

ENGELSK

Pensumhefte høst 2012

**Emner på
bachelor- og masternivå**

**NTNU
Institutt for moderne fremmedspråk
Seksjon for engelsk**

Introduction

This booklet contains short descriptions of the courses being offered by the English Section in the Fall 2012 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 '*itslearning*.'

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

ENG1001 Global engelsk/ Global English

7.5 sp

Course leaders

Daniel Weston (daniel.weston@ntnu.no)

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

Outline

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

This course aims to trace the development of the English language from its earliest beginnings up until today, and to present issues to do with its current status and role. When and how did the English language emerge? When did it begin to make its way around the globe, and what were the factors that caused its spread? What consequences has this spread had for the development of different varieties of English on different continents? On what levels of language do these varieties differ, and what are the linguistic characteristics of some of the major varieties? These are the kinds of question that the course will attempt to sketch answers to.

Other issues that will be considered are:

- In view of the dominant role of English in countries such as Norway, ought English to be regarded as a second or a foreign language in such countries?
- Is it fair to accuse the English language of being a ‘linguistic tyrannosaurus rex’? Does English actually ‘take over’ linguistic territory within non-English speaking countries, and can it be said to be responsible for the continuing disappearance of smaller languages?
- Is it likely that the English language will continue to assert its global dominance, or are there other, alternative scenarios?

Pensum

- Svartvik, Jan and Geoffrey Leech. 2006. *English: One Tongue, many Voices*. Basingstoke, Hampshire: Palgrave Macmillan.
- *ENG1001 Global English*, a compendium of texts reproduced by Tapir Akademisk Forlag and available through the Tapir bookshop.

Recommended further reading

David Crystal; latest edition of *English as a Global Language*. Cambridge: Cambridge University Press.

You are also advised to explore the bibliography in the Svartvik and Leech book.

Since this course addresses a phenomenon which is still changing, you are encouraged to look for stories in the contemporary media concerning the spread of English, the threatened status of small languages, the role of English in Norway, and international language policy in general.

ENG1201 Språkferdighet / Proficiency

7.5 sp

Course coordinator

Anja Angelsen (anja.angelsen@ntnu.no)

Primary lecturers & seminar teachers

Anja Angelsen (anja.angelsen@ntnu.no)

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

Daniel Weston (daniel.weston@ntnu.no)

Terje Lohndal (terje.lohndal@ntnu.no)

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

Outline

The course gives an introduction to the main problem areas in formulating written English for students whose first language is Norwegian. Language proficiency is practiced through various types of written exercises, including translation from Norwegian to English and text analysis. The course focuses on central contrasts between Norwegian and English, for example, in relation to grammatical and pragmatic differences and equivalences. Written English conventions associated with a variety of applications are described.

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 also introduces central aspects of the writing process. In the course students are introduced to various English language conventions and to techniques for developing their own language abilities, and students will practice skills associated with structuring texts and with different text genres.

Teaching is divided between lectures and seminars. In addition, students are offered supervision. The lectures cover central contrasts between Norwegian and English, linguistic conventions in English, approaches to writing/process-oriented writing, etc. In the seminars, the use of English is emphasized through practical exercises such as translation from Norwegian to English, free writing, writing of a variety of text types, etc.

Pensum

- David Crystal. *Making Sense of Grammar*. Pearson Longman, 2004
- Gerald Graff and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. W. W. Norton & Company, 2010.
- ENG1201 Compendium
- In-class handouts

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

7.5 sp

Course coordinator

Katrine Antonsen (katrine.antonsen@ntnu.no)

Lecturers

Katrine Antonsen (katrine.antonsen@ntnu.no)

Paul Goring (paul.goring@ntnu.no)

Camilla Ulleland Hoel (camilla.hoel@ntnu.no)

Domhnall Mitchell (domhnall.mitchell@ntnu.no)

Outline

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

The course will give training in

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

Students will also gain knowledge of

- Essential poetic forms and modes
- The traditional dramatic forms of tragedy and comedy, as well as more recent 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 *itslearning* and students are therefore expected to check this site on a regular basis.

