



**KOMMENTIERTES
VORLESUNGS
VERZEICHNIS**

Sommersemester

2024

Allgemeine Veranstaltungen

English Reading Group			
	Do 17:00-18:30	R. 3.208	Piskurek
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK:	GyGe/BK:	
	SP:	SP:	

This is an open group which everybody is welcome to join. Over the course of the semester we will meet four or five times to discuss a novel that everybody has read and prepared for that day. The Reading List is open to suggestions by all participants, and we will decide at the beginning of the semester which books we are going to read.

Students who are interested in participating are kindly asked to send an email to cyprian.piskurek@udo.edu. The first meeting will take place on April 11.

Englische Sprachwissenschaft

1. STUDIENPHASE

154121 Linguistics II (1V) – Vorlesung			
	Di 12:15 – 13:00	R. HS 1 in HGB II	Ronan
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 302	G: 302	
	HRG: 302	HRSGe: 302	
	GyGe/BK: 302	GyGe/BK: 302	
	SP: 302	SP: 302	

154122 Linguistics II (1Ü) – Vorlesungsbegleitende Übung Gruppe A			
	Mo 14:15 – 15:00	R. 3.208	Hamblock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 302	G: 302	
	HRG: 302	HRSGe: 302	
	GyGe/BK: 302	GyGe/BK: 302	
	SP: 302	SP: 302	

154123 Linguistics II (1Ü) – Vorlesungsbegleitende Übung Gruppe B			
	Mo 15:00 – 15:45	R. 3.208	Hamblock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 302	G: 302	
	HRG: 302	HRSGe: 302	
	GyGe/BK: 302	GyGe/BK: 302	
	SP: 302	SP: 302	

154124 Linguistics II (1Ü) – Vorlesungsbegleitende Übung Gruppe C			
	Mo 16:15 – 17:00	R. 3.205	Mölders
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 302	G: 302	
	HRG: 302	HRSGe: 302	
	GyGe/BK: 302	GyGe/BK: 302	
	SP: 302	SP: 302	

154125	Linguistics II (1Ü) – Vorlesungsbegleitende Übung Gruppe D		
	Mo 17:00 – 17:45	R. 3.205	Mölders
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 302	G: 302	
	HRG: 302	HRSGe: 302	
	GyGe/BK: 302	GyGe/BK: 302	
	SP: 302	SP: 302	

154126	Linguistics II (1Ü) – Vorlesungsbegleitende Übung Gruppe E		
	Mi 12:15 – 13:00	R. 3.205	Glass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 302	G: 302	
	HRG: 302	HRSGe: 302	
	GyGe/BK: 302	GyGe/BK: 302	
	SP: 302	SP: 302	

154127	Linguistics II (1Ü) – Vorlesungsbegleitende Übung Gruppe F		
	Mi 13:00 – 13:45	R. 3.205	Glass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 302	G: 302	
	HRG: 302	HRSGe: 302	
	GyGe/BK: 302	GyGe/BK: 302	
	SP: 302	SP: 302	

154128	Linguistics II (1Ü) – Vorlesungsbegleitende Übung Gruppe G		
	Mi 10:15 - 11:00	R. 3.206	Westermayer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 302	G: 302	
	HRG: 302	HRSGe: 302	
	GyGe/BK: 302	GyGe/BK: 302	
	SP: 302	SP: 302	

154129	Linguistics II (1Ü) – Vorlesungsbegleitende Übung Gruppe H		
	Mi 11:00 - 11:45	R. 3.206	Westermayer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 302	G: 302	
	HRG: 302	HRSGe: 302	
	GyGe/BK: 302	GyGe/BK: 302	
	SP: 302	SP: 302	

154130	Linguistics II (1Ü) – Vorlesungsbegleitende Übung Gruppe I		
	Do 16:15 – 17:00	R. 3.306	Eucharía Nzeako
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 302	G: 302	
	HRG: 302	HRSGe: 302	
	GyGe/BK: 302	GyGe/BK: 302	
	SP: 302	SP: 302	

154131	Linguistics II (1Ü) – Vorlesungsbegleitende Übung Gruppe J		
	Do 17:00 – 17:45	R. 3.306	Eucharía Nzeako
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 302	G: 302	
	HRG: 302	HRSGe: 302	
	GyGe/BK: 302	GyGe/BK: 302	
	SP: 302	SP: 302	

154132	Linguistics II (1Ü) – Vorlesungsbegleitende Übung Gruppe K		
	Di 13:00-13:45	R. HS1 (EF50)	Ronan
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 302	G: 302	
	HRG: 302	HRSGe: 302	
	GyGe/BK: 302	GyGe/BK: 302	
	SP: 302	SP: 302	

154132	Linguistics II – Tutorial		
	Fr 10:15 – 11:45	R. 0.215	Heetmann
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK:	GyGe/BK:	
	SP:	SP:	

Linguistics is the study of both language and languages - that is, the object of study can be human language in general and an individual language like English, respectively or in conjunction. As every participant in this class will be a competent language user, our conscious or implicit knowledge of language will form a starting point from which we will depart to the various levels of linguistic description. These will be introduced in a survey spanning two semesters.

Linguistics II consists of a lecture and one Übung, plus a voluntary tutorial. Topics covered are:

- semantics (the study of meaning - both of words and sentences)
- pragmatics (the study of utterances and their meaning).
- language variation

Credits will be awarded on the basis of a "portfolio", which will include: a) written work (assignments and tests), b) a group or team project from a range of topics to be presented at the conclusion.

To complete this class, the lecture (154121) needs to be combined with one of the Übungen (154122-154131).

1./2. STUDIENPHASE

154141	Historical Dimensions of the English Language (1V) – Vorlesung		
	Do 12:15 – 13:00	R. HS1 (EF50)	Ronan
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK: 303	GyGe/BK: 304	
	SP:	SP:	

154142	Historical Dimensions of the English Language (1Ü) – Vorlesungsbegleitende Übung Gruppe A		
	Di 17:00 – 17:45	R. 3.208	Ronan
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK: 303	GyGe/BK: 304	
	SP:	SP:	

154143	Historical Dimensions of the English Language (1Ü) – Vorlesungsbegleitende Übung Gruppe B		
	Mi 16:15 – 17:00	R. 3.208	Hamblock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK: 303	GyGe/BK: 304	
	SP:	SP:	

154144	Historical Dimensions of the English Language (1Ü) – Vorlesungsbegleitende Übung Gruppe C		
	Mi 17:00 – 17:45	R. 3.208	Hamblock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK: 303	GyGe/BK: 304	
	SP:	SP:	

This course consists of a lecture plus practice sessions. It investigates the development of the English language from its earliest roots – the Indo-European language family via developments leading towards the creating of Old- Middle-, Early Modern-, Late Modern- and Present Day English.

To do this, we will investigate the cultural, historical and societal background in the respective eras, and changes that influence the development of language and see how they influence phonetics, phonology, morphology, lexicon, syntax and pragmatic development of the language over time. In the practice sessions, we will apply this knowledge to texts from the respective periods. Knowledge from a fully completed Introduction to Linguistics, for example Linguistics I and II, is necessary to be able to engage with the course content.

Evaluation is by a portfolio of two in-class tests during the term.

The course reading is Kohnen, Th. *Introduction to the History of English*. Frankfurt: Peter Lang.

To complete this class, the lecture (154141) needs to be combined with one of the Übungen (154142-154144).

154145	Introduction to Language Change (2nd year BA) (2PS)		
	Di 16:15 – 17:45	3.206	Westermayer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe: 303	
	GyGe/BK:	GyGe/BK: 303	
	SP:	SP:	

Description:

Five millennia ago, one single language spoken in the Pontic steppe started to be carried all across Europe and Western Asia. Today, this ancestral language – Proto-Indo-European (PIE) – no longer exists in its original form but lives on in about 450 daughter languages, such as English, Italian, Gaelic, Hindi, Farsi, or Russian. Languages are changing – everywhere, and all the time; the more time elapses, the more drastic are their changes. What is interesting, though, is that such changes do not occur entirely randomly, but follow certain general patterns which can be observed in language histories all over the globe. In this course, we are going to examine those processes and directions that are responsible for change on all levels of language: sound, morphology, syntax, lexis, and semantics. While our main focus will be English, examples from other languages will need to be included as well to illustrate patterns that cannot be observed in the Germanic languages. This seminar is designed for everyone willing to go on an excursion across centuries of language development. Prior knowledge of earlier stages of English is not required.

Course reading:

Bybee, Joan. 2015. *Language Change*. Cambridge: Cambridge University Press.

154146	Introducing Pragmatics (2nd year BA) (2PS)		
	Mi 10:15 – 11:45	R. 3.205	Ronan
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe: 303	
	GyGe/BK:	GyGe/BK: 303	
	SP:	SP:	

What we communicate when we speak will always be interpreted in a certain way by the hearer. Pragmatics is interested in finding out about how people interpret a message, and what role the context plays: if somebody says you're fired! we may take this as a joke - or start worrying about our future, depending on who says it. Pragmatics investigates what utterances can achieve, and how the role of the participants is important. If somebody answers to the question do you like ice-cream? by saying is the Pope Catholic? we can still make sense of the answer. Pragmatics looks into why this is so.

If two or more people speak to each other, there always is a clear pattern of who gets to speak when. Pragmatics analyses what the rules for this are in different cultures.

The objectives of the course are to introduce the main topics in pragmatics and apply them to both daily conversations and to literary and non-literary texts.

Course reading and course requirements will be discussed in the first session.

154147	TBA (2PS)		
	Mi 8:30 – 10:00	R. 3.208	NN
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe: 303	
	GyGe/BK:	GyGe/BK:303	
	SP:	SP:	

154148	Introduction to Sociolinguistics (2PS)		
	Di 16:00 – 17:30	R. 3.206	Mölders
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe: 303	
	GyGe/BK:	GyGe/BK:303	
	SP:	SP:	

2. STUDIENPHASE / MASTERSTUDIENGÄNGE

154151	Language variation in (pop)music (2HS)		
	Di 8:30 – 10:00	R. 3.405	Buschfeld
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 603, 703, 704	G: 603, 703, 704	
	HRG: 603, 802	HRSGe: 603, 802, 803	
	GyGe/BK: 603, 802	GyGe/BK: 603, 802, 803	
	SP: 703	SP: 703	

Music has been an important means of sending messages but also expressing emotions and culture ever since Neanderthal times. For a while, English, and in particular American English, has been the lingua franca of modern pop music ever since blues and jazz music took root in the United States at the turn of the 20th century and later on spread around the world. This has changed in more recent times with pop music having developed into an increasingly multilingual genre and linguistic variation having found its way into a number of musical genres. This class will shed light on a number of aspects related to these developments. We will trace the linguistic development of popular music and investigate what role language and in particular linguistic variation have played in the emergence of recent musical genres. We will further discuss the motivations for artists to choose particular languages, language varieties, or accents for their singing, even if these are not their native tongues. Finally, this class will shed light on a number of linguistic manifestations resulting from such choices, e.g. authentic code-switching and code-mixing to express multilingual identities; the deliberate exploitation of linguistic resources to express a specific identity (e.g. as young, urbane, and hip); the choice of an accent or a language that is not one's own to meet the expectations of a particular musical genre; or the choice of an accent or a language to signal aversion and resistance against the still powerful, profit-oriented, US-based music industry.

Course Requirements:

Course reading and course requirements will be discussed in the first session.

154152	Language and Identity in Ireland (2HS)		
	Di 14:15 – 15:45	R. 3.405	Glass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 603, 703, 704	G: 603, 703, 704	
	HRG: 603, 802	HRSGe: 603, 802, 803	
	GyGe/BK: 603, 802	GyGe/BK: 603, 701, 702, 802, 803	
	SP: 703	SP: 703	

154153	Multilingualism (2HS)		
	Mo 10:15 – 11:45	R. 3.206	Buschfeld
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 603, 703, 704	G: 603, 703, 704	
	HRG: 603, 802	HRSGe: 603, 802	
	GyGe/BK: 603, 802	GyGe/BK: 603, 802	

	SP: 703	SP: 703	
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The world has increasingly turned into a multilingual place. Formerly monolingual countries have become multilingual and estimates suggest that nowadays far more than half of the world's population grow up bi- or even multilingually. The English language and especially its turbulent history of colonization has had a great share in these developments; English is involved as one of the languages in most multilingual scenarios today. We will inquire into a variety of sociolinguistic as well as psycholinguistic aspects of the phenomenon of multilingualism. We will look into different multilingual communities and usage contexts, ranging from multilingual countries such as Singapore to multilingual practices in online and computer-mediated communication. We will inquire into questions such as "Who can be considered a bi-/multilingual speaker?" and "What makes a society multilingual?". To that end, we will not only look into the historic political backgrounds and sociolinguistic setups of such speech communities but also introduce and consider concepts and theories of language acquisition relating to multilingualism. The class will shed light on how bi-/multilingual language acquisition proceeds and what makes it similar to and different from the monolingual acquisition of a language.

