaking on Europe.

Pensum

- Crowson, N. J., *Britain and Europe: A Political History since 1918* (Oxon; Routledge, 2011).
- Reynolds, D., *Britannia Overruled: British Policy and World Power in the 20th Century* (Harlow; Longman second edition, 2000).
- A selection of primary source documents and secondary articles, which will be used for discussion in seminars. These are made available online through *Its Learning* during the semester.

Selected chapters from the books on the 'pensum' list will be announced along with the course schedule at the beginning of the semester.

Recommended additional readings

- Clarke, P., *Hope and Glory: Britain 1900-2000* (London; Penguin, 2004).

Clarke's book is not required reading but it offers one of the best scholarly overviews of British politics during the twentieth century. Students who struggle with the domestic politics aspects of the course are advised to consult it when needed.

ENG2501 Tverrdisiplinært emne / Interdisciplinary Course

This semesters variant: **Victorian Medievalisms**

7.5 sp

Course leader

Yuri Cowan (yuri.cowan@ntnu.no)

Outline

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

A major theme of this course will be the growth of a Victorian historiography of everyday life in art and literature, but there is naturally room for discussion and essays on various topics, including Victorian print culture and popular reading, translation practices, aestheticism, medievalist fantasy and the grotesque, primitive religion, and constructions of masculinity and femininity through nostalgia. There are plenty of texts not on the pensum that will provide further avenues for you to explore this rich subject.

Upon satisfactory completion of this course, students will have demonstrated the ability to:

- Make connections among the art, architecture, music, poetry, fiction, and social theories of the Victorian period, particularly as they relate to the Victorians' understanding of the Middle Ages.
- Engage actively with some of the secondary literature on the subject of Victorian medievalism, and comment on it with insight and clarity.
- Write a cogent, well-constructed, well-researched essay of 2500 words that grapples with a significant aspect of the course's subject matter.

Pensum

The following should be bought:

- 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 will be available online, all as pdfs on *Its Learning*:

- Robert Browning, "The Bishop Orders his Tomb in St. Praxed's Church" (1845); "Childe Roland to the Dark Tower Came" (1855); "My Last Duchess" (1842)
- Alfred Tennyson, "The Lady of Shalott" (1842)
- Samuel Carter Hall, introduction to *The Book of British Ballads* (1842)
- Jean Ingelow, "The High Tide on the Coast of Lincolnshire, 1571" (1863)

- William Morris: “Sir Galahad: A Christmas Mystery”; “The Haystack in the Floods”; “Concerning Geffray Teste Noir” (1858)
- John Ruskin, from “The Nature of Gothic” (1851-3) (from *The Stones of Venice*)
- Christina Rossetti, “The Convent Threshold” (1862)
- Ernest Dowson, “Nuns of the Perpetual Adoration” (1891)
- Walter Pater, “Denys L’Auxerrois” (1887)

Recommended Further Reading

Michael Alexander, *Medievalism* (2007);

Mark Girouard, *The Return to Camelot: Chivalry and the English Gentleman* (1981).

Masternivå

LITT3000 Litteraturteori og tekstforståelse / Advanced Course in Literary Theory and Interpretation

Engelsk fagspesifikk del / English-specific part

This semester's variant: **An Introduction to Book History**

7.5 sp

Note: This course complements the core course, LITT3000 (fellesdel), which is taught by staff in Comparative Literature.

Course leader:

Siv Gøril Brandtzæg (siv.brandtzæg@ntnu.no)

Outline

“Authors do not write books. Rather they write texts which become objects copied, handwritten, etched, printed, and today computerized.” Robert Darnton

This course on literature theory will focus on the history of the book. Book history is a broad, interdisciplinary field, and it is a developing discipline that is daring in its approach to the most significant paradigmatic shift in literary history since Gutenberg, namely the transformation of the book from a printed object into a digital non-object.

The course will consider the text as a material object, and we will look at pre-Gutenberg manuscripts, early modern printed texts and computerized digital texts such as the e-mail novel. We will learn how to read both old and new title pages and paratexts, and through several courses at the university library, students will be encouraged to work with texts on screen using the digital databases available at NTNU. Book history is also concerned with the *contextualization* of the book, the communicative process with which books are produced, published and read, and the *pensum* texts included in the course will reflect this: we will read articles which consider the changing role of the author, the publisher and the reader throughout the history of literature. The literary texts examined include poems, excerpts from an early modern drama and a modern novel.

Pensum

Most of the texts on this course are taken from *The Book History Reader*, ed. David Finkelstein and Alistair McCleery, Routledge, NY, 2002 (new ed. 2006) which will be available at Akademika bokhandel at the start of the semester. NB: It is important that students buy this new 2006 edition. There will also be some additional articles and texts available as PDFs via *Its Learning*. Students are encouraged to bring their own laptops to the lectures.

The *pensum* of theoretical texts is as follows, sorted in thematic blocks (* indicates PDF texts on *Its Learning*. All other texts are from *The Book History Reader*):

The history of book history: defining the field

- Darnton, Robert, ‘What is the History of Books?’, (pp. 9-26).
- Elizabeth Eisenstein, ‘Defining the Initial Shift: some features of print culture’, (pp. 232-254).
- Roger Chartier, ‘Labourers and Voyagers: from the Text to the Reader’, (pp. 87-98).

Practical course on terminology

- *Gerard Genette, *Paratexts: Thresholds of Interpretation*: ‘Introduction’ (pp. 1-15) and ‘The publisher’s peritext’ (pp. 16-36).