Required reading

Poems

- Anon., 'Sir Patrick Spens'
- William Blake, 'London'
- Robert Browning, 'My Last Duchess'
- Emily Dickinson, 'Because I could not stop for Death'
- T. S. Eliot, 'Journey of the Magi'
- Geoffrey Hill, 'September Song'
- Ben Jonson, 'On My First Son', 'On My First Daughter'
- John Keats, 'Ode on a Grecian Urn'
- Christopher Marlowe, 'The Passionate Shepherd to His Love'

- Lady Mary Wortley Montagu, ‘The Lover: A Ballad’
- Ezra Pound, ‘The Garden’
- Sir Walter Raleigh, ‘The Nymph’s Reply to the Shepherd’
- Christina Rossetti, ‘In an Artist’s Studio’
- William Shakespeare, ‘My mistress eyes are nothing like the sun’
- Percy Bysshe Shelley, ‘Ode to the West Wind’
- Dylan Thomas, ‘Do Not Go Gentle Into That Good Night’
- John Wilmot, Earl of Rochester, ‘The Imperfect Enjoyment’
- William Wordsworth, ‘Composed Upon Westminster Bridge, September 3, 1802’

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

- Caryl Churchill, *Cloud 9* (London: Nick Hern Books, 2010)
- Michael Frayn, *Copenhagen* (London: Methuen Drama, 2003)
- William Shakespeare, *Othello* (Cambridge: Cambridge University Press, updated edition, 2003)
- William Shakespeare, *A Midsummer Night’s Dream* (Cambridge: Cambridge University Press, updated edition, 2003)

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 *itslearning*.

Bachelornivå

Fordypning

ENG2155 Teoretiske tilnærminger til engelsk språk / Theoretical approaches to English language

7.5 sp

Course leader

Terje Lohndal (terje.lohndal@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 Noam 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 it will also consider some facts about Norwegian and 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 syntactic structure 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 Tapir bookshop).

ENG2302 Litteratur II: Litteratur og historie/Literature II: Literature and history

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

7.5 sp

Course leader

Rebecca Davies (rebecca.davies@ntnu.no)

Outline

The eighteenth century saw significant changes in Britain in terms of politics, science, society and culture. The literature of this period both reflected and contributed to these changes. There was a massive proliferation in print, due to advances in print technology, and literature became as much a commodity as an artistic representation. This course aims to present an overview of a prolific and vibrant period of literary history, through an examination of different genres. This course employs an historicist critical approach, which examines literary texts within the context of the culture which produced them, to explore the ways in which debates and concerns of society influenced British literature across many genres, from the developing British novel, to poetry, prose, periodicals and plays. The course is, therefore, structured around key cultural and literary debates of the period including gender, class, marriage and sex, the form of satire and Britain's colonial expansion. As we progress through the course, other common concerns of the period (such as science and enlightenment, moral anxieties, educative theories etc.) will also become apparent.

The pensum consists of a number of brief texts and extracts in order to provide as detailed and extensive an experience of eighteenth-century literature as possible. For this reason, the pensum does not include whole novels, only extracts from novels. Reading the complete texts will, of course, put you at an advantage in terms of your ability to find relevant examples to illustrate your discussions, and is therefore encouraged. However, it is not a requirement of the course to read more than the extracts provided. Some of the texts were written at the end of the Restoration period (end of the seventeenth century) and are included to demonstrate the changes in attitude and literature that took place in the eighteenth century.

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

- *The Norton Anthology of English Literature, Volume C: The Restoration and the Eighteenth Century*, 9th Edition (New York and London: Norton, 2012). [Note: This volume is extracted from Vol. 1 of the larger *Norton Anthology of English Literature* (9th Edition) – if you already have this book, you do NOT need to buy *Volume C* in addition.] **ISBN: 978 0 393 91251 7**

- Paul Goring, *Eighteenth-Century Literature and Culture* (London: Continuum, 2008)
ISBN: 978 0 826 48564 9

Primary pensum texts:

- 'Debating Women: Arguments in Verse' (introduction, plus poems by Jonathan Swift, Lady Mary Wortley Montagu, Alexander Pope and Anne Ingram), **Norton, pp. 2766-2783**
- Frances Burney, journal extracts and letters. **Norton, pp. 2992-3010**
- Eliza Haywood, *Fantomina; or, Love in a Maze*. **Norton, pp. 2740-2759**
- William Hogarth, *Marriage A-la-Mode*. **Norton, pp. 2835-2841**
- William Congreve, extract from *The Way of the World*, Act 4. **Norton, pp. 2398-2401.**

- Alexander Pope, extract from *The Rape of the Lock* Canto I, lines 121-44. **Norton, p. 2690.**
- Richard Steele, 'Inkle and Yariko', **Norton, pp. 2647-2649.**

