

Major goals of the course and why it should be done independently:

- Main goal: a historical cross-comparison of Norwegian dialectal features found in the Midwest and Norway, primarily during the 19th century, and a sociolinguistic analysis of the external forces upon these dialects and their effect on identity and culture within these groups
 - Evaluating how historical analysis of Norwegian dialects in the U.S. and Norway can inform us about modern Norwegian dialects and language discrimination within Norway
- St. Olaf offers sources in special collections and through the NAHA archives that I plan to use, sources that one must devote a lot of time to investigating and that are rather exclusive in nature, this would make it difficult to work with others.
- No course exists examining American Norwegian, or Norwegian dialects in general.

Previous preparation for this course (list specific courses taken):

- Linguistics courses
 - Second Language Acquisition (EDUC 250)
 - Roles of Language in Equity & Diversity (LNGST 245)
 - English Language and Linguistics (LNGST 250)
 - Germanic Multiethnolects (LNGST 301)
 - Intro to Germanic Linguistics (260)
 - Res: Norwegian Multi Ethnolect (NORW 396)
- Norwegian courses
 - Advanced Conversation & Composition (NORW 253)
 - Norwegian Literature: An Overview (NORW 371)
 - Sami: Traditions in Transition (NORW 244)

Core resources/bibliography:

Almberg, Jørn, and Kristian Skarbø. "Nordavinden Og Sola." *Nordavinden og sola: Opptak og transkripsjoner av norske dialekter*, <https://www.hf.ntnu.no/nos/>.

Gooskens, Charlotte. "How Well Can Norwegians Identify Their Dialects?" *Nordic Journal of Linguistics*, vol. 28, no. 1, Cambridge University Press, 2005, pp. 37–60, <https://doi.org/10.1017/S0332586505001319>.

Haugen, Einar. "A Language Survey That Failed: Seip and Selmer." *American Speech*, vol. 67, no. 3, University of Alabama Press, 1992, pp. 330–36, <https://doi.org/10.2307/455572>.

Haugen, Einar. *Norsk i Amerika*. 2. utgave., Cappelen, 1975.

Haugen, Einar. *The Norwegian Language in America: a Study in Bilingual Behavior*. University of Pennsylvania Press, 1953.

Jahr, Ernst Håkon. *Language Planning as a Sociolinguistic Experiment: the Case of Modern Norwegian*. Edinburgh University Press, 2014.

Johannessen, Janne Bondi. *The Corpus of American Norwegian Speech (CANS)*. Linköping University Electronic Press, 2015.

Johannessen, Janne Bondi, and Joe Salmons. *Germanic Heritage Languages in North America: Acquisition, Attrition and Change*. John Benjamins Publishing Company, 2015.

Joranger, Terje Mikael Hasle, "Dialect samples interviews, 1995," Norwegian-American Historical Association, <https://naha.omeka.net/items/show/16106>.

Lovoll, Odd S., 1934- and Christianson, Peter C., "Peter C. Christianson interview, 1995," Norwegian-American Historical Association, <https://naha.omeka.net/items/show/15590>.

"Norwegian Dialects." Wikipedia. Wikimedia Foundation, March 13, [https://en.wikipedia.org/wiki/Norwegian_dialects#:~:text=Norwegian%20dialects%20\(dialekter\)%20are%20commonly,Eastern%20Norwegian%27%20\(%C3%B8stnorsk\)](https://en.wikipedia.org/wiki/Norwegian_dialects#:~:text=Norwegian%20dialects%20(dialekter)%20are%20commonly,Eastern%20Norwegian%27%20(%C3%B8stnorsk), 2022), 2022.

Outline of specific work to be done in IS/IR and how work will be supervised (frequency of meetings, etc.) and evaluated:

- Cross-comparison of Norwegian and American Norwegian dialects based on three dialect distinguishers.
- Historical research about the change in dialects and dialect groups in both countries over time, using Haugen and Jahr as my main sources.
- Sociolinguistic analysis of the effect of dialect on identity for both groups, using the CANS corpus and oral histories through NAHA.
- Synthesizing this information to determine what is relevant to the current linguistic landscape in Norway, especially in regards to growing immigrant populations and their linguistic identities.
- Work will be supervised by Dr. Nora Vosburg, meetings once weekly to track progress.
- Kristina Warner will supervise my archival research.
- Course evaluated by a final 30-50 page report and an accompanying website, which would have the same information as the research paper in a more digestible format, with different sections that users could navigate to find out more about what they are interested in. There will also be a presentation of my findings in spring 2023.