Course requirements will be discussed in the first session.

154154	Varieties of American English (2HS)		
	Blockseminar (August 2024, tba)	R. 3.206	Ahlers
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 603, 703, 704	G: 603, 703, 704	
	HRG: 603, 802	HRSGe: 603, 802, 803	
	GyGe/BK: 603, 802	GyGe/BK: 603, 701, 702, 802, 803	
	SP: 703	SP: 703	

154155	Linguistic Landscapes (2HS)		
	Do 10:15 – 11:45	R. 3.208	Ronan
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 603, 703, 704	G: 603, 703, 704	
	HRG: 603, 802	HRSGe: 603, 701, 702, 802, 803	
	GyGe/BK: 603, 802	GyGe/BK: 603, 802, 803	
	SP: 703	SP: 703	

The study of Linguistic Landscapes is interested in visual language use in the environment. It focuses on qualitative and quantitative analyses of writing on public, private and commercial signage. The field is still young, but has been gaining popularity with important studies from the late 1990s onwards. To the qualitative and quantitative perspective, semiotic and ethnographic perspectives are now being added, and a stronger research focus is put on the investigation of ecologies in the Global South.

This course introduces key readings and key research strands in linguistic landscape research. Students should then conceive and carry out and present their own projects. Please note that data collection outside the classroom and dedicated course times will be necessary. Course readings and course evaluation will be discussed in the first session.

154156	Speech Acts Through Time and Space (2HS)		
	Blockseminar (24./25.05. und 05./06.07.2024) (Fr. 14:00-18:00; Sa. 9:00-17:00)	R. 3.208 R. 3.206 (25.05.24)	NN
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 603, 703, 704	G: 603, 703, 704	
	HRG: 603, 802	HRSGe: 603, 802, 803	
	GyGe/BK: 603, 802	GyGe/BK: 603, 701, 702, 802, 803	
	SP: 703	SP: 703	

154157	Songs in Modern Irish (2PS)		
	tba	tba	Mc Cafferty

Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:	
	LABG 2009	LABG 2016
	G: 601	G:
	HRG: 403	HRSGe: 403
	GyGe/BK: 403	GyGe/BK:403
	SP:	SP:

This seminar will investigate the Irish language on the basis of Irish songs. In the seminar Irish songs will be translated and analysed and their cultural context will be determined. Participants without previous knowledge of the Irish language are welcome to participate.

Course requirements and course credits will be discussed in the first session.

154158	Analysing Historical Texts (2HS)	
	Mi 10:15 – 11:45	R. 3.208
	Neumaier	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:	
	LABG 2009	LABG 2016
	G: 603, 703, 704	G: 603, 703, 704
	HRG: 603, 802	HRSGe: 603, 802, 803
	GyGe/BK: 603, 802	GyGe/BK: 603, 701, 702, 802, 803
	SP: 703	SP: 703

What do murder reports, cooking recipes, and advertisements have in common? All these text types have undergone considerable changes over time, e.g. in terms of their formal make-up or their functions and contexts of use. In this seminar, you will get to know central notions from the field of Text Linguistics and apply them to different historical English texts to examine how individual text types and genres have developed or changed over time. We will analyse historical texts both from a formal perspective (e.g. by discussing aspects such as textuality, cohesion and coherence, or style) and within their specific contexts (e.g. their functions, intertextual links, or medium-specific characteristics, such as images).

Requirements and background texts will be discussed in the first session.

154159	Linguistic Inclusion of School Age Migrants (2HS)	
	Blockseminar (22.-26. Juli 2024)	R. 3.208
	Ronan	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:	
	LABG 2009	LABG 2016
	G: 603, 703, 704	G: 603, 703, 704
	HRG: 603, 802	HRSGe: 603, 802, 803
	GyGe/BK: 603, 802	GyGe/BK: 603, 701, 702, 802, 803
	SP: 703	SP: 703

In this course we will investigate the linguistic integration of school-age immigrants in the Ruhr area. The course aims are to determine how linguistic integration of school age immigrants currently works, and secondly how it could be facilitated. This course will take place within the frameworks of didactics, language and migration and it will offer a practical introduction to methods of data collection and evaluation.

It is part of a research project, and course participants will also collect data interactively.

Please note that some few data collection sessions may also take place outside the designated course times.

Reading materials as well as course requirements will be announced in the first meeting.

154160	Linguistic Research Colloquium (2K)	
	Mi 17:45 – 19:15	R. 3.208
	Buschfeld / Ronan	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:	
	LABG 2009	LABG 2016
	G:	G:
	HRG:	HRSGe:
	GyGe/BK:	GyGe/BK:
	SP:	SP:

This colloquium is open to all students with an interest in linguistics who wish to gain an impression of the possible approaches, topics, and methods of research into the structure and history of the English language. In particular, it is meant as a discussion forum for advanced students who are working on doctoral, Master's, or BA theses, and as a showroom for those intending to do so at a later point in time. Ongoing work on such projects will be presented and discussed in class, giving the authors a chance to

collect useful reactions on a broader scale, and the listeners an impression of the range of ongoing research and of possible methodological approaches. Student projects as well as research projects carried out at the English Linguistics section of TU Dortmund will be presented and discussed.

**Participation in this class is strongly recommended to students who are writing or are planning to write a thesis under either Prof. Ronan's or Prof. Buschfeld's supervision.
Please contact Prof. Buschfeld via mail to sign up.**

Englische Sprachpraxis

1. STUDIENPHASE

The programme of courses offered as part of the *Sprachpraxis* module consists of *Integrated Foundation Courses* (IFC), *Written and Oral Communication Courses* (WOC), *Academic Skills* courses (AS), and *Translation 1* courses (TR1). You should attend one of each type of course, starting with an IFC (2 SWS) and an AS (2 SWS). The course types are described in greater detail below.

Integrated Foundation Courses (IFC)

The aim of the *Integrated Foundation Course* is to provide systematic and interconnected language training. Hence, all IFCs will contain elements of grammar practice, mistakes recognition, and some discussions.

154401	IFC (Group A) (2 Ü)			
	Mo 10:15 – 11:45	R. 3.205		Rankin
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			
	LABG 2009	LABG 2016	LABG 2016a	
	G: 101	G: 101	G: 101	
	HRG: 101	HRSGe: 101	HRSGe: 101	
	GyGe/BK: 101	GyGe/BK: 101	GyGe/BK: 101	
	SP: 101	SP: 101	SP: 101	

154402	IFC (Group B) (2 Ü)			
	Di 08:30 – 10:00	R. 3.205		Rankin
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			
	LABG 2009	LABG 2016	LABG 2016a	
	G: 101	G: 101	G: 101	
	HRG: 101	HRSGe: 101	HRSGe: 101	
	GyGe/BK: 101	GyGe/BK: 101	GyGe/BK: 101	
	SP: 101	SP: 101	SP: 101	

154403	IFC (Group C) (2 Ü)			
	Di 12:15 – 13:45	R. 3.205		Rankin
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			
	LABG 2009	LABG 2016	LABG 2016a	
	G: 101	G: 101	G: 101	
	HRG: 101	HRSGe: 101	HRSGe: 101	
	GyGe/BK: 101	GyGe/BK: 101	GyGe/BK: 101	
	SP: 101	SP: 101	SP: 101	

154404	IFC (Group D) (2 Ü)			
	Mi 12:15 – 13:45	R. 3.206		Hess
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			
	LABG 2009	LABG 2016	LABG 2016a	
	G: 101	G: 101	G: 101	
	HRG: 101	HRSGe: 101	HRSGe: 101	

	GyGe/BK: 101	GyGe/BK: 101	GyGe/BK: 101	
	SP: 101	SP: 101	SP: 101	

Academic Skills (AS)

These courses are for LABG 2016 students who started in WS19/20 or later, and Angewandte BA students.

This course does not replace the Academic Writing courses.

The *Academic Skills* course aims to provide students with the key competencies needed to successfully complete work at university level. It will show you how to approach work at university level, how to do research, the secrets of a successful presentation, and how to plan and write an essay. The course requirements are tasks throughout the semester.

154411	Academic Skills (Group A) (2 Ü)			
	Mo 14:15 – 15:45	R. 3.206	Hess	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			
	LABG 2009	LABG 2016	LABG 2016a	
	G:	G:	G: 103	
	HRG:	HRSG e:	HRSGe: 103	
	GyGe/BK:	GyGe/BK:	GyGe/BK: 103	
	SP:	SP:	SP: 103	

154412	Academic Skills (Group B) (2 Ü)			
	Di 10:15 – 11:45	R. 3.207	Hess	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			
	LABG 2009	LABG 2016	LABG 2016a	
	G:	G:	G: 103	
	HRG:	HRSG e:	HRSGe: 103	
	GyGe/BK:	GyGe/BK:	GyGe/BK: 103	
	SP:	SP:	SP: 103	

154413	Academic Skills (Group C) (2 Ü)			
	Mi 12:15 – 13:45	R. 3.206	Bell	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			
	LABG 2009	LABG 2016	LABG 2016a	
	G:	G:	G: 103	
	HRG:	HRSG e:	HRSGe: 103	
	GyGe/BK:	GyGe/BK:	GyGe/BK: 103	
	SP:	SP:	SP: 103	

154414	Academic Skills (Group D) (2 Ü)			
	Fr 14:15 – 15:45	R. 3.208	Bell	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			
	LABG 2009	LABG 2016	LABG 2016a	
	G:	G:	G: 103	
	HRG:	HRSG e:	HRSGe: 103	
	GyGe/BK:	GyGe/BK:	GyGe/BK: 103	
	SP:	SP:	SP: 103	

Written and Oral Communication (WOC)

All the *Written and Oral Communication* courses – **irrespective of their individual content** – focus on expression, especially through writing. The emphasis is very clearly on planned and carefully structured writing, concentrating particularly on the argumentative essay.

154421				WOC: Sitcoms (2 Ü)			
		Mo 08:30 – 10:00	R. 3.205		Rankin		
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:						
	LABG 2009	LABG 2016	LABG 2016a				
	G: 102	G: 102	G: 102				
	HRG: 102	HRSG e: 102	HRSGe: 102				
	GyGe/BK: 102	GyGe/BK: 102	GyGe/BK: 102				
	SP: 102	SP: 102	SP: 102				

154422				WOC: Noir (2 Ü)			
		Mo 10:15 – 11:45	R. 3.207		Hess		
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:						
	LABG 2009	LABG 2016	LABG 2016a				
	G: 102	G: 102	G: 102				
	HRG: 102	HRSG e: 102	HRSGe: 102				
	GyGe/BK: 102	GyGe/BK: 102	GyGe/BK: 102				
	SP: 102	SP: 102	SP: 102				

154423				WOC: Race in Cinema (2 Ü)			
		Mo 12:15 – 13:45	R. 3.205		Rankin		
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:						
	LABG 2009	LABG 2016	LABG 2016a				
	G: 102	G: 102	G: 102				
	HRG: 102	HRSG e: 102	HRSGe: 102				
	GyGe/BK: 102	GyGe/BK: 102	GyGe/BK: 102				
	SP: 102	SP: 102	SP: 102				

154424				WOC: Theater – From Dionysus to Shakespeare (2 Ü)			
		Di 08:30 – 10:00	R. 3.306		Hess		
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:						
	LABG 2009	LABG 2016	LABG 2016a				
	G: 102	G: 102	G: 102				
	HRG: 102	HRSG e: 102	HRSGe: 102				
	GyGe/BK: 102	GyGe/BK: 102	GyGe/BK: 102				
	SP: 102	SP: 102	SP: 102				

154425				WOC: Indie Cinema (2 Ü)			
		Di 10:15 – 11:45	R. 3.205		Rankin		
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:						
	LABG 2009	LABG 2016	LABG 2016a				
	G: 102	G: 102	G: 102				
	HRG: 102	HRSG e: 102	HRSGe: 102				
	GyGe/BK: 102	GyGe/BK: 102	GyGe/BK: 102				
	SP: 102	SP: 102	SP: 102				

154426	WOC: Theater – Beyond Shakespeare (2 Ü)		
	Di 14:15 – 15:45	R. 3.208	Hess
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	LABG 2016a
	G: 102	G: 102	G: 102
	HRG: 102	HRSG e: 102	HRSGe: 102
	GyGe/BK: 102	GyGe/BK: 102	GyGe/BK: 102
	SP: 102	SP: 102	SP: 102

154427	WOC: Cultural Representations of Heaven and Hell (2 Ü)		
	Mi 08:30 – 10:00	R. 3.206	Hess
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	LABG 2016a
	G: 102	G: 102	G: 102
	HRG: 102	HRSG e: 102	HRSGe: 102
	GyGe/BK: 102	GyGe/BK: 102	GyGe/BK: 102
	SP: 102	SP: 102	SP: 102

Translation 1 (TR1)

These courses are for LABG 2016 students who started in WS19/20 or later, and Angewandte BA students.

