

COURSES OFFERED IN THE SPRING SEMESTER, 2012

PLEASE NOTE FINALIZED OUTLINES, READING LISTS, ETC FOR EACH COURSE WILL BE AVAILABLE IN "EMNEBESKRIVELSER" LATER IN THE FALL. DESCRIPTIONS OF 100 LEVEL COURSES ARE ALREADY IN "EMNEBESKRIVELSE"

LINGUISTICS 200 level

ENG211 Engelsk språk/ENG251 Bacheloroppgave i engelsk språk

This course has two components: (A) Modern linguistics and (B) History of English. Component A will be taught by Kevin McCafferty and Component B by Kari Haugland.

Students are expected to participate actively in the seminars.

A. Modern English Linguistics

"Using Corpora to study Modern and Present-Day English"

Textbooks (provisional):

Hans Lindquist, *Corpus linguistics and the description of English*. Edinburgh: Edinburgh University Press, 2009.

Laurie Bauer, *Watching English change*, Pearson Education, London, 1994.

We will also use a selection of research articles - list available by beginning of spring semester.

B. History of English

This component offers an introduction to the history and development of English from its roots in Indo-European and Germanic until today. It will cover central aspects of changes in structure, morphology, pronunciation, vocabulary and spelling. Course topics include languages in Britain before English, the ancestry of English, foreign influences on the vocabulary of English and the main characteristics of Old English, Middle English (Chaucerian English) and early modern English (Shakespearean English), as illustrated in selected texts from the various periods.

Teaching

The History of the language will be taught as an intensive course with twice-weekly seminars for six weeks from the start of term. It will be taught variously as lectures and as a seminar with active student participation.

The first sessions will be devoted to situating English as an Indo-European language and giving an overview of the various sources of foreign influence on English (Celtic, Latin, Scandinavian, French) and the external events to which this influence is due. The teaching here will primarily be in the form of lectures.

Next we turn to the characteristics of three of the main periods of the history of English, Old English, Middle English and Early Modern English. The language of these periods will primarily be studied by examining extracts from primary texts.

These extracts are relatively brief (1–2 pp each), but will be examined in some detail. This part will be taught primarily as seminars with active student participation and it is essential that students prepare in advance by studying the texts, using the glossaries provided and modern English translations. There will be a certain emphasis on Old English, since this is the stage of the language that is least familiar to the modern speaker and therefore tends to pose a greater challenge than, say, the language of Shakespeare and his contemporaries (Early Modern English).

The topics in historical phonology in Rydland 1999 (cf. below) will initially be covered in the form of lectures, but will subsequently be returned to throughout the seminars devoted to discussion of primary texts. The study of these topics relies heavily on familiarity with basic phonetic and phonological principles. Solid knowledge of these principles as covered in ENG101 or equivalent is therefore a necessary prerequisite for taking the course. Students are likewise expected to have a good grounding in the fundamentals of English grammar as covered by ENG101 and ENG106 or equivalent courses.

A week-by-week-schedule with overview of the various topics and the relevant reading will be available by the beginning of term.

Obligatory reading

Barber, Charles; Joan C. Beal & Philip A. Shaw. 2009. *The English language: a historical introduction*. Second edition. Cambridge: Cambridge University Press.

Ch. 2 (main ideas); Ch. 3: pp 58–76 (main ideas); Ch. 4: pp 85–96, 100–102; Ch. 5: pp 105–29; Ch. 6; Ch. 7: pp 161–81; Ch. 8: pp 185–201; Ch. 9: pp 211–221.

Rydland, Kurt. 1999. *Aspects of the history of English pronunciation*.*

Rydland, Kurt. 2003. *Early English texts* (extracts).*

The textbooks will be supplemented with material distributed in class.

Recommended supplementary literature

There is a great variety of introductory text books concerned with the history of English. Some of the standard works include:

Baugh, Albert C. & Thomas Cable. 2002. *A history of the English language*. Fifth edition. London: Routledge

Pyles, Thomas & John Algeo. 2010. *The origins and development of the English language*. 6th ed. Boston

* Available at *Studia*, 'kompendieutsalget'.

LITERATURE 200 level

ENG212/252, Randi Koppen

BRITISH LIT/"A Shrinking Island": British Literature and Culture in the 1930s"

This course will explore a selection of literary and cultural texts written in Britain during the 1930s, with particular focus on how these texts address questions of national identity and international relations at a time of political tension and growing international unrest. Texts for study include Winifred Holtby, /South Riding/; Christopher Isherwood, /Goodbye to Berlin/; George Orwell, /Coming Up for Air/; E.M. Forster's /Abinger Harvest/ and /England's Pleasant Land/ (selections); and Virginia Woolf, /Three Guineas/ and /Between the Acts/.

