

Kommentiertes Vorlesungsverzeichnis

Sommersemester 2010

FS-ENGLISCH PRESENTS:

OFF Campus

OUT FOR FUN

TOP SECRET

WHEN ? may 28.-30.
Friday evening to Sunday noon

WHAT ? Meet the students, the fachschaft, the staff.
Learn about English-speaking Cultures in a relaxed environment.
Join workshops, perform plays, play ball games
Have a great weekend for 60€ (incl. food)

WHERE ? Jugendbildungsstätte Berchum
Kurt-Gerstein-Haus
Ergsterweg 59,
Berchum, 59093 Hagen

HOW ? For questions and applications, please send an e-mail to:
FSOutForFun@gmail.com



Course registration for all courses (except where otherwise noted in the KVV) in the Institut für Anglistik und Amerikanistik will now take place online. For more details and updates on the course registration procedure, please consult the wiki:

http://www.iaawiki.tu-dortmund.de/index.php?title=Course_Registration.

Institut für Anglistik und Amerikanistik

Einzelheiten zu den Veranstaltungen finden sich in den Anschlägen am Schwarzen Brett, EF 50, 3. Etage, Foyer, Gebäudeteil B

Die Lehrveranstaltungen beginnen am 12.04.2010 und finden, wenn nicht anders angegeben, in der Emil-Figge-Straße 50 statt.

Die Fachschaftsvollversammlung mit Wahl des Fachschaftsrats findet am

15.04.2010 um 18.00 Uhr statt.

Alle Studierende des Fachbereichs sind herzlich Willkommen!

Englische Sprachwissenschaft

1. STUDIENPHASE

154101	Introduction to Linguistics - Kurs A – (2 Ü)		
	Mo 10:15 – 11:45	R. 3.208	Bauernfeind
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 301 MA LA		
	LPO 2003		
	GHR: 2a	SP _{1.Fach} : 2a	B.A. _{ALK} :
	Gy/Ge: 2a	SP _{2.Fach} : 2a	B.A. _{AS} : PO05: 1d, 15c PO09: Kern: 1c; Komp: 1b
	BK: 2a		M.A. _{ALK} :
		M.A. _{AS} :	
	LA: alte LPO (1994/2000)		

154102	Introduction to Linguistics - Kurs B – (2 Ü)		
	Do 14:15 – 15:45	R. 3.208	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 301 MA LA		
	LPO 2003		
	GHR: 2a	SP _{1.Fach} : 2a	B.A. _{ALK} :
	Gy/Ge: 2a	SP _{2.Fach} : 2a	B.A. _{AS} : PO05: 1d, 15c PO09: Kern: 1c; Komp: 1b
	BK: 2a		M.A. _{ALK} :
		M.A. _{AS} :	
	LA: alte LPO (1994/2000)		

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:

- phonetics (the study of the sounds of language)
- phonology (the study of the sound system of a language)
- morphology (the formal analysis of words and word forms)
- syntax (the study of sentences and of the rules by which they are formed)
- semantics (the study of meaning - both of words and sentences).

As human language is a means of communication, some non-linguistic (or extralinguistic) circumstances of language use and their influence on language will also be introduced and discussed.

Credits will be awarded on the basis of:

- a) a mid-term written exam on phonetics and phonology;
- b) an end-of-term written exam on morphology, semantics, and syntax.

Participants will have to secure a PASS in both of these.

Each class will be accompanied by a tutorial (one hour per week)

Textbook: Blake, Barry J. 2008. *All About Language*. Oxford: Oxford University Press.

154103	English Semantics (2 PS)		
	Mi 12:15 – 13:45	R. 3.205	Cass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 302 MA LA		
	LPO 2003		
	GHR: 2b	SP _{1.Fach} : 2b	B.A. _{ALK} :
	Gy/Ge: 2b	SP _{2.Fach} : 2b	B.A. _{AS} : PO05: 1d, 3a, 4b, 15c, 16c PO09: Kern: 1c, 2b, 3a, 3b, 4a; Komp: 1b, 2c, 2d
	BK: 2b		M.A. _{ALK} :
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): A1, 2		

This seminar is intended for students who have already completed the "Introduction to Linguistics" and are now ready to look more closely into one branch of linguistic study – *semantics*.

My intention is to combine introductory presentations with group activities and short seminar papers to help us to come to an understanding of some of the many sides to *meaning*, and of how different approaches to semantics contribute to our comprehension of how English functions in enabling us to *mean*. We will cover key aspects of the linguistic approach to semantics, but also spend a good deal of

time looking at language put to use in the world around us to achieve specific effects (e.g. in advertising, in comedy and in political discourse).