- Samuel Johnson, 'A Brief to Free a Slave'. Norton, p. 3032.
- Olaudah Equiano, extract from *The Interesting Narrative*. Norton, pp. 3033-3044
- Aphra Behn, extracts from *Oroonoko; or, The Royal Slave* Norton, pp. 2317-2318 & 2354-2355.
- Daniel Defoe, extract from *Robinson Crusoe*. PDF
- Jonathan Swift, extract from *Gulliver's Travels*, chapters 5 & 6. Norton, pp. 2601-2609.
- Jonathan Swift, extract from *A Modest Proposal*. PDF.
- Alexander Pope, *Epistle to Dr Arbuthnot*, Norton, pp. 2721- 2732
- John Dryden, extract from *Absalom and Achitophel: A Poem*, lines 1-200. Norton, pp. 2212-2218
- Steven Duck, *The Thresher's Labour*. PDF
- Mary Collier, *The Woman's Labour*. PDF (n.b. only extracts are provided in the Norton, we'll be looking at the whole poem.)
- Samuel Richardson, extract from *Pamela*. PDF.
- Henry Fielding, Extract from *Shamela*. PDF.
- Laurence Sterne, Extract from *A Sentimental Journey*. Norton, pp. 2450-2453.
- John Gay, *The Beggars Opera*. Norton, pp. 2787-2833.
- Thomas Gray, *Elegy Written in a Country Churchyard*. Norton, pp. 3051-3054.
- Oliver Goldsmith, *The Deserted Village*. Norton, pp. 3062-3071.
- Joseph Addison, 'The Aims of the *Spectator*' Norton, pp. 2644-2649.

The pensum texts provided in PDF will be on the course *itslearning* site.

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

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).
- Online articles made available through *itslearning* throughout the semester.

Selected chapters from 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.

ENG250 Tverrdisiplinært emne / Interdisciplinary course

This semester's variant: **Victorian Medievalisms**

7.5 sp

Course leader

Yuri Cowan

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 *Romola*). 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.

Pensum

- Thomas Carlyle, *Past and Present*. New York U P, ed. Altick. ISBN: 9780814705629.
- Alfred Tennyson, *Idylls of the King*. Penguin. ISBN: 9780140422535.
- George Eliot, *Romola*. Penguin Classics. ISBN: 9780140434705.

The following texts will be provided online or as a compendium.

- John Ruskin, from "The Nature of Gothic" (1851-3)
- Robert Browning, "The Bishop Orders his Tomb in St. Praxed's Church" (1845); "Childe Roland to the Dark Tower Came" (1855)
- Christina Rossetti, "The Convent Threshold" (1862)
- Lionel Johnson, "The Age of a Dream" (1890)
- Ernest Dowson, "Nuns of the Perpetual Adoration" (1891)
- Algernon Charles Swinburne, "Laus Veneris" (1866)
- Walter Pater, "Denys L'Auxerrois" (1887)
- Samuel Carter Hall, introduction to *The Book of British Ballads* (1842)
- Walter Scott, "Lochinvar" from *Marmion* (1808)
- William Morris: "Welland River;" "Sir Galahad;" "The Haystack in the Floods" (1858)
- Jean Ingelow, "The High Tide on the Coast of Lincolnshire, 1571" (1863)
- Rudyard Kipling, "Dayspring Mishandled" (1928)

Masternivå

ENG3314 Spesialiseringsemne i litteratur /Special Subject: Literature

This semester's variant: "Native Americans in Literature/ Native American Literatures"
15 sp

Course leader

Domhnall Mitchell (domhnall.mitchell@ntnu.no)

Outline

The course aims to provide students with a very brief introduction to Native American histories, especially after European contact, and to some elements of pre-contact Native American cultures, before focusing in the main part on (i) images of the Native American in the canonical 19th century literature of the United States and (ii) 20th century developments in Native American literatures written in the English language. Teaching will be through a combination of lecture and group discussion, for four hours most weeks, and individual supervision will also be offered in connection with the two short assignments that are an obligatory requirement of the course: Please note that active participation in group discussion will depend on regular attendance and preparation.

Pensum

- Native American Creation Myths (selections).*
- Rowlandson, Mary. "A Narrative of the Captivity and Restoration of Mary Rowlandson" (1682)*
- Child, Lydia Maria. *Hobomok* (1824)
- Cooper, James Fenimore. *The Last of the Mohicans* (1826)
- Sedgwick, Catherine Maria. *Hope Leslie* (1827)
- Melville, Herman. "The Indian-Hating Chapters", from *The Confidence Man* (1857)*
- Whitman, Walt. "The Sleepers" and "Yonnonidio."
- Freneau, Philip. "The Indian Convert;"* "The Indian Student;"* "The Indian Burying Ground."*
- Welch, James. "Surviving;"* "Christmas Comes to Moccasin Flat."*
- Ray Young Bear. "Four Songs of Life;"* "Morning-Talking Mother;"* "Through Lifetime."*
- Momaday, N. Scott. *The Way to Rainy Mountain* (1969)
- Silko, Leslie Marmon. *Ceremony* (1977)
- Erdrich, Louise. *Love Medicine* (1984: expanded version, 1993).

Texts marked with an asterisk (*) are included in a Compendium, available at the start of the semester. The Whitman poems are out of copyright and can be found on the Internet, but photocopies will be provided. Students are recommended to begin reading some of the longer works, for instance *Hobomok* and *Hope Leslie*, before the semester begins.