The changing role of the author and the publisher

- John Brewer, ‘Authors, publishers and the making of literary culture’, (pp. 318-326).
- Michel Foucault, ‘What is an Author?’, (pp. 281-291).

The history of reading and reading practices

- Wolfgang Iser, ‘Interaction between text and reader’, (pp. 391-396).
- Roger Chartier, ‘The Practical Impact of Writing’, (pp. 157-181).
- Pierre Bourdieu, ‘The Field of Cultural Production’, (pp. 99-120)
- * Extracts from Anglophone Litblogs found at Litblogs.com.

Towards the digital age

- Mark Poster, ‘The Digital Subject and Cultural Theory’, (pp. 486-493).
- Paul Duguid, ‘Material Matters: The Past and Futurology of the Book’, (pp. 494-508).
- *Extracts from Robert Darnton, *The Case for Books: Past, Present, and Future*, Public Affairs, 2009.

A number of further *pensum* texts – literary texts and, possibly, further theoretical texts – will be announced at the start of the course.

SPRÅK3000 Språkvitenskapens teorier og metoder/Theories and Methods in Linguistics

7.5 sp + 7.5 sp: the course as a whole (core component + subject specific component) counts 15 sp.

Course coordinator

Terje Lohndal (terje.lohndal@ntnu.no)

Core component:

The core component will contain lectures on theory of science (4 lectures by Terje Lohndal), on methodology (2 lectures by Terje Lohndal and Mila Vulchanova), on generative grammar (3 lectures by Tor Anders Åfarli) and on methods and theories in language development and psycholinguistic research (3 lectures by Mila Vulchanova).

The required readings will consist of articles that will be posted on *Its Learning*.

Subject specific component:

Course leader for English subject-based component

Mila Vulchanova (mila.vulchanova@ntnu.no)

The required readings will consist of articles that will be posted on *Its Learning*.

Further details to be announced.

ENG3314 Spesialiseringsemne i litteratur / Special Subject: Literature

This semester's variant: **Representations of Gender in Eighteenth-Century Literature**

15 sp

Course leader: Eli Løfaldli (eli.lofaldli@ntnu.no)

Outline

This course investigates the eighteenth-century construction of femininities and masculinities in relation to the literature of the age. Issues connected to gender permeate a wide range of literary and non-literary discourses in the period, and an aim of the course is to discuss not only how negotiations with notions of manhood and womanhood find expression in a great variety of eighteenth-century texts, but also how fiction directly or indirectly engages in specific debates and cultural concerns of its day. Issues to be addressed include: the development of the novel, the emergence of specifically homosexual identities, the role of women writers and dominant attitudes and expectations connected to heterosexuality. The complex interplay between literary and non-literary texts will also be addressed.

A further aim of the course is to provide knowledge of and training in New Historicist methodologies for analysing historical texts. By learning to read literary and non-literary primary texts against each other, students will become acquainted with research methods that can be transferred to studies of other areas of research, deployed in investigations into other historical periods and incorporated into teaching practices.

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

Primary texts

Eliza Haywood, *Fantomina* (will be made available at the start of term)

Charlotte Lennox, *The Female Quixote*, ed. by Margaret Dalziel (Oxford and New York: Oxford University Press, 2008)

Samuel Richardson, *Pamela*, ed. by Thomas Keymer and Alice Wakely (Oxford: Oxford University Press, 2008)

Henry Fielding, *Joseph Andrews with Shamela and Related Writings*, ed. by Homer Goldberg (New York and London: Norton, 1987)

Henry Mackenzie, *The Man of Feeling*, ed. by Brian Vickers (Oxford: Oxford University Press, 2009)

Secondary texts

Robert B. Shoemaker, *Gender in English Society 1650-1850: The Emergence of Separate Spheres?* (Harlow: Longman, 1998)

Ian McCormick (ed), *Secret Sexualities: A Sourcebook of 17th and 18th Century Writing* (London and New York: Routledge, 1997) NB! An electronic version of this book is available in the library.

Elaine M. McGirr, *Eighteenth-Century Characters: A Guide to the Literature of the Age* (Houndsmills: Palgrave Macmillan, 2007)

Liza Picard, *Dr. Johnson's London: Everyday Life in London 1740-1770* (London: Phoenix, 2000) NB! Other editions of this particular book are also acceptable.

In addition to the texts listed, a small body of further pensum texts will be made available during the semester.

ENG3510 Semantikk / Semantics

7.5 sp

Course leader

Chris Wilder (christopher.wilder@ntnu.no)

Outline

The topic of the course is meaning – how it is expressed by language and how it is communicated using language. ‘Meaning’ is a notoriously tricky concept, and views diverge as to what it is and how it is best analysed. At the same time, the study of meaning is important for understanding both language structure and language use – in everything from everyday spoken communication to political speeches to the most advanced literary texts.

We will approach the topic from the perspective of linguistic semantics and pragmatics. The main part of the course introduces some leading ideas about what meaning is, and concepts and methods of semantics and pragmatics. We will examine notions such as:

- denotation, sense, reference
- meaning and truth
- semantic relations (synonymy, entailment, etc)
- literal vs. non-literal meaning
- the role of inference in communication

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

- situation types and sentence participants
- presupposition and information structure (given/new information)
- conversational implicatures
- speech acts
- figurative use, metaphor etc.

The course is not a full introduction to semantic theories (which would require a lot of technical work with formal tools and concepts). We will concentrate on explanations of semantic / pragmatic phenomena that are formulated as far as possible in ‘plain English’.

Required reading

- John Saeed, *Semantics* [Third Edition], Wiley-Blackwell, 2009.