Students will be expected to undertake regular reading assignments, chiefly from the book mentioned below, which should be seen as a "set text". Assignments will also be available for presentations during the seminar; these (together with the written version to be handed in) will form the basis for assessment for students wishing to gain a credit for this course.

Please note that this course is open only to students who have already completed the "Introduction to Linguistics" course.

Recommended reading:

Griffiths, Patrick. 2006. *An introduction to English semantics and pragmatics*. Edinburgh: Edinburgh University Press.

154104 Introduction to Cognitive Linguistics (2PS)			
	Mo 16:15 – 17:45	R. 0.220	Bücker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 302		
	MA LA		
	LPO 2003		
	GHR: 2b	SP _{1.Fach} : 2b	B.A. _{ALK} :
	Gy/Ge: 2b	SP _{2.Fach} : 2b	B.A. _{AS} : PO05:1d, 3a, 4b, 15c, 16c PO09: Kern: 1c, 2b, 3a, 3b, 4a; Komp: 1b, 2c, 2d
BK: 2b		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000): A1, 2			

The label "Cognitive Linguistics" has been given to an approach to the study of language that began in the 1970s and has become more and more fruitful since the 1980s. Most of the research has focused on semantics, but morphology and syntax also figure significantly, plus other linguistic areas like language acquisition, phonology, and historical linguistics. There are three major hypotheses which guide the cognitive approach to language:

- language is not an autonomous cognitive faculty, but depends on and is embedded in our general cognitive faculties;
- grammar is conceptualisation, i.e. linguistic structures are closely connected to our non-linguistic concepts of the world; for instance, syntactic functions like subject and objects mirror the participants in an event that we witness.
- knowledge of language emerges from language use; in effect, this means that we are not genetically equipped with an abstract and universal grammar which only needs "input" from the language which we are exposed to as children, but that the language acquisition process is closely connected to pairings of non-linguistic situations with linguistic expressions which we encounter at an early age.

In the seminar, we will study the effects that these hypotheses have on the description and explanation of linguistic phenomena mostly from the fields of lexical semantics and grammar.
Requirements for credits will be announced in the first week.

A Reader will be made available at the beginning of the semester.

Please note that this course is open only to students who have already completed the "Introduction to Linguistics" course.

154105 Early Second Language Acquisition (2 PS)			
	Mi 10:15 – 11:45 Sa, 26.06.2010, 9- 11.30 & 12-14 Uhr	R. 3.205	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 302		
	MA LA		
	LPO 2003		
	GHR: 2b	SP _{1.Fach} : 2b	B.A. _{ALK} :
	Gy/Ge: 2b	SP _{2.Fach} : 2b	B.A. _{AS} : PO05:1d, 3a, 4b, 15c, 16c PO09: Kern: 1c, 2b, 3a, 3b, 4a; Komp: 1b, 2c, 2d
BK: 2b		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000): A1, 2			

This seminar centers around our cooperation with the bilingual Kindergarten 'Kleyer Sonnenkinder e.V.' in Dortmund-Kley. Seminar participants will spend two sessions at the kindergarten exploring issues in early second language acquisition. This practical component will be complemented by plenary sessions on selected linguistic topics that are central to early successive bilingualism, such as embodiment or code-switching, and a project day (June 26, 2010, replacing three regular Wednesday sessions) where participants will have a chance to collaborate with experienced child care workers who are currently attending professional development courses at a vocational school in Hamm.

The requirements for credits will be announced in our first meeting. Due to the project character of the seminar the number of participants is limited. Preference will be given to students who plan to teach at primary schools, at vocational schools (social pedagogy), or in special education. If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "barbara.jansing@udo.edu".

Please note that this course is open only to students who have already completed the "Introduction to Linguistics" course.

154106	Pragmatics (2 PS)		
	Do 16:15 – 17:45	R. 3.205	Reinertz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 302		
	MA LA		
	LPO 2003		
	GHR: 2b	SP _{1.Fach} : 2b	B.A. _{ALK} :
	Gy/Ge: 2b	SP _{2.Fach} : 2b	B.A. _{AS} : PO05:1d, 3a, 4b, 15c, 16c PO09: Kern: 1c, 2b, 3a, 3b, 4a; Komp: 1b, 2c, 2d
BK: 2b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): A1, 2		

Pragmatics is the discipline of linguistics that primarily deals with how we use language in everyday situations. We will see that this is quite another "ball game" than pure semantics because factors such as speaker intentions or situational contexts come into play. This means the pragmatic meaning of an utterance is often quite different from the semantic meaning. Consider for instance how we can implicitly communicate an answer to a question by changing the subject ("So how do you like my new hair cut?" – "You know, I think you should wear a hat more often. You're a hat person, anyway"). Even not giving any response at all - even though you clearly *could* have - can communicate an opinion, e.g. remaining silent in response to "I think I've become fat, don't you think?" can make the speaker think you agree with that observation, whereas in response to "I'm a very good driver, don't you think?" remaining silent might signal disagreement. In addition to that we will also see what the structure of longer conversations in everyday situations can tell us about how the participants both communicate linguistic meaning in interaction as well as how they use communication strategies to negotiate their social status relative to the other members of the exchange.