This course constitutes an introduction to translation, especially since translation has, in many cases, not been practiced beforehand. Students are made aware of the manifold problems involved in translating a German (source language) text into English (target language). Before entire texts are translated, students will be confronted with smaller syntactic units (sentences), selected on the lines of certain grammatical problems. Students will also be familiarized with relevant dictionaries and other translation aids. Students attending any of these classes will be expected to prepare material in advance of each session and to take an in-class test at the end of the course.

154431	Translation 1 (Group A) (2 Ü)		
	Mo 08:30 – 10:00	R. 3.208	Hamblock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	LABG 2016a
	G:	G:	G:
	HRG:	HRSG e:	HRSGe: 104
	GyGe/BK:	GyGe/BK:	GyGe/BK: 104
	SP:	SP:	SP:

154432	Translation 1 (Group B) (2 Ü)		
	Di 12:15 – 13:45	R. 3.208	Hess
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	LABG 2016a
	G:	G:	G:
	HRG:	HRSG e:	HRSGe: 104
	GyGe/BK:	GyGe/BK:	GyGe/BK: 104
	SP:	SP:	SP:

1./2. STUDIENPHASE

Auslandsaufenthalt

To meet the requirements for the stay abroad, you should consult one of the members of staff who offer an opportunity for Project Design and Evaluation. When you have agreed on a project, you should register for the semester in which you intend to complete your project.

Project Design and Evaluation

154441				Project Design and Evaluation (3 Ü)		
		R.		Bell		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:					
	LABG 2009	LABG 2016	LABG 2016a			
	G: 103	G: A1	G: A1			
	HRG: 104	HRSGe: A1	HRSGe: A1			
	GyGe/BK: 104	GyGe/BK: A1	GyGe/BK: A1			
	SP: 103	SP: A1	SP: A1			

154442				Project Design and Evaluation (1 Ü)		
		R.		Hamblock		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:					
	LABG 2009	LABG 2016	LABG 2016a			
	G: 103	G: A1	G: A1			
	HRG: 104	HRSGe: A1	HRSGe: A1			
	GyGe/BK: 104	GyGe/BK: A1	GyGe/BK: A1			
	SP: 103	SP: A1	SP: A1			

154443				Project Design and Evaluation (1 Ü)		
		R.		Hess		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:					
	LABG 2009	LABG 2016	LABG 2016a			
	G: 103	G: A1	G: A1			
	HRG: 104	HRSGe: A1	HRSGe: A1			
	GyGe/BK: 104	GyGe/BK: A1	GyGe/BK: A1			
	SP: 103	SP: A1	SP: A1			

2. STUDIENPHASE

Masterclass (MC)

MA LABG 2009/2016 & MA Angewandt only

MA Angewandte students can only take this class for AT

The Masterclass is intended to give students the opportunity to practise and improve their language through a variety of different topics and areas.

154461				Masterclass: Steampunk (2 Ü)		
	Mo 12:15 – 13:45	R. 3.206		Hamblock		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:					
	LABG 2009	LABG 2016	LABG 2016a			
	G: 702	G: 702	G: 702			
	HRG: 902	HRSGe: 902	HRSGe: 903			
	GyGe/BK: 902	GyGe/BK: 902	GyGe/BK: 903			
	SP: 702	SP: 702	SP: 702			

What is Steampunk? A sub-genre of science fiction typically featuring steam-powered machinery? Alternative histories of 19th century Victorian Britain or the American 'Wild West'? In this class we will explore the many facets of the genre, be it in literature, film or art. For successful completion of the class, you will be required to actively participate in class and hold a presentation on a topic of your choice.

154462				Masterclass: Fake True Crime Podcasting (2 Ü)		
	Mi 10:15 – 11:45	R. 3.207		Bell		

Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			
	LABG 2009	LABG 2016	LABG 2016a	
	G: 702	G: 702	G: 702	
	HRG: 902	HRSG e: 902	HRSGe: 903	
	GyGe/BK: 902	GyGe/BK: 902	GyGe/BK: 903	
	SP: 702	SP: 702	SP: 702	

In this course, we will be delving into the strange world of true crime podcasting. Students will be expected to familiarize themselves with the conventions of the genre. In groups, they will then write and produce their own multi-episode fake true crime podcast (details to be agreed upon in class). For preliminary research, I recommend *Only Murders in the Building* on Disney+. I know it's not a podcast.

154461	Masterclass: Back to the Future – Writing Time Travel Stories (2 Ü)			
	Fr 12:15 – 13:45	R. 3.208	Bell	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			
	LABG 2009	LABG 2016	LABG 2016a	
	G: 702	G: 702	G: 702	
	HRG: 902	HRSG e: 902	HRSGe: 903	
	GyGe/BK: 902	GyGe/BK: 902	GyGe/BK: 903	
	SP: 702	SP: 702	SP: 702	

Have you ever wanted to go back in time and fix a mistake? Or fancy travelling to the distant future (if there is one)? This semester we'll be focusing on the problems and paradoxes of time travel. This course will provide students with the opportunity to use their language in a different, non-academic context. We will work on creative writing in a variety of forms and styles. Students will be expected to complete regular coursework and submit one project piece of 3000 words for assessment.

Translation 2 (Core) (TR2C)

These courses are geared towards all MA LABG students and Angewandte MA students.

These courses cover several areas, e.g. vocabulary, semantics, collocations, grammar (morphology and syntax), contrastive linguistics and stylistics. In addition to the traditional four skills: reading, listening, speaking, writing, translation constitutes a fifth skill which is not to be underestimated. This skill can only be acquired by practising translation over a long period of time. It replaces the previously offered Translation German/English class. The classes will run parallel: it would not, therefore, be sensible to attend more than one. Students attending any of these classes will be expected to prepare texts in advance of each session and to hand in work for marking.

Recommended dictionary:

Langenscheidt Großwörterbuch Englisch, Munich 2019

154471	Translation 2 (Core) (Group A) (2 Ü)			
	Di 16:00 – 17:30	R. 3.207	Hamblock	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			
	LABG 2009	LABG 2016	LABG 2016a	
	G: 701	G: 701	G: 701	
	HRG: 901	HRSG e: 901	HRSGe: 901	
	GyGe/BK: 901	GyGe/BK: 901	GyGe/BK: 901	
	SP: 701	SP: 701	SP: 701	

154472	Translation 2 (Core) (Group B) (2 Ü)			
	Mi 12:15 – 13:45	R. 3.205	Hamblock	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			
	LABG 2009	LABG 2016	LABG 2016a	
	G: 701	G: 701	G: 701	
	HRG: 901	HRSG e: 901	HRSGe: 901	

	GyGe/BK: 901	GyGe/ BK: 901	GyGe/BK: 901	
	SP: 701	SP: 701	SP: 701	

Translation 2 (Extension)

These courses are for GyGe/BK/HRSGe students who began their MA studies in the SoSe 2020 and Angewandte MA students.

The aim of this class is to offer students the opportunity to hone the translation skills acquired in the two previous courses. The emphasis will be on problems found in different types of texts, as well as appropriately rendering semantic and syntactic features of the source texts concerned. Students attending any of these classes will be expected to prepare texts in advance. All further requirements will be discussed in class.

154481	Translation 2 (Extension) (2 Ü)		
	Mo 16:00 – 17:30	R. 3.205	Hamblock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	LABG 2016a
	G:	G:	G:
	HRG:	HRSG e:	HRSGe: 902
	GyGe/BK:	GyGe/ BK:	GyGe/BK: 902
	SP:	SP:	SP:

Britische Literaturwissenschaft

1. STUDIENPHASE

154201	Introduction to British Literary Studies (2 V)		
	Mo 10:15 – 11:45	EF 50, HS 1	Lenz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 401	G: 401	
	HRG: 401	HRSGe: 401	
	GyGe/BK: 401	GyGe/BK: 401	
	SP: 401	SP: 401	

The lecture introduces students to the major issues of British Literary Studies, which include

- literary theory and criticism (conceptions of literature, critical approaches)
- literary history (historical periods)
- genre poetics (poetry, drama, fiction)
- textual analysis and interpretation
- academic working methods

Students will learn about various types of texts, how to analyse and interpret them. Furthermore, they will understand how they fit into the larger context of British literature. Exemplary analyses will be presented and excerpts discussed to make sure that students develop a comprehensive and complex understanding of British Literary Studies and its various subdisciplines. Selected text examples, available on Moodle, complement the course. It is advisable, however, to purchase some of the set texts/books to be able to follow the lecture in more substantial ways based on a first-hand knowledge of the primary literature.

Tutorials will be offered to recapitulate and expand on the contents of the lecture. Participation in the tutorial is not mandatory, but highly recommended.

Requirement

Achievement Review (an explanation will be given in the first session).

Reading

The set textbook for the course is (recommended for purchase)

- Vera & Ansgar Nünning: *An Introduction to the Study of English and American Literature*. Stuttgart et al.: Ernst Klett Sprachen 2007 (2004) [ISBN 3-12-939619-5; SEA 3520/18; C 24902/18; Lehrbuchsammlung: L CA 351; 2009 [ISBN 978-3-12-939619-3; C 24902/7; Lehrbuchsammlung L Ca 351/7; 2010 [ISBN 978-3-476-02162-5; SEI 530/2; C 26489]

Please get the following longer texts (recommended editions in brackets)

- Alecky Blythe *Little Revolutions* (NHB)
- George Bernard Shaw *Pygmalion* (Reclam)
- Posy Simmonds *Tamara Drewe* (Jonathan Cape)
- Evelyn Vaughan *Vile Bodies* (Penguin Modern Classics)

A reader with additional texts will be made available on Moodle.

Please note:

Personal attendance during the first session is mandatory to maintain enrolment status. Please direct all your inquiries about vacancies to britlit.fragen.fk15@tu-dortmund.de.

154502	Tutorial for Introduction to British Literary Studies – Group A (2 PS)		
	Do 12.15 – 13.45	3.208	Graw
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK:	GyGe/BK:	
	SP:	SP:	

154503	Tutorial for Introduction to British Literary Studies – Group B (2 PS)		
	Di 14.15 – 15.45	3.207	Wiederhold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK:	GyGe/BK:	
	SP:	SP:	

These tutorials recapitulate and expand on the contents of the lecture "Introduction to Literary Studies". Participation in the tutorial is not mandatory, but highly recommended.

154511	Evil Women (2 PS)		
	Di 16:00 – 17:30	R. 3.306	Lange
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 601	G:	
	HRG: 403	HRSGe: 403	
	GyGe/BK: 403	GyGe/BK: 403	
	SP:	SP:	

"O why did God,
 Creator wise, that peopled highest Heav'n
 With Spirits masculine, create at last
 This novelty on earth, this fair defect
 Of nature, and not fill the world at once
 With men as angels without feminine,
 Or find some other way to generate
 Mankind?"

(John Milton, *Paradise Lost*, Book X, 1674)

Reading Adam's lamentation of Eve's sinful disobedience and his consequential wish for an all-male world, one cannot help but assume that for centuries, women have been presented as evil transgressors. From innocent Eve tempted into knowledge and catalysing the couple's expulsion from Garden Eden and lustful rape framed as female seduction in Lewis' scandalous Gothic tale *The Monk*, to present-day accusations of neglect against mothers working full-time, it seems that females simply cannot do things right. This seminar seeks to uncover the deeply-rooted interconnectedness of women and evilness, often giving rise to fear and resentment of females, especially when social norms are challenged or undermined. To do so, we will discuss representations of evil women across a variety of texts, historical periods, and literary traditions by immersing ourselves in concepts such as monstrous motherhood, nervous exhaustion, hostile femininity, or the femme fatale. Participants should be ready to express their reading experiences using various media and modes.

Course Requirements

- Active Participation
- Creative presentation
- Short essay

Required Reading

Lewis, Matthew. *The Monk*. Penguin Classics, 2009. [ISBN 978-0-14-043603-7]
Additional Texts will be provided via Moodle.

154211	Everything Old is New Again: Remakes, Reboots and Remixes		
	Fr. 10:15 – 12:45	R. 3.208	Richard Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 601	G:	
	HRG: 403	HRSGe: 403	
	GyGe/BK: 403	GyGe/BK: 403	
SP:	SP:		

T. S. Eliot famously once wrote, “Immature poets imitate; mature poets steal; bad poets deface what they take, and good poets make it into something better, or at least something different.” This course is concerned with the ways in which authors and creators have adapted and utilized prior works, ranging from *The Odyssey* to *Beowulf*; Shakespeare to James Bond. The novels to be studied in this course are Margaret Atwood’s *The Penelopiad* and Maria Dahvana Headley’s *The Mere Wife*. Further texts will be drawn from film, television and other media. The assessment for the course is a presentation and an essay.

154212	Fin de Siècle Gothic (2 PS)		
	Di 14:15-15:45	3.306	Heise-von der Lippe
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 601	G:	
	HRG: 403	HRSGe: 403	
	GyGe/BK: 403	GyGe/BK: 403	
SP: -	SP: -		

While Gothic literature had its heyday between 1790 and 1820, the last decades of the 19th century saw a significant revival of Gothic themes in the works of British writers – especially marginalized writers, who used the Gothic to explore the darker tendencies underlying Victorian culture. Authors like Oscar Wilde, Robert Louis Stevenson and Bram Stoker produced influential texts that drew on the fear of breaking out of the restrictive moral codes around gender and sexuality dictated by Victorian society, the fear of counter-colonization and the looming end of the British empire abroad, cultural anxieties around the human and its monstrous others fueled by Darwin’s conceptualization of evolution and its decentering of the human in a world that was seemingly becoming more unstable and insecure towards the end of the century. The Gothic’s “negative aesthetic” (Botting, 2014) lends itself to the exploration of these cultural fears, allowing marginalized writers to explore restrictive systems and write against stifling moral codes under the guise of popular genre conventions.

This seminar will provide you with an introduction to one of the most interesting and influential periods of Gothic literature, fueled by growing millennial anxieties leading up to the end of the nineteenth century. We will read Gothic classics like Oscar Wilde’s *The Picture of Dorian Gray* (1891), Robert Louis Stevenson’s *The Strange Case of Dr. Jekyll and Mr. Hyde* (1886), Bram Stoker’s *Dracula* (1897) and Charlotte Perkins Gilman’s “The Yellow Wall-Paper” (1892), as well as a number of shorter examples to frame our discussion of literary texts and critical contexts.

Reading

- Oscar Wilde: *The Picture of Dorian Gray*
- Robert Louis Stevenson: *The Strange Case of Dr. Jekyll and Mr. Hyde*
- Bram Stoker: *Dracula*

Recommended editions: Norton, Oxford or Penguin.
Shorter texts will be made available online.

Requirements:

Apart from reading the relevant texts for each session, the workload in this seminar will include the following:

- reading questions and shared class notes
- participation in group work
- term paper (graded)

Please note:

Personal attendance during the first session is mandatory to maintain enrolment status. Please direct all inquiries about vacancies to britlit.fragen.fk15@tu-dortmund.de.

2. STUDIENPHASE & MASTERSTUDIENGÄNGE

154525	A History of Pleasure and Perversion (2 HS)		
	Mo 14:15 – 15:45	R. 3.306	Lenz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703, 704	G: 601, 703, 704	
	HRG: 601, 1001	HRSGe: 601, 1001	
	GyGe/BK: 601, 701, 702, 1001	GyGe/BK: 601, 701, 702, 1001	
	SP: 703	SP: 703	

“Behind closed doors, in warmly lit rooms all over London, pleasure is taking place. Some spontaneous, some planned, and yes, some paid for. And tonight’s... tonight’s is *strictly* invitation only.” (*Secret Diary of a Call Girl*)

We live in a society in which we think we can do whatever we want... with whomever we like. There are many things happening behind closed doors we consider private but some are less private and some do not even take place behind closed doors. But there is a history behind this ‘liberty’.

This course looks at depictions and representations of sex, sexualities and sexual acts as they have progressed through the ages. Moreover, it looks at the politics of bodies; bodies that govern and that are governed – be it by lust or shame. Looking at prostitution in the Victorian age and today, what people did in Medieval times and in the 18th century, the function of self-pleasuring as well as sexual practices which test the limits of decency (if there ever was such a thing).

Requirement

Course requirements will be discussed in the first session.

Reading

A reader with additional texts will be made available on Moodle.

Please note:

Personal attendance during the first session is mandatory to maintain enrolment status. Please direct all your inquiries about vacancies to britlit.fragen.fk15@tu-dortmund.de.

154221	19th-Century Women’s Writing (2 HS)		
	Mi 10:15-11:45	3.306	Heise-von der Lippe
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703, 704	G: 601, 703, 704	
	HRG: 601, 1001	HRSGe: 601, 1001	
	GyGe/BK: 601, 701, 702, 1001	GyGe/BK: 601, 701, 702, 1001	
	SP: 703	SP: 703	

“It is a truth universally acknowledged...” that the first decades of the 19th century were a particularly fruitful period for women writers like Jane Austen, Mary Shelley or the Brontës, who created influential works of fiction that remain popular and serve as the basis for medial adaptations to this day. The fact that women also produced substantial work in other genres (e.g. travel writing and other non-fictional texts) and that the so-called “poetesses” dominated the popular market for Romantic-era poetry collections for a number of years is perhaps less well known. Victorian women writers were often even more restricted in their publication possibilities, which were hampered by reactionary tendencies as well as views on gender and the cultural positions associated with them. Some of the strategies that women writers adopted to counter oppressive critical systems are well known – for instance the common practice of publishing under a male pseudonym. Other strategies, practices, and connections are less frequently discussed in literary histories – despite their relevance to women’s literary production in the 19th century.

This seminar will provide you with the opportunity to read and discuss key texts by 19th-century British women writers and the literary and critical contexts they were working in. We will include well known novelists like Jane Austen and Mary Shelley, but also discuss the work of women writers working in other genres (poetry, travel writing, literary criticism etc.) to shed a light on the connections between writers and their use of common poetic, aesthetic, or narrative strategies. Texts will be discussed in their cultural and scientific contexts from women’s rights and colonialism to conceptualizations of nature and the rise of industrial production in Britain. We will use a hands-on approach that will allow you to develop your own reading questions and interpretations for various texts, as well as work in groups to research and compile background information.

Reading:

- Mary Shelley: *Frankenstein*
- Jane Austen: *Pride and Prejudice*

Recommended editions: Norton, Oxford or Penguin

All other texts and a complete reading list will be made available online.

Requirements:

Depending on your course of study, course work may include the following:

- Reading questions and shared class notes
- expert group work
- term paper

Course requirements will be discussed in the first session.

Please note:

Personal attendance during the first session is mandatory to maintain enrolment status. Please direct all inquiries about vacancies to britlit.fragen.fk15@tu-dortmund.de.

154223	Techno-Dystopias (2 HS)		
	Di 18:00-19:30	3.208	Heise-von der Lippe
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703, 704	G: 601, 703, 704	
	HRG: 601, 1001	HRSGe: 601, 1001	
	GyGe/BK: 601, 701, 702, 1001	GyGe/BK: 601, 701, 702, 1001	
	SP: 703	SP: 703	

We live in the age of “surveillance capitalism” (Zuboff, 2018) – a techno-dystopia for many – and the futures we envision are often shaped by rapid technological developments. Dystopian texts use contemporary developments and challenges to envision dark futures. This is not an entirely new trend, as the many dystopian visions of human dependence on and dehumanization through various technologies in early-20th-century dystopias show. But what role do literary texts and popular media play in understanding and shaping current cultural contexts? How do they engage with technological developments and their cultural impact and in what ways do they envision techno-dystopian futures?

This seminar will allow us to engage with a wide variety of ways in which writers and creators have envisioned dark techno-dystopian futures in anglophone fiction and visual media, from E.M. Forster’s “The Machine Stops” (1909), via 20th-century dystopian classics like Aldous Huxley’s *Brave New World* (1932) and George Orwell’s *1984* (1948), which we will discuss in excerpts, to contemporary media like *Black Mirror* (2011-). We will read the dystopian critique of cultural trends that these texts offer in the context of cultural and technological developments and discuss the strategies they use to envision specific techno-dystopian futures based on surveillance, technology-dependence, and a loss of humanity. This seminar will use a hands-on approach that will allow students to come up with their own reading questions and interpretations for various texts, as well as work in groups to research and compile background information. Feel free to contact me early on if you would like to discuss a specific anglophone techno-dystopian text or dystopian technological development in this seminar.

Reading:

All reading materials will be made available online at the beginning of the semester. If you’d like to prepare for the seminar, please watch at least a few episodes from the earlier seasons of *Black Mirror*.

Requirements:

Depending on your course of study, graded course work may include the following:

- expert group work
- term paper

Course requirements will be discussed in the first session.

Please note:

Personal attendance during the first session is mandatory to maintain enrolment status. Please direct all inquiries about vacancies to britlit.fragen.fk15@tu-dortmund.de.

154222	Teaching Climate Literature (2 HS)		
	Do 10:15-11:45	3.208	Heise-von der Lippe
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG: 1002	HRSGe: 1003	
	GyGe/BK: 1003	GyGe/BK: 1003	
	SP:	SP:	

In his 2016 critical text *The Great Derangement* Indian novelist and critic Amitav Ghosh claimed that climate change had a much smaller presence in contemporary literary fiction than it had in the public discussion. Much has changed – not least because of the growing evidence of the impact of climate change, the rise of grassroots resistance movements and the growing popularity of climate catastrophe as a topic of genre fiction as well as dystopian film and other media. But what about literary texts? And does it even make sense to draw a clear line between literary fiction and genre fiction in terms of the aesthetic and stylistic strategies that authors might employ to discuss a far-reaching global phenomenon like anthropogenic climate change?

In this seminar we will read literary texts (predominantly British and anglophone climate novels and poetry) alongside critical approaches to climate change in an attempt to make sense of the ways in which anthropogenic climate change can be framed in different contexts and literary genres. While we will trace conceptualizations of “nature” and humanity’s role in it back to the early 19th century and the Romantics, the main focus of the seminar will lie on recent texts and contexts (e.g. globalization, migration, extinction) which will allow students to develop their own approaches to understanding, discussing and eventually teaching, climate fictions and climate poetry in different contexts.

Reading:

Reading materials will be made available online at the beginning of the semester.

Requirements:

Depending on your course of study, graded course work may include one or several of the following:

- expert group work
- teaching portfolio
- term paper

Course requirements will be discussed in the first session.

Please note:

Personal attendance during the first session is mandatory to maintain enrolment status. Please direct all inquiries about vacancies to britlit.fragen.fk15@tu-dortmund.de.

154527	Woke Romantics (2 HS)		
	Mi 12:15-13:45	3.208	Lange
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703, 704	G: 601, 703, 704	
	HRG: 601, 1001	HRSGe: 601, 1001	
	GyGe/BK: 601, 701, 702, 1001	GyGe/BK: 601, 701, 702, 1001	
	SP: 703	SP: 703	

‘Rise like Lions after slumber
 In unvanquishable number—
 Shake your chains to earth like dew
 Which in sleep had fallen on you—
 Ye are many—they are few.’

Addressing the oppressed multitude his infamous “Mask of Anarchy” (1819), the young Percy Shelley comes across as a Romantic poet deeply concerned with pressing social issues and inequalities – or, to use a more contemporary term, he simply stays *woke*.