ENG3510 Semantikk/ Semantics

7.5 sp

Course leader

Torggrim Solstad (torgrim.solstad@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. Instead, we will concentrate on explanations of semantic/pragmatic phenomena that are formulated as far as possible in ‘plain English’.

Pensum

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

LITT3000 Litteraturteori og tekstforståelse: Advanced Course in Literary Theory and Interpretation, English Section Element

15 sp

Course leader for English Section/fagspesifikk portion:

Rebecca Davies (rebecca.davies@ntnu.no)

Outline

The term 'Literary Theory' is very broad and encompasses a vast number of philosophers, thinkers and topics. It is impossible to cover all theory on a single course, and we will not attempt to do this. The aim of this course is to introduce you to, and make you familiar with, the types of ideas and methodologies that you might encounter and employ yourselves in the process of literary analysis. You will be aware of many of these approaches, but may not know which theorists created certain terms, or inscribed certain theoretical methods. The way the course is structured should also help you see the inter-connections between various theoretical schools. We will achieve this through examining specific theoretical essays in the English Literature seminars. It is important to remember that most of these theory essays are translated into English from other languages. We will then employ what we have learnt, and understood, regarding the specific theoretical approaches to analyse works of English literature that will be provided in PDF or through online links. The English element of this course complements, but is separate to, the core element of the course. It is intended to demonstrate how the theories covered both in the core lectures and the English-specific seminars can be employed in the analysis of English Literature.

The pensum is divided into two basic elements; firstly the Literary Theory anthology and an introductory guide to theory, and secondly the English literary texts that we will be exploring through the lens of Literary Theory. The latter will be a number of short stories, poems, extracts from novels etc. that we will examine in detail in the seminars and that will be provided in PDF and through online links. The text *Beginning Theory* is not a primary text, but rather a helpful introductory guide that explains theory in a very accessible way. It is recommended you read the relevant sections in this text before you read the theory essays, and do not be discouraged if you do not immediately understand the theory essays.

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

- Julie Rivkin and Michael Ryan, *Literary Theory: An Anthology* (Oxford: Blackwell Publishing, 2004) 2nd Edition. **ISBN: 978-1-4051-0695-5**
- Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory* (Manchester University Press: Manchester, 2009) 3rd Edition. **ISBN: 978-0-7190-7927-6**
- Samuel Taylor Coleridge, *The Rime of the Ancient Mariner* (Boston & New York: Bedford/St. Martin's, 1999) **ISBN-10: 0-312-11223-8**

Theory essays:

- Roman Jakobson, "Two Aspects of Language", Rivkin and Ryan, pp. 76-80
- Cleanth Brooks, "The Formalist Critics", R & R, pp. 22-7
- Michel Foucault, "The Order of Discourse" (PDF)
- Roland Barthes, "Mythologies", R & R, pp. 81-9
- Vladimir Propp, "Morphology of the Folk Tale", R & R, pp.72
- Stephen Greenblatt, "Shakespeare and the Exorcists", R & R, pp. 592-620
- Louis Althusser, "Ideology and Ideological State Apparatuses", R & R, pp. 693-702
- Sigmund Freud, "Interpretations of Dreams", R & R, pp. 397-414
- Hélène Cixous, *Sorties* (PDF)
- Ania Loomba, "Situating Colonial and Postcolonial Studies", R & R, pp. 1100-1111
- Roland Barthes, "Death of the Author" (PDF)

- Jacques Derrida, “Of Grammatology: The Signifier and Truth”, R & R, pp. 306- 313
- Michel Foucault, “The History of Sexuality”, R & R, pp. 892-899

English literary texts, provided in PDF/ through links on the course *itslearning* site:

- Alexander Pope, “The Cave of Spleen”, extract from *The Rape of the Lock*
- William Shakespeare, *Sonnet 116*
- T. S. Eliot, extract from *The Sacred Wood*
- Toni Morrison, extract from *Beloved*
- Ernest Hemmingway, “The Cat in the Rain”
- Mark Twain, extract from *Huckleberry Finn*
- Christina Rossetti, “In an Artist’s Studio”
- Edgar Allan Poe, “The Black Cat”
- Carole Maso, extract from *Ava*
- Richard Steele, “Inkle and Yarico”
- Katherine Mansfield, “New Dresses”
- Gertrude Stein, “Objects” from *Tender Buttons*
- E. M. Forster, extract from *Maurice*

SPRÅK3000 Språkvitenskapens teorier og metoder /Theories and Methods in Linguistics

The *emne* as a whole (local variant + *fellesdel*) counts 15 sp.

Fellesdel:

Details to be announced.

Fagspesifikk del:

Course leader for English subject-based component

Mila Vulchanova (mila.vulchanova@ntnu.no)

Details to be announced.