Participants will be required to do a presentation, actively participate in class as well as pass a written test at the end of term. A reader will be made available by the beginning of the semester.

Please note that this course is open only to students who have already completed the "Introduction to Linguistics" course.

154107	English Morphology and Word-Formation (2 PS)		
	Di 8:30 – 10:00	R. 3.208	Dornbusch
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 302		
	MA LA		
	LPO 2003		
	GHR: 2b	SP _{1.Fach} : 2b	B.A. _{ALK} :
	Gy/Ge: 2b	SP _{2.Fach} :	B.A. _{AS} : PO05:1d, 3a, 4b, 15c, 16c PO09: Kern: 1c, 2b, 3a, 3b, 4a; Komp: 1b, 2c, 2d
BK: 2b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000) A1, 2		

How do we form new words, and how do we understand words we have never encountered before, without even using a dictionary? Why are some words possible, but not accepted? These are the fundamental questions we will address, building on your knowledge of morphology acquired in the Introduction to Linguistics. We will come to know the principal methods employed by the English language in forming words, as exemplified in:

- a) unkind, overtax, ablaze
- b) baker, witches, cohesive, organize
- c) apple-tree, racing car, screwdriver, singer-songwriter, blackboard, redcoat
- d) stone n., v.; dry adj., v.

The course requirements include regular and active participation, fulfilment of homework assignments, and a written end-of-term test.

Required reading will be announced in the first session.

Please note that this course is open only to students who have already completed the "Introduction to Linguistics" course.

2. STUDIENPHASE

154108	Historical Dimensions of the English Language (2 HS)		
	Mo 16:15 – 17:45	R. 3.206	Deck
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 701		
	MA LA: 1201, 1202		
	LPO 2003		
	GHR:	SP _{1.Fach} :	B.A. _{ALK} :
	Gy/Ge: 4a	SP _{2.Fach} :	B.A. _{AS} : PO05: 8, 9 PO09: Kern: 7b, 7c; Komp: 4a, 4b, 4c

	BK: 4a		M.A. _{ALK} :
			M.A. _{AS} : PO05: 11, 12, 13 PO09: 1a, 1b, 2a
	LA: alte LPO (1994/2000): A 1, 2, 4, 5		

154109	Historical Dimensions of the English Language (2 HS)		
	Di 16.15 -17.45	R. 3.237	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 701		
	MA LA: 1201, 1202		
	LPO 2003		
	GHR:	SP _{1,Fach} :	B.A. _{ALK} :
	Gy/Ge: 4a	SP _{2,Fach} :	B.A. _{AS} : PO05: 8, 9 PO09: Kern: 7b, 7c; Komp: 4a, 4b, 4c
	BK: 4a		M.A. _{ALK} :
		M.A. _{AS} : PO05: 11, 12, 13 PO09: 1a, 1b, 2a	
	LA: alte LPO (1994/2000): A 1, 2, 4, 5		

The earliest English texts date back to around 700 - and their language is extremely different from the English language as we know it. And even if we consider a text from the end of the 14th century, we will find it more recognizable, but still far from easily readable. Shakespeare's works seem to offer a safe footing - but why are the sisters in Macbeth weird, and why couldn't Shakespeare find correct rhymes, at least some of the time? Then again, Shakespeare's language is markedly different from 14th century English, and even more so from the earliest texts. The explanation to all this lies in the fact that English is a language, and languages are forever subject to change, be it in pronunciation, vocabulary, or syntax. We will outline some of the major changes which have affected the English language over its long history, and which have contributed to its present shape. In the process, we will consider some basics about historical linguistics, i.e. the description and explanation of language change. This will involve the search for causes of linguistic change, which may be found inside language itself, but also in the cultural circumstances in which languages are embedded.

Credits will be given for regular attendance, submitting a series of exercises, and the end-of-term written test.

Introductory reading and textbook (recommended for purchase): van Gelderen, Elly. 2006. *A History of the English Language*. Amsterdam: Benjamins.