Originally used to describe enhanced awareness of racial injustice, the term ‘woke’ has eased its way into everyday language and is nowadays also frequently employed to ridicule those who perceive themselves as moral saviours, or as a derogatory descriptor by the far right.

This class attempts to investigate this double-edged argument regarding British Romantic writers, who were commonly known for their mindfulness and fellow feeling for the less fortunate. Were they truly concerned with pressing socio-political issues or were they simply used as a good selling point? We will read key works of this central period in British literature and discuss how and why contemporary issues such as gender identity, ecocriticism, racial inequality and political instrumentalization of the law already surface in late eighteenth- and early nineteenth-century writings.

Course Requirements:

- Active participation in our weekly discussions
- group presentation
- additional assignments based on your course of study (term paper, written exam, project, ...)

Required Reading:

Wollstonecraft, Mary. *Mary and The Wrongs of Woman*. Edited by Gary Kelly. Oxford University Press, 2009. [ISBN: 978-0-19-953890-4]

Additional texts will be uploaded on Moodle.

Britische Kulturwissenschaft

1. STUDIENPHASE

154501	Introduction to British Cultural Studies (2 V)		
	Mi 12:15 – 13:45	HS 3 (EF 50)	Sedlmayr
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 402	G: 402	
	HRG: 402	HRSGe: 402	
	GyGe/BK: 402	GyGe/BK: 402	
	SP: 402	SP: 402	

The lecture offers an introductory overview of theoretical approaches and topics relevant for British cultural studies. While the meaning of 'culture' may seem to be quite evident at first glance, even the slightest probing underneath the surface reveals that it is not. As Raymond Williams, one of the most influential founding figures of British cultural studies, famously pointed out: "Culture is one of the two or three most complicated words in the English language." (*Keywords*, 1976). It is thus necessary to get a grip on some of the dominant but potentially competing conceptions of 'culture' – which in turn depends on an understanding of how its meanings have developed historically – before engaging with other concepts that contribute to its semantic scope: identity/difference, representation, gender, race/ethnicity, place/space, cultural memory and many others. The discussion of theory will be complemented by a brief overview of British history (from 1500) and an introduction to the British political system.

Tutorials:

The topics dealt with in the lecture are recapitulated and deepened in optional tutorials (see information below).

Assignment:

End-of-term written test (*Klausur*).

Complementary reading (available in the library):

Giles, Judy and Tim Middleton. *Studying Culture: A Practical Introduction*. 2nd ed., Wiley-Blackwell, 2008.

Other texts you are required to read will be announced in the first session.

Please note:

Personal attendance during the first session is mandatory to maintain enrolment status. Please direct all inquiries about vacancies to britkult.fragen.fk15@tu-dortmund.de.

154502	Tutorial for Introduction to Cultural Studies – Group A (2 PS)		
	Di 12:15 – 13:45	R. 3.427	Mexner
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: -	G: -	
	HRG: -	HRSGe: -	
	GyGe/BK: -	GyGe/BK: -	
	SP: -	SP: -	

154503	Tutorial for Introduction to Cultural Studies – Group B (2 PS)		
	Mo 12:15 – 13:45	R. 3.427	Lessmann
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: -	G: -	
	HRG: -	HRSGe: -	
	GyGe/BK: -	GyGe/BK: -	
	SP: -	SP: -	

These tutorials recapitulate and expand on the contents of the lecture "Introduction to Cultural Studies". Participation in the tutorial is not mandatory, but highly recommended.

154511	British Poetry: An Overview from the Renaissance until Today (2 PS)		
	Mo 08:30 – 10:00	R. 3.206	Sedlmayr
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK:	GyGe/BK:	

	SP:	SP:	
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This Proseminar aims at achieving three goals. First, it wants to make students familiar with the most important terms, tools, and techniques necessary for poetry analysis (metre, rhythm, rhyme, rhetorical devices, specific poetic forms etc.). Second, students will get an overview of the literary history of British and Irish poetry by reading and interpreting a selection of important poems written from the Renaissance up until today. Third, all of this will hopefully lead to the perhaps surprising insight that poetry is a highly fascinating genre and that the skills required to read the dense texture of a poem are highly useful also when reading the dense texture of the reality in which we daily find ourselves.

Requirements:

Course requirements will be discussed in the first session.

Reading:

All poems will be made available on Moodle.

Suggested complementary reading:

Baumbach, Sibylle, Brigit Neumann, and Ansgar Nünning, eds. *A History of British Poetry: Genres, Development, Interpretations*. Wissenschaftlicher Verlag Trier, 2015.

Bode, Christoph. *Einführung in die Lyrikanalyse*. Wissenschaftlicher Verlag Trier, 2001.

Hobsbaum, Philip. *Metre, Rhythm and Verse Form*. Routledge, 1996.

Please note:

Personal attendance during the first session is mandatory to maintain enrolment status. Please direct all inquiries about vacancies to britkult.fragen.fk15@tu-dortmund.de.

154521	The Rise of the Novel in the 18th Century: Forms, Issues, Contents (2 HS)		
	Mo 10:15 – 11:45	R. 3.208	Sedlmayr
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703, 704	G: 601, 703, 704	
	HRG: 601, 1001	HRSGe: 601, 1001	
	GyGe/BK: 601, 701, 702, 1001	GyGe/BK: 601, 701, 702, 1001	
	SP: 703	SP: 703	

The novel is a relatively young genre which, in Britain, only began to develop from the end of the seventeenth century but quickly became a highly popular and attractive literary form. One reason for this was certainly the choice of protagonists and subject matter: unlike in the earlier prose romances, the heroes and heroines of the novel hailed from backgrounds similar to that of their mainly middle-class readership and faced challenges in mostly contemporary settings with which readers could easily identify. Another reason was that not only did printing costs decrease so that reading material was more readily available but also that there were more readers due to increased literacy.

In the *Hauptseminar*, we will read important specimens of early novels, all published before the middle of the 18th century, starting with Aphra Behn's short novel *Oroonoko* (1688), featuring a black slave as the eponymous hero, continuing with Daniel Defoe's groundbreaking *Robinson Crusoe* (1719) and Jonathan Swift's satire *Gulliver's Travels* (1726), and concluding with Samuel Richardson's epistolary novel *Pamela* (1740). It goes without saying that these texts will be placed in their respective contexts in order for us to grasp their complex negotiations of issues such as gender and sexuality, race and ethnicity, social status, domestic and international politics (including the Empire), as well as religion.

Requirements:

Course requirements will be discussed in the first session.

Reading:

Please purchase the following editions of the novels:

Behn, Aphra. *Oroonoko*. Penguin Classics, edited by Janet Todd, Penguin, 2003. [ISBN 9780140439885]

Daniel Defoe. *Robinson Crusoe*. A Norton Critical Edition, edited by Michael Shinagel, Norton, 1994. [ISBN 9780393964523]

Richardson, Samuel. *Pamela, Or, Virtue Rewarded*. Penguin Classics, edited by Peter Sabor, Penguin, 2003. [ISBN 978-0140431407]

Swift, Jonathan. *Gulliver's Travels*. A Norton Critical Edition, edited by Albert J. Rivero, Norton, 2003. [ISBN 9780393957242]

Please note:

Personal attendance during the first session is mandatory to maintain enrolment status. Please direct all inquiries about vacancies to britkult.fragen.fk15@tu-dortmund.de.

154522	Renaissance Drama beyond Shakespeare (2 HS)		
	Mo 12:15 – 13:45	R. 3.208	Sedlmayr
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703, 704	G: 601, 703, 704	

	HRG: 601, 1001	HRSGe: 601, 1001	
	GyGe/BK: 601, 701, 702, 1001	GyGe/BK: 601, 701, 702, 1001	
	SP: 703	SP: 703	

The Renaissance was a period of unprecedented economic, social and political change. While the medieval order of the universe – still prominently present in the so-called Elizabethan World Picture – only very hesitatingly gave way, the world itself had been widened and its boundaries rearranged. The European expansion towards East and West brought not only new goods, but also new influences and ideas. Simultaneously, the Reformation swept over the Old Continent and tore the unity of the Christian faith apart. In England, specifically, Henry VIII cut ties with Rome and established the Anglican Church, a primarily political decision with far-reaching consequences for society. After the printing press had been introduced already in 1470, knowledge became accessible to much larger portions of society. With London growing in size, becoming one of the major European centres of commerce, the desire for entertainment grew. In 1576, James Burbage opened the first modern theatre, aptly named The Theatre, and the writing and performing of plays thereafter became a fashion which attracted enormous crowds until being put to a violent halt when a Puritan-led parliament decided to close theatres in 1642. At that stage, theatre had become a threat, obviously because the sort of entertainment it provided was not harmless; on the contrary, Renaissance drama critically and often subversively reflected the relevant and pressing issues which haunted people's minds, i.e., issues concerning identity, politics, gender, religion etc.

We will explore the lesser-known side of Renaissance drama by considering a range of plays *not* written by William Shakespeare. In class, we will read three plays together, constantly with a view towards the wider context of the Elizabethan and early Stuart eras, while others will be introduced via oral presentations. The plays we will read together are Christopher Marlowe's history play *Edward II*, Ben Jonson's comedy *Epicoene, or the Silent Woman*, as well as Thomas Middleton and William Rowley's tragedy *The Changeling*.

Requirements:

Course requirements will be discussed in the first session.

Reading:

All plays will be taken from the following anthology:

Barker, Simon & Hilary Hinds, eds. *The Routledge Anthology of Renaissance Drama*. London – New York: Routledge, 2003. [ISBN 9780415187343]

Please note:

Personal attendance during the first session is mandatory to maintain enrolment status. Please direct all inquiries about vacancies to britkult.fragen.fk15@tu-dortmund.de.

154523	Black British Young Adult Literature (Literatur-/Kulturdidaktik) (2 HS)		
	Mo 16:00-17:30	R. 3.208	Sedlmayr
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: -	G: -	
	HRG: 1002	HRSGe: 1003	
	GyGe/BK: 1003	GyGe/BK: 1003	
	SP: -	SP: -	

Darren Chetty, a teacher in east London, recounts how he once asked his pupils to write a story. The prompt: they were to avail themselves of their own backgrounds and feature a protagonist bearing the name of one of their family. When one boy, who had recently migrated to the UK from Nigeria, "read out the protagonist's name another boy, who was born in Britain and identified as Congolese, interrupted him. 'You can't say that!' he said. 'Stories have to be about white people.'" (In: Nikesh Shukla, ed. *The Good Immigrant*. Unbound, 2017, p. 96.)

With a view not least to the core curriculum's focus on intercultural competence, we will consider four novels that undermine the hegemonic demand for 'white' stories and protagonists. Addressed to young adult readers, these narratives, employing different formal features (Dean Atta's *The Black Flamingo* is a verse novel, for example) and belonging to various subgenres (Malorie Blackman's *Noughts and Crosses* is a dystopian alternative-history novel), deal with various themes, from the joys and pain of first love to the hurts and dangers experienced in a prejudiced and racist world.

This course is specifically and exclusively designed as a 'Kulturdidaktik'-Seminar for LABG 2009/2016 students (Modul 1003, HRSGe and GyGe/BK) [LABG 2019 HRG: Modul 1002].

Requirements:

Course requirements will be discussed in the first session.

Reading:

Please purchase the following editions of the novels:

Atta, Dean. *The Black Flamingo*. Hodder Children's Books, 2019. [ISBN 9781444948608]

Blackman, Malorie. *Noughts and Crosses*. Penguin, 2020. [ISBN 9780241388396]

Evaristo, Bernardine. *Hello Mum*. Penguin, 2010. [ISBN 9780141044385]

Wheatle, Alex. *The Humiliations of Welton Blake*. Barrington Stoke, 2021. [ISBN 9781781129494]

Please note:

Personal attendance during the first session is mandatory to maintain enrolment status. Please direct all inquiries about vacancies to britkult.fragen.fk15@tu-dortmund.de.

154524	David Peace's <i>Red Riding Quartet</i> (2 HS)		
	Mo 14:15 – 15:45	R. 3.208	Piskurek
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703, 704	G: 601, 703, 704	
	HRG: 601, 1001	HRSGe: 601, 1001	
	GyGe/BK: 601, 701, 702, 1001	GyGe/BK: 601, 701, 702, 1001	
	SP: 703	SP: 703	

Between 1999 and 2002, English writer David Peace published four novels that became known as the Red Riding Quartet: *Nineteen Seventy-Four*, *Nineteen Seventy-Seven*, *Nineteen Eighty* and *Nineteen Eighty-Three*. The crime tetralogy deals with political and police corruption in the Yorkshire ridings and is set against the backdrop of the so-called Yorkshire Ripper murders. Peace's novels are challenging texts: his staccato style with repetitions and multiple perspectives takes some time getting used to, and the descriptions are often violent. Nonetheless, they paint a vivid and haunting picture of Northern England in the 1970s and 1980s, and as a quartet they form a brilliant yet disturbing intertextual mosaic.

In this seminar, we will read and discuss Peace's novels and Tony Grisoni's TV adaptation of three of the books. We will also have a look at texts and documentaries that contextualise the setting and the historical background.

Course requirements will be discussed in the first session.

Please be advised that these novels depict a number of violent incidents in a drastic way.

154528	1606 (2 HS)		
	Di 10:15 – 11:45	R. 3.208	Piskurek
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703, 704	G: 601, 703, 704	
	HRG: 601, 1001	HRSGe: 601, 1001	
	GyGe/BK: 601, 701, 702, 1001	GyGe/BK: 601, 701, 702, 1001	
	SP: 703	SP: 703	

The early 17th century was a time of manifold changes and challenges in the British Isles. In 1606, James I had recently succeeded Queen Elizabeth on the throne, and tried to unite the English and the Scottish parliament; Robert Catesby and Guy Fawkes (among others) had plotted to blow up the King and Parliament the year before; the plague returned to England; the kingdom prepared for its colonial expansion into the North Americas. It was also the year in which William Shakespeare completed three of his most important plays: *Macbeth*, *King Lear*, and *Antony and Cleopatra*.

Taking our cue from James Shapiro's book *1606 – Shakespeare and the Year of Lear*, we will explore the social, cultural and political history of that year, and attempt to understand how these texts interact with their historical contexts.

Course requirements will be discussed in the first session.

Amerikanistik

1. STUDIENPHASE

154601	Introduction to American Literature and Culture after 1900 (2 V)		
	Mi 10:15 - 11:45	HS 1	Pöhlmann
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 502	G: 502	
	HRG: 502	HRSGe: 502	
	GyGe/BK: 502	GyGe/BK: 502	
	SP:502	SP: 502	

Starting with a brief historical summary of relevant precedents, this lecture focuses on US-American literary history from 1900 up until today. It includes the most important aesthetic developments in various genres with particular concern for their cultural, social, political and medial contexts. This includes the disciplinary history of American Studies as a field, its practices of canonization, as well as other theoretical issues,

including current paradigms and discourses. The lecture will combine a broad overview with extensive analyses of exemplary texts.

Tutorial A: Introduction to American Literature and Culture after 1900			
	Do 16:00 - 17:30	R. 0.406	Krücken
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK:	GyGe/BK:	
	SP:	SP:	

This optional tutorial presents an opportunity to delve deeper into the material and texts that are covered in the lecture. Students will have the chance to ask questions, discuss texts, and practice their analytical and writing skills.

Tutorial B: Introduction to American Literature and Culture after 1900			
	Mo 12:15 - 13:45	R. 0.420	Krücken
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK:	GyGe/BK:	
	SP:	SP:	

This optional tutorial presents an opportunity to delve deeper into the material and texts that are covered in the lecture. Students will have the chance to ask questions, discuss texts, and practice their analytical and writing skills.

Proseminare

154641 The Places They Love: Culture Through the Lens of Creative Nonfiction (2 PS)			
	Mo 10:15 - 11:45	R. 0.406	Fehringer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 602	G:	
	HRG: 503	HRSGe: 503	
	GyGe/BK: 503	GyGe/BK:503	
	SP:	SP:	

What does the way in which one chooses to write about their home tell us about the culture they come from? Through paired readings touching on major U.S. cities such as New York, Chicago, and L.A. and states such as Mississippi, Iowa, and Washington, we will look at different regional points of view through the lens of the creative nonfiction essay.

In this class, we will engage with works that explore the unique cultures of different American regions from food to language, climate to architecture, and race to familial relations, all to ask, how does living in different regions of the United States affect the ways one views their life and home? Please be prepared to discuss the craft of creative essay writing and try your hand at creative nonfiction.

Georgie Fehringer is a visiting instructor from the University of Iowa.

154642 The Union at Risk: History and the Future of the European Union (2 PS)			
	Blockveranstaltung 03.06. - 15.07.24 Mo 16:00 – 19:15	R. 0.420	Schäufele
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK:	GyGe/BK:	
	SP:	SP:	

Dieser Kurs entfällt.

154643	American Architecture: Visions, Utopia, and Literary Representations in a Transatlantic Context (2 PS)		
	Blockveranstaltung 04.06. - 16.07.24 Di 8:30 – 11:45	R. 0.420	Berendt-Metzner
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 602	G:	
	HRG: 503	HRSGe: 503	
	GyGe/BK: 503	GyGe/BK:503	
	SP:	SP:	

"Architecture can be read like any other text – and vice versa" - The course will explore this thesis by looking at and into American architecture from the 19th to the 21st century. Emphasis will be put on the individual building rather than the planning of urban space.

Is there an American architecture and if so, what makes it specifically American? America's history is a history of settlement and development and American architecture had and has a significant economical, social, political and psychological impact in this process and on the people who inhabit it. From Andrew Jackson Downing's philosophy of "the good house that will lead to a good civilization" and Henry Thoreau's cabin in *Walden* to Frank Lloyd Wright's Usonian houses, influential visions and ideas of architecture have created an exciting American cultural narrative.

With the increase of the climate crisis as well as the economical crises of today, architecture has turned to new forms of living such as tiny houses, earthships, or caravans. We will explore these further by also looking across the Atlantic to make out global trends and solutions.

In this course we will read selected essays on architecture and by architects as well as other literary texts or watch film excerpts representing architecture, buildings, or new forms of living.

Literature will include but not be limited to selected essays and excerpts of texts by Andrew Jackson Downing, Ralph Waldo Emerson, Frank Lloyd Wright and Henry David Thoreau. Selected fictional texts will represent (mostly) existing architecture or explore the lives of famous architects; amongst others, Simon Mawer, *The Glass Room*, Kelcey Parker – *Liliane's Balcony*. New forms of living will be explored through the film screening of *Nomadland*.

This course is particularly recommended for the Angewandte Studiengänge

154644	An Introduction to American Romanticism. Group A (2 PS)		
	Di 8:30 - 10:00	R. 0.406	Klemm
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 602	G:	
	HRG: 503	HRSGe: 503	
	GyGe/BK: 503	GyGe/BK:503	
	SP:	SP:	

This course offers an in-depth exploration of American Romanticism during the transformative period from the 1830s to 1870s. In this era, the United States grappled with issues of identity, expansion, and societal change, and these complexities found expression in the literature, philosophy, art, and culture of the time. We will examine the works of influential writers, poets, and thinkers, such as Ralph Waldo Emerson, Nathaniel Hawthorne, Hermann Melville, Walt Whitman, Emily Dickinson, Harriet Beecher Stowe, and Margaret Fuller with a particular emphasis on the contributions of women writers. Even if this course does not seem "sexy" at the first glance, complex and thought-provoking themes such as individualism, nature, societal critique, and the celebration of the self will resonate with you on a personal level and provide a deeper understanding of the relevance of Romantic ideals in contemporary American society

Please note: The course is particularly recommended for students who attend the lecture Introduction to American Literature and Culture after 1900 this semester and did not participate in an Introduction to American Literary and Cultural History course in the previous summer semesters.

154645	An Introduction to American Romanticism. Group B (2 PS)		
	Di 12:15 - 13:45	R. 0.406	Klemm
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		

	LABG 2009	LABG 2016	
	G: 602	G:	
	HRG: 503	HRSGe: 503	
	GyGe/BK: 503	GyGe/BK:503	
	SP:	SP:	

This course offers an in-depth exploration of American Romanticism during the transformative period from the 1830s to 1870s. In this era, the United States grappled with issues of identity, expansion, and societal change and these complexities found expression in the literature, philosophy, art, and culture of the time. We will examine the works of influential writers, poets, and thinkers, such as Ralph Waldo Emerson, Nathaniel Hawthorne, Hermann Melville, Walt Whitman, Emily Dickinson, Harriet Beecher Stowe, and Margaret Fuller with a particular emphasis on the contributions of women writers. Even if this course does not seem “sexy” at the first glance, complex and thought-provoking themes such as individualism, nature, societal critique, and the celebration of the self will resonate with you on a personal level and provide a deeper understanding of the relevance of Romantic ideals in contemporary American society

Please note: The course is particularly recommended for students who attend the lecture Introduction to American Literature and Culture after 1900 this semester and did not participate in an Introduction to American Literary and Cultural History course in the previous summer semesters.

154646	Welcome to New York! The History and Literature of the Big Apple (2 PS)		
	Di 14:15 – 15:45	R. 0.420	Laemmerhirt
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 602	G:	
	HRG: 503	HRSGe: 503	
	GyGe/BK: 503	GyGe/BK:503	
	SP:	SP:	

“I’m always surprised when anyone leaves New York. I mean, where do they go?” This quote by Carrie Bradshaw in the famous TV show *Sex and the City* reflects the special aura that the city of New York in general and Manhattan in particular has for many people. “New York” the name evokes images of a big city with high skyscrapers, glittering Broadway musicals, and a place where people from different countries and background come together. New York is considered a city where everything is possible and nothing impossible, a place for dreams and nightmares.

With a focus on pre-World War II New York City, this course will give an overview of the history, architecture, cultural life, and literature of the “Big Apple.” We will read, for example, excerpts from Herbert Ashbury’s *Gangs of New York: An Informal History* as well as Jacob Riis’ *How the Other Half Lives*, and engage with different short stories and poems set in New York to discuss different representations of the city. In order to be able to understand how New York and its representation has changed over time, contemporary texts dealing with 9/11 and its aftermaths as well as sitcoms, movies, and musicals will be taken into account.

Participants of the course are expected to purchase and read F. Scott Fitzgerald’s novel *The Great Gatsby* (1925) and to watch either the 1961 and/or 2013 movie version of Leonard Bernstein’s musical *West Side Story*. A reader with additional material will be available at the copy shop at the beginning of classes.

154647	Animation Film & Television (2 PS)		
	Di 16:00 – 17:30	R. 0.420	Dunst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 602	G:	
	HRG: 503	HRSGe: 503	
	GyGe/BK: 503	GyGe/BK:503	
	SP:	SP:	

This seminar will trace the development of animation from its emergence out of nineteenth-century entertainment to the ubiquity of computer-generated graphics on cinema and television screens today. Over the course of the semester, we will engage with both independent and large studio productions, from Disney to Studio Ghibli, exploring a breadth of techniques and styles. Students will also be able to take part in a practical workshop that will introduce them to the foundations of stop-motion animation.

154648	African American Women’s Literature (2 PS)		
	Mi 8:30 – 10:00	R. 0.406	Klemm
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 602	G:	

	HRG: 503	HRSGe: 503	
	GyGe/BK: 503	GyGe/BK:503	
	SP:	SP:	

This course is an introduction to the rich and diverse literary contributions of African American women throughout history. We will explore the writings by enslaved African American women such as Phillis Wheatley and Harriet Jacobs, Harlem Renaissance writers Nella Larson and Zora Neal Hurston and get familiar with literature from the Civil Rights Movement and its aftermath, including works by authors like Alice Walker, Toni Morrison, and Audre Lorde. The final section of the course will focus on contemporary writers and we will discuss how these writers engage with current issues and continue the tradition of expressing the diverse experiences of African American women

The reading list includes Nella Larson *Passing*, Alice Walker, *The Color Purple* and Toni Morrison *Beloved*.

154649	No(w) Future?! – Dystopian Worlds Past & Present (2 PS)		
	Blockveranstaltung 05.06. – 16.07.24 Mi 8:30 – 11:45	R. 0.420	Danneil
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 602	G:	
	HRG: 503	HRSGe: 503	
	GyGe/BK: 503	GyGe/BK:503	
	SP:	SP:	

Dystopian landscapes have gained momentum whenever a crisis grows rampantly like metastases in a cancerous body. Originally, at home in science-fiction literature, each new fictional dystopia echoes the fairly true anxieties of its respective generation. The short fiction genre has always been the generic hotbed countless writers of science-fiction tales, comic books, radio broadcasts, or scripts for film- and TV series have used for their dismantling of worlds. Whereas H.P. Lovecraft, John W. Campbell or Richard Matheson created post-apocalyptic scenarios to focus on the toxic impetus of human hubris, biological warfare, and the nuclear age in early- to mid-20th century, contemporary dystopias in film and TV series are characteristically indifferent about *what* has affected or *who* is to blame for the sufficient deprivation of human existence. Films like *It Comes At Night* (2017), *Bird Box* (2016) or *A Quiet Place* (2018) leave aside the tech-savvy aspect of earlier SciFi, but emphasize the emotional resonance of drama. In a third category, the gamification trend has sparked a bunch of ego shooting, torture-pornish franchises like *The Purge* or *Squid Game* that equipped their respective social hells with a fair amount of heavenly classicist, neoliberally utopian desires.

The seminar will take you on a journey through a literary and visual history of dystopian narratives past and present. Central questions will be what constitutes the horror in the texts? How do these visions affect our understanding of the world in a time when Trump becomes elected president, when wars of aggression are fought in Europa, when Covid-19 becomes an invisible and the global climate change a more and more obvious threat? Although the planned content sounds like anything but fun, we will explore the texts' experimental language, its escapist function, and look for the narratives' sense of hope, their potential optimism, and encouraging irony.

Credits will be awarded on the basis of podcast group projects and written reflections/ assignments.

154650	Writing the American Mountain: Place, Poetry, and Prose in Montana and Appalachia (2 PS)		
	Mi 16:00 – 17:30	R. 0.406	Niblock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 602	G:	
	HRG: 503	HRSGe: 503	
	GyGe/BK: 503	GyGe/BK:503	
	SP:	SP:	

This course explores, first and foremost, the concept of place in relation to writing, particularly within two of the most famous mountain ranges in the United States: the Montanan Rockies of the West, and the Appalachian Mountains of the Southeast. Interrogating what it means to write from a particular "life-place," we will read poetry, reflections on how to write poems in the Mountains, and both short- and long-form prose, all of which engages with life along these two mountain ranges. In addition to gaining exposure to numerous American poets, journalists, and novelists and their writings on the mountains of America, you will also be invited to consider your own personal "life-place" and, in conversation with our mountainous literary adventures over the semester, just how this life-place informs your own writing.

Elliott Niblock is a visiting instructor from the University of Virginia.

154651	American Poetry from 1650 to the Present (2 PS)		
	Do 10:15 – 11:45	R. 0.406	Pöhlmann
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		

	LABG 2009	LABG 2016	
	G: 602	G:	
	HRG: 503	HRSGe: 503	
	GyGe/BK: 503	GyGe/BK:503	
	SP:	SP:	

Starting with Anne Bradstreet's *The Tenth Muse Lately Sprung Up in America*, this seminar considers a concise selection of American poems from more than three and a half centuries in order to give a basic overview of the major developments of this literary form up until the present. We will consider the medial, cultural, and political relevance of poetry as well as the methods and goals of its interpretation, beyond the high-school clichés of authorial intention and formal analysis for form's sake. All texts will be provided as a PDF on Moodle.

154652	Climate Fiction (2 PS)		
	Do 14:15 – 15:45	R. 0.406	Sezer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 602	G:	
	HRG: 503	HRSGe: 503	
	GyGe/BK: 503	GyGe/BK:503	
	SP:	SP:	

Climate change is often cited as a perfect example of a hypercomplex phenomenon which is notoriously difficult to "read." Climate-related fiction, however, gives us the opportunity to become more "literate" in this regard. In this seminar, we will work closely with the recently published book *Climate Change Literacy* (Cambridge University Press, 2023) that provides a motley toolkit of concepts derived from literature theory and literature pedagogy to help us make sense of climate change through fiction. We will also engage in genre theory to establish the differences between the related fields of "climate fiction," "science fiction" and "speculative fiction."

Material: We will read two novels in this class. Please acquire a copy of the following books (everything else will be made available online):

Material: We will read two novels in this class. Please acquire a copy of the following books (everything else will be made available online):

Octavia E. Butler *Parable of the Sower* (1993)

T. C. Boyle *Blue Skies* (2023)

154653	Race and Racism Discourse in Contemporary America (2 PS)		
	Fr 8:30 – 10:00	R. 0.406	Ogihara-Schuck
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 602	G:	
	HRG: 503	HRSGe: 503	
	GyGe/BK: 503	GyGe/BK:503	
	SP:	SP:	

Today, it is known that all humans share 99.9% of their genes. If only 0.1% is what makes us physically different, why do many societies continue to adhere to the concept of race and classify their population into racial groups? If they find racism a problem that needs to be extinguished, why can they not do away the concept of race?

With such a thought, in 2020, German Green Party politicians sought to have the word *Rasse* deleted from Article 3 of the German Constitution. The controversy that followed invited international coverage; ultimately it was decided that the term should remain.

Where did the idea of race originate? How has it interplayed with as well as contested racism? What transformations do the concepts of race and racism go through when crossing cultural and physical borders? How have authors tackled the notion of postrace? Approaching race and racism as social constructs and discourses, this seminar will engage with these questions by consulting contemporary American cultural and literary texts by authors such as Alice Walker, Kevin Kwan and Colson Whitehead.

Course requirements are individual oral presentations and pop quizzes.

2. STUDIENPHASE & MASTERSTUDIENGÄNGE

154661	Migration Literatures: Human and Non-Human Perspectives (2 HS)		
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	Mo 10:15 – 11:45	R. 0.420	Sezer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703,704	G: 602, 703, 704	
	HRG: 602, 1001, 1002	HRSGe: 602, 1002, 1003	
	GyGe/BK: 602, 701, 702, 1002, 1003	GyGe/BK: 602, 701, 702, 1002, 1004	
	SP: 703	SP:703	

In current political discourse, the phenomenon of “migration” is often exclusively reserved for “human migration,” even though many animals and plants are constantly migrating as well—and their migrations are failing in the wake of the current ecological crisis. In this seminar, we will ask what a literary aesthetics of non-human migration can reveal about human migrations (and vice-versa), how these two forms of migration may either benefit or obstruct the other’s capacity to move, and establish that many non-human migrations also occur “on the road,” a concept often referred to as “ecological corridors.” Drawing on literary representations of non-human migrations, we will reassess key principles of post- coloniality, trans-nationality and (environmental) cosmopolitanism. Additionally, a proper literary and philosophical introduction into the fields of animal and plant studies, border literatures, and Critical Infrastructure Studies will be provided.

Literature: The theoretical texts and short fiction/novel excerpts will all be made available online. Please acquire one copy of each of the following novels, which we will discuss in class:

Jonathan Franzen: *Freedom* (2010) (Picador)

Barbara Kingsolver: *Flight Behavior* (2012) (Faber&Faber)

154662	The Intellectual Savings Bank: Ralph Waldo Emerson In His Journals (2 HS)		
	Mo 12:15 – 13:45	R. 0.406	Grünzweig
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703,704	G: 602, 703, 704	
	HRG: 602, 1001, 1002	HRSGe: 602, 1002, 1003	
	GyGe/BK: 602, 701, 702, 1002, 1003	GyGe/BK: 602, 701, 702, 1002, 1004	
	SP: 703	SP:703	

Ralph Waldo Emerson was an American icon in the 19th century both nationally and internationally and has maintained his central position until the present. He represents the origin of an independent American culture and is at the same time one of its most radical critics.

In the past decade, seminars on Ralph Waldo Emerson’s works at TU Dortmund have dealt with his essays, speeches and poetry. This seminar will, for the first time, investigate his private journals which he wrote from his student days until the end of his long literary life. The journals allow a privileged insight into Emerson’s “workshop” and the development of his major texts from sudden flashes of inspirations and brainstorming to personal reflections and aphoristic formulae which found an entrance into his public work. Emerson called the journals his “Savings Bank” where he stored ideas and observations until he could use them in his mature work. Was this simply a safe or did the journals carry interest for him and his oeuvre? We will get to know a much more personal Emerson willing to experiment with his experience – and language.

A Reader with both the primary material and secondary texts will be provided.

154663	The Power (and Decline?) of Religion in America: From Snake-Handling to ‘Spiritual But Not Religious’ (2 HS)		
	Mo. 14:15 – 15:45	R. 0.406	Niblock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703, 704	G: 602, 703, 704	
	HRG: 602, 1002	HRSGe: 602, 1002	
	GyGe/BK: 602, 701, 702, 1002	GyGe/BK: 602, 701, 702, 1002	
	SP: 703	SP: 703	

Ranging from accounts of the earliest Puritan settlers, to the “fire and brimstone” sermons of Jonathan Edwards, to the contemporary influence of the Religious Right and the so-called “Bible Belt” across the American South, the United States is often closely associated with religion. However, this course will examine what seems to be a paradox: the simultaneous phenomena of religion’s ongoing, powerful influence, yet also apparent decline within the United States. On the one hand, we will explore the power of religion in America, paying particular attention to uniquely American religious movements such as pentecostalism and its practices of handling snakes and drinking poison, and the Catholic Worker

movement's unique synthesis of devout Christian beliefs with distinctly Marxist influences. On the other, we'll also look at the rise of the increasingly secular Americans who do not identify with any religious traditions, yet still describe themselves as "spiritual but not religious," examining this trend and placing it within a larger historical context to understand its roots in the nineteenth century.

Elliott Niblock is a visiting instructor from the University of Virginia.

154664	East, West, Hollywood: Armin Mueller-Stahl as a transatlantic <i>Ausnahmekünstler</i> (in collaboration with the Dortmund Museum für Kunst und Kulturgeschichte, 2 HS & 2Ü)		
	Mo. 16:00 – 19:00	R. 0.406	Grünzweig / Fröhlich
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703,704	G: 602, 703, 704	
	HRG: 602, 1001, 1002	HRSGe: 602, 1002, 1003	
	GyGe/BK: 602, 701, 702, 1002, 1003	GyGe/BK: 602, 701, 702, 1002, 1004	
	SP: 703	SP:703	

Armin Mueller-Stahl was a star actor both on the stage and in films in the German Democratic Republic and, following his departure in 1980, also in the Bundesrepublik. At the end of the 1980s, he moved to the United States and started a very successful career in Hollywood. He is, however, not only a creative personality crossing global borders but also an intermedial artist. In addition to his phenomenal acting career, he has established himself as a painter and, having initially studied the violin and musicology, repeatedly presented himself as a musician both in his films and outside.

Mueller-Stahl visited TU Dortmund in November 2022 on the occasion of the pioneering German student translation of the first edition of Walt Whitman's *Leaves of Grass* for which he created the portrait of the author and an exhibition of his Jewish portraits in the Museum für Kunst und Kulturgeschichte. On the occasion of the 250th Anniversary of the United States in 2026, Dortmund Americanists are planning an exhibition together with the Dortmund Museum für Kunst und Kulturgeschichte celebrating the "Quarter Millennium" of the "Declaration of Independence" on 4 July 1776. This seminar, which will focus on Mueller-Stahl's biography, films and painting, will be the first in a series preparing this exhibition. This is *not* a 4 hour seminar: Regular class time will be from 16-17:30; the time slot from 17:30-19 hours will be used for work with special groups, film presentations and other activities.

A Reader containing the texts will be provided.

This course is particularly recommended for students of the Angewandte Studiengänge.

154665	Video Games and Cultural Studies (2 HS, nur für Lehramt)		
	Di 10:15 – 11:45	R. 0.406	Pöhlmann
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703,704	G: 602, 703, 704	
	HRG: 602, 1001, 1002	HRSGe: 602, 1002, 1003	
	GyGe/BK: 602, 701, 702, 1002, 1003	GyGe/BK: 602, 701, 702, 1002, 1004	
	SP: 703	SP:703	

The relation between the interdisciplinary fields of video game studies and cultural studies is messy and fraught with historical tension, as especially anglophone literary studies played a role that was both foundational and dubiously normative. While this interdisciplinary work has become routine in recent years, individual fields (such as American studies) are still in the process of working out how to apply their theories and methods to video games and how video games may change these theories methods. This class offers an introduction to game studies from this particular perspective, but we will also consider video games more generally as interactive audiovisual media experiences with a variety of cultural implications. Non-gamers are as welcome as casual and hardcore gamers; just make sure you play as many games as you can in preparation. All texts will be provided as a PDF on Moodle.

This seminar ties in with the conference "Playing the Field IV: Video Games and Politics," which will take place on July 10-12, 2024 at TU Dortmund. Attending the conference is mandatory for all seminar participants, so make sure you can actually make it that before you sign up. <https://isik.kuwi.tu-dortmund.de/ptf4/>

Note: This class is for Lehramt students only, as we will explore the didactic implications of game studies while discussing foundational texts and games.

154666	Playing in the Dark – Introduction to Horror Video Games (2 HS)		
	Di 12:15 – 13:45	R. 0.420	Danneil

Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:	
	LABG 2009	LABG 2016
	G: 703,704	G: 602, 703, 704
	HRG: 602, 1001, 1002	HRSGe: 602, 1002, 1003
	GyGe/BK: 602, 701, 702, 1002, 1003	GyGe/BK: 602, 701, 702, 1002, 1004
	SP: 703	

Since the introduction of the Atari VCS game "Haunted House" in 1981, the genre of Horror video games has come a long way. As one of the only narrative-based game genres designed to scare players, this seminar will offer students an immersive learning environment to enter the world of horror games. This course is designed for both avid gamers (e.g. of survival, psychological or jump-scare horror) and those curious about the spine-chilling cultural aspects of some unique storytelling as well as the genre-defining gameplay mechanics and technologies within the video game industry. From a cultural and media studies perspective, we will explore how cultural and societal factors influence the themes and narratives of horror games and engage in critical discussions about the artistic and cultural significance of horror games. In association with the "Playing the Field: Video Games and Politics International Conference" in July 2024, the seminar is planned to invite students to get further involved in academic activities beyond their scope of study. Substantial information and reading will be provided in the beginning of the semester.

Credits will be awarded on the basis of

- podcast group projects
- written reflections/ assignments

154667	Video Games and Cultural Studies (2 HS, nur für Angewandte)		
	Di 14:15 – 15:45	R. 0.406	Pöhlmann
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK:	GyGe/BK:	
	SP:	SP:	

The relation between the interdisciplinary fields of video game studies and cultural studies is messy and fraught with historical tension, as especially anglophone literary studies played a role that was both foundational and dubiously normative. While this interdisciplinary work has become routine in recent years, individual fields (such as American studies) are still in the process of working out how to apply their theories and methods to video games and how video games may change these theories methods. This class offers an introduction to game studies from this particular perspective, but we will also consider video games more generally as interactive audiovisual media experiences with a variety of cultural implications. Non-gamers are as welcome as casual and hardcore gamers; just make sure you play as many games as you can in preparation. All texts will be provided as a PDF on Moodle.

This seminar ties in with the conference "Playing the Field IV: Video Games and Politics," which will take place on July 10-12, 2024 at TU Dortmund. Attending the conference is mandatory for all seminar participants, so make sure you can actually make it that before you sign up.
<https://islk.kuwi.tu-dortmund.de/ptf4/>

Note: This class is for Angewandte students only, as we will explore practical implications of game studies while discussing foundational texts and games.

154668	Literaturstudium, Literaturhaus, Literatur: Buchwelten zwischen Universität, Kulturbetrieb und Autor/innen. Seminar in Kooperation mit dem Dortmunder Literaturhaus (2 HS & 2 Ü)		
	Di 16:00 – 19:00	R. 0.406	Grünzweig / Berendt-Metzner
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK:	GyGe/BK:	
	SP:	SP:	

Dieses Seminar ist vornehmlich für Studierende der Angewandten Studiengänge bestimmt; in Einzelfällen können auch Lehramtsstudierende und Studierende der Journalistik mit Zweifach Anglistik/Amerikanistik teilnehmen. Das Seminar findet in Kooperation mit dem Dortmunder Literaturhaus statt. Die Teilnehmer/innen der dritten Staffel dieser Veranstaltung werden mit Autor/innen, die im Literaturhaus lesen und präsentieren, bei der Programmgestaltung zusammenarbeiten und bei Publikumsbetreuung und in der Medienarbeit mitwirken und die Veranstaltungen evaluieren. Auf diese Weise werden wichtige Einsichten in den Literatur- und Kulturbetrieb und praktische Kompetenzen im Umgang mit "Buchwelten" erworben.

Es handelt sich *nicht* um ein 4-stündiges Seminar. Der Slot wird neben den regulären Veranstaltungen auch für Gruppenarbeit Rehearsals im Literaturhaus verwendet. Die Zahl der Teilnehmer/innen ist beschränkt. Da die Vorbereitungen frühzeitig beginnen, können Anmeldungen ab 01.02.2024 auch direkt bei Walter.Gruenzweig@udo.edu vorgenommen werden.

154669	An Introduction to Queer Theory (2 HS)		
	Mi 16:00 – 17:30	R. 0.420	Dunst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703,704	G: 602, 703, 704	
	HRG: 602, 1001, 1002	HRSGe: 602, 1002, 1003	
	GyGe/BK: 602, 701, 702, 1002, 1003	GyGe/BK: 602, 701, 702, 1002, 1004	
	SP: 703	SP:703	

Queer theory explores what it means to fall outside of, resist and remake, prevailing societal norms around issues of gender, sexuality, and power. This seminar will explore the many meanings and acts of queerness with the help of key readings by Michel Foucault, Eve Kosofsky Segwick, Lee Edelman, Jack Halberstam, and others. At the same time, we will also be looking at examples of contemporary queer culture and, in turn, seek to queer contemporary culture.

154670	Phillis Wheatley and African American Poetry (2 HS)		
	Mi 10:15 – 11:45	R. 0.406	Dunst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703,704	G: 602, 703, 704	
	HRG: 602, 1001, 1002	HRSGe: 602, 1002, 1003	
	GyGe/BK: 602, 701, 702, 1002, 1003	GyGe/BK: 602, 701, 702, 1002, 1004	
	SP: 703	SP:703	

This graduate seminar will survey the evolution of poetry by black writers since the colonial era and into the twenty-first century in the United States. Phillis Wheatley, the first African-American to publish a book of poetry, will serve as both an introduction to and repeated reference for considering some of the tensions – between popular address, literary style, and political protest – that have marked the history of African American poetry. Course readings will be based on the anthology *African American Poetry: 250 Years of Struggle & Song*, edited by Kevin Young. Students are encouraged to buy this book to participate fully in discussion.

154671	Contemporary Absurdist Literature and the Craft of Creative Writing (2 HS)		
	Mi 14:15 – 15:45	R. 0.406	Fehringer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703, 704	G: 602, 703, 704	
	HRG: 602, 1002	HRSGe: 602, 1002	
	GyGe/BK: 602, 701, 702, 1002	GyGe/BK: 602, 701, 702, 1002	
	SP: 703	SP: 703	

In this class, we will look at a selection of contemporary absurdist writing from mostly female authors alongside craft essays that discuss the art of creative writing. In *Spectacle*, Susan Steinburg's unnamed narrator comes to learn that you can never possess a person by possessing an object. In *Some of Them Will Carry Me*, Giada Scodellaro creates a world where hundreds of construction workers take over your house. In *Wild Milk*, even your children become unrecognizable. In this class, we will ask the following questions: What does the lens of absurdism show us about the way American artists view their own culture? What techniques and writing strategies do these authors use to craft their stories?

There is a creative writing element to this class. Please be prepared to engage in discussion about the craft of writing and participate in creative writing exercises
Georgie Fehringer is a visiting instructor from the University of Iowa.

154672	The Graphic Novel (2 HS)		
	Do 8:30 – 10:00	R. 0.406	Dunst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		

	LABG 2009	LABG 2016	
	G: 703,704	G: 602, 703, 704	
	HRG: 602, 1001, 1002	HRSGe: 602, 1002, 1003	
	GyGe/BK: 602, 701, 702, 1002, 1003	GyGe/BK: 602, 701, 702, 1002, 1004	
	SP: 703	SP:703	

Graphic novels have established themselves as a new publication format at the intersection of literature and visual art. This seminar will look at the diversity of narratives and artistic styles marketed under this umbrella and trace their emergence from the crisis of serial magazines, underground comix, and a generation of authors educated at art school. In addition to shorter excerpts and secondary readings, we will focus on three examples: Paul Karasik and David Mazzuchelli's adaptation of Paul Auster's detective novel *City of Glass*, Alison Bechdel's queer memoir *Fun Home*, and Nora Krug's *Belonging*, which investigates her family's involvement in National Socialism.

154673	The Freedom to Read: Book Banning in the United States (2 HS)		
	Do 12:15 – 13:45	R. 0.406	Laemmerhirt
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703,704	G: 602, 703, 704	
	HRG: 602, 1001, 1002	HRSGe: 602, 1002, 1003	
	GyGe/BK: 602, 701, 702, 1002, 1003	GyGe/BK: 602, 701, 702, 1002, 1004	
	SP: 703	SP:703	

In January 2022, American author Viet Thanh Nguyen voiced his concern about censorship in the New York Times by stating: "Banning books is a shortcut that sends us to the wrong destination" arguing that "If our society isn't strong enough to withstand the weight of difficult or challenging – and even hateful or problematic – ideas, then something must be fixed in our society." This statement already hints to some of the main topics related to the way we talk about books and the question of who is allowed to say what. In the past, book bans were a serious issue in the United States and until the mid-20th century, publishing and selling forbidden books was legally prosecuted. Today, books are still being banned or "challenged" as libraries continue to remove supposedly outrageous titles from their shelves – often in response to a complaint filed by citizens and certain titles are taken from school curricula. Yet, what does it mean to ban or challenge a book? What does the practice of censorship reveal about the power of the written word? Who bans books and why? What kind of terminology is used in the discourse on censorship? Given the possibility to obtain books via the internet – even if your public library or bookstore does not offer the title – is there still the need to discuss the fact that books are being banned?

This course will investigate these and other questions as well as closely analyze and discuss novels that have been banned or challenged in the United States. Students will be encouraged to critically engage with primary sources that were once considered "problematic" or "outrageous" to understand the political, social, and cultural circumstances that led to the fact that these titles were considered off-limits. Furthermore, we will discuss the rhetoric use by those who ask(ed) to ban books and those who fight for "the freedom to read." Last but not least, as many censorship cases in the U.S. are initiated by parents asking that a certain book is removed from the school curricula, the issue of censorship in schools will be discussed as well.

Books to be purchased and read:

Gore Vidal. *The City and the Pillar*. (1948)

Pick and read one contemporary book (from the 2000s to today) that has been banned or challenged!

A reader with additional material will be made available at the beginning of semester.

154674	What is "German"? German History and Identity Formation (2 HS)		
	Blockveranstaltung 06.06. – 18.07.23 Do 16:00 – 19:15	R. 0.420	Schäufele
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK:	GyGe/BK:	
	SP:	SP:	

Dieser Kurs entfällt.

154675	Black Lit Matters: Stories of the Great Migration (2 HS)		
	Fr 10:15 – 11:45	R. 0.406	Klemm

Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	LABG 2009	LABG 2016	
	G: 703,704	G: 602, 703, 704	
	HRG: 602, 1001, 1002	HRSGe: 602, 1002, 1003	
	GyGe/BK: 602, 701, 702, 1002, 1003	GyGe/BK: 602, 701, 702, 1002, 1004	
	SP: 703		

In the early 20th century, millions of African-Americans left the rural South for urban centers in the North, Midwest, and West in search of a better and especially safer life. This mass movement - "The Great Migration" – has transformed America economically, politically, socially and culturally. As Isabel Wilkerson pointed out in her highly celebrated narrative epic *The Warmth of Others Suns* (2010), a new nation was built by the people who came from the South.

After gaining some insights in the historical developments, we will explore how the narrative of the great migration has been constructed and challenged for example in oral histories, in the art of Jacob Lawrence, and in texts by writers such as Pearl Cleage, Toni Morrison (*Jazz*) or Ayana Mathis (*The Twelve Tribes of Hattie*). Exploring this movement and its legacy will provide a deeper understanding of American history and culture and offers the opportunity to reflect on migration processes in the German context.

154676	Oberseminar Amerikanistik (2 OS; zugangsbeschränkt)		
	Mi 12:30 – 14:00	R. 0.406	Pöhlmann/ Dunst
	LABG 2009	LABG 2016	
	G:	G:	
	HRG:	HRSGe:	
	GyGe/BK:	GyGe/BK:	
	SP:	SP:	

Research seminar restricted to doctoral students and post-docs in American Studies, as well as visiting researchers.