ENG212/252, AMERICAN LIT/ VARIANT A, Nathaniel Wallace **"American Texts, Classic Contexts"**

This course proceeds from the observation that, throughout the history of American literature, notable American authors have studied ancient languages and literatures and, as a result, have produced literary texts informed by significant contact with classical antecedents. A national literature in love with newness and individualism has, at the same time, often had recourse to grounding itself in the relative solidity of historically distant predecessors (and geographically remote as well). Along with relevant theoretical questions, this course takes up works by, among others, the following authors who drew creative strength from a range of classical traditions: Jonathan Edwards (Hebrew), Thoreau (Greco-Roman), Cather (Roman), Pound (Chinese), and Neil Gaimann (Old Norse).

ENG212/252, AMERICAN LIT/ VARIANT B, Lene M Johannessen **"Itineraries in American Literature"**

This course is a shorter version of **ENG306**. See below for description.

ENG212/252, Zeljka Svrljuga, "Theory Component"

The theory course runs parallel to the other courses, and is obligatory. Required reading is a selection of essays in Andrew Bennett & Nicholas Royle, *An Introduction to Literature, Criticism and Theory*, fourth edition.

LINGUISTICS 300 LEVEL

ENG 305, Kevin McCafferty, "Researching Irish English"

Irish English is virtually unique among the 'inner circle' of native-speaker varieties of English in that this overseas colonial variety did not arise via straightforward settlement by English-speakers in a new territory, as in North America, Australia and New Zealand, but is largely the result of language shift by the indigenous population to a variety that itself evolved as a colonial koiné in two regions of the island: a southeastern region centred on Dublin, and a northeastern one with Belfast at its hub. As a result of this ecology, Irish English is characterised by the outcomes of dialect contact and language contact, as well as local/regional innovations.

This course begins with a survey of Irish English, then shifts to a project orientation. The main aim is to go through all the stages in the production of an original research paper in preparation for the master's thesis, starting with data collection/extraction, and finishing with a written-up analysis; this analysis and reports from the various stages along the way will be submitted as a portfolio for the examination. Students will:

- identify a research question early in the semester
- survey previous research, position their own project in relation to this research question, and propose hypotheses to be tested
- collect data that enables them to address the question and hypotheses
- describe the data
- process and analyse the data
- interpret their findings, and
- write up report on the work done for evaluation.

Main textbooks (*select max. 2)

*Amador Moreno, Carolina P. 2010. *An introduction to Irish English*. London: Equinox.

*Corrigan, Karen P. 2010. *Irish English, volume 1 – Northern Ireland*. Edinburgh: Edinburgh University Press.

*Filppula, Markku 1999. *The grammar of Irish English. Language in Hibernian style*. London: Routledge.

*Kallen, Jeffrey L. forthcoming. *Irish English, vol. 2 – The Republic of Ireland*. Edinburgh: Edinburgh University Press. (due Jan. 2012*)

*Hickey, Raymond 2007. *Irish English. History and present-day forms*. Cambridge: Cambridge University Press.

A selection of **articles** will also be required reading.

LITERATURE 300 LEVEL

ENG306, Lene M Johannessen, "Itineraries in American Literature"

The space of American literature is crisscrossed by innumerable perspectives and histories, borders and memories. Some of the nodes of identification we typically employ to create some order in this space pertain to history, geography, ideology, culturology, genre, to mention some. But what if we instead think in terms of itineraries, journeys, and traversals with "stops" along the way at points of interest, and with expected times of departures and arrivals? The itinerary denotes route, record, prescription, and projection all at once, and the interrelationship and distinctions between these attributes may prove fruitful grids for comparative, literary analyses.

Among the primary works we read for this course are Mary Rowlandson's *Captivity Narrative*, Herman Melville's "Benito Cereno", William Faulkner's *Absalom, Absalom!* John Steinbeck's *The Grapes of Wrath*, Jack Kerouac's *On the Road*, and Elena Maria Viramontes's *Under the Feet of Jesus*, to mention some.

ENG 310, Stuart Sillars, "Literature and History"

This course examines one of the central relationships in the production, study and popular engagement with all kinds of texts. The historical novel is a genre read at all levels; narrative history is a form widely pursued by academics and readers; and the question of the so-called historical context of writings of all kinds is a constant subject of debate.

In addressing key texts and theoretical positions, the course will explore the subject at three levels: literary texts that take historical events as their basis; the literary identities of narrative history; and the conceptual address to texts of earlier periods which seeks to relate them to the events within which they were produced.

Among the texts discussed will be the following:

Shakespeare: *Richard III*

Milton: *Paradise Lost* Book IX

Walter Scott: *Ivanhoe*

William Golding: *The Spire*

Penelope Fitzgerald: *The Gate of Angels*

Georgy Lukacs: *The Historical Novel*

Texts have been ordered and will shortly be available at Studia: please make sure that you use the prescribed editions.

Additional texts will be added on Mi Side, and will include passages from Haydn White's *Metahistory*, the introduction to Kiernan Ryan's *New Historicism and Cultural Materialism*, some eighteenth and nineteenth century historians, and shorter poems and other writings which address historical events for comparison with the novels and poems studied.

Assessment will take the form of a term paper on a subject agreed after discussion, with tutorial meetings to maintain progress.

Please get in touch for further information, or if you have any questions about the course.