154110	The Vocabulary of English (2 HS)		
	Di 14:15 – 15:45	R. 3.208	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703		
	BvP: 503; BrP: 503		
	MA LA 1201, 1202, 1203		
	LPO 2003		
	GHR: 5a	SP _{1,Fach} : 5a	B.A. _{ALK} :
	Gy/Ge: 8a, b	SP _{2,Fach} : 4b	B.A. _{AS} : PO05: 8, 9 PO09: Kern: 7b, 7c; Komp: 4a, 4b, 4c
BK: 8°, b		M.A. _{ALK} :	
		M.A. _{AS} : PO05: 11, 12, 13 PO09: 1a, 1b, 2a	
	LA: alte LPO (1994/2000) A1, 2, 3		

The present vocabulary of English is commonly said to be a mixed one. The reasons lie in contacts which English made with a host of other languages during its long history - or rather, contacts that the speakers of English made, e.g. with the Celts, the Vikings, the French, with speakers of other Romance languages; with classical languages like Latin and Greek; with the languages spoken in the Empire. For certain varieties of present-day English, specific encounters have left their lexical traces: consider American English, South African English, Indian English, or Australian English.

Apart from describing the facts of borrowing words from various sources into English, we will look at some theoretical aspects of borrowing, as:

- why words are (likely to be) borrowed;
- conditions under which borrowing takes place, such as bilingualism;
- when (and how) foreign words become loanwords;
- whether there are various types of borrowing (consider *ugly* (< Scandinavian) and *lord/Lord*);
- the consequences for the receiving vocabulary;
- possible resulting attitudes in the speech community.

A second range of topics will deal with what in lexicology is known as register: vocabulary which is restricted to – and usually demanded by – certain social domains, e.g. work, music, sports, news broadcasts, etc.

Credits will be given for regular attendance, an oral presentation, and either an end-of-term written test or a written paper, which will have to be handed in by September 30, 2010.

Recommended reading: Burchfield, R. ed. 1994. *The Cambridge History of the English Language. Vol. V: English in Britain and Overseas: Origins and Development*. Cambridge: Cambridge University Press (passages on lexis in the individual chapters).

Lipka, Leonhard. 2002. *English Lexicology*. 3rd ed. Tübingen: Narr.

154111	Cognitive Syntax (2 HS)		
	Do 10:15 – 11:45	R. 3.208	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202, 1203		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} :
	Gy/Ge: 8a, b	SP _{2.Fach} : 4b	B.A. _{AS} : PO05: 8, 9 PO09: Kern: 7b, 7c; Komp: 4a, 4b, 4c
	BK: 8°, b		M.A. _{ALK} :
			M.A. _{AS} : PO05: 11, 12, 13 PO09: 1a, 1b, 2a
LA: alte LPO (1994/2000) A1, 2, 3			

The label "Cognitive Linguistics" has been given to an approach to the study of language that began in the 1970s and has become more and more fruitful since the 1980s. Most of the research has focused on semantics, but morphology and syntax also figure significantly, plus other linguistic areas like language acquisition, phonology, and historical linguistics.

There are three major hypotheses which guide the cognitive approach to language:

- language is not an autonomous cognitive faculty, but depends on and is embedded in our general cognitive faculties;
- grammar is conceptualisation, i.e. linguistic structures are closely connected to our non-linguistic concepts of the world; for instance, syntactic functions like subject and objects mirror the participants in an event that we witness.
- knowledge of language emerges from language use; in effect, this means that we are not genetically equipped with an abstract and universal grammar which only needs "input" from the language which we are exposed to as children, but that the language acquisition process is closely connected to pairings of non-linguistic situations with linguistic expressions which we encounter at an early age.

In the seminar, we will study the effects that these hypotheses have on the description and explanation of the syntax of the English language. This will include aspects of the acquisition of syntax in EFL.

The requirements for credits will be announced in our first meeting. The seminar will be supported by an EWSII-Workspace (<http://ews2.uni-dortmund.de>) for which you should register if you get a place in this seminar. If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "hans.peters@tu-dortmund.de".

Recommended reading:

Evans, Vyvyan & Melanie Green. 2006. *Cognitive Linguistics: An Introduction*. Edinburgh: Edinburgh University Press, chapters: 1, 14 – 22.

154112	Second Language Acquisition (2 HS)		
	Di 10:15 – 11:45	R. 3.205	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202, 1203		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} :
	Gy/Ge: 8a, b	SP _{2.Fach} : 4b	B.A. _{AS} : PO05: 8, 9 PO09: Kern: 7b, 7c; Komp: 4a, 4b, 4c
	BK: 8°, b		M.A. _{ALK} :
			M.A. _{AS} : PO05: 11, 12, 13 PO09: 1a, 1b, 2a
LA: alte LPO (1994/2000) A1, 2, 3			

This course will explore the relationship between second language acquisition (SLA) and linguistic theory. We will discuss some of the fundamental theoretical issues that inform current research in SLA from a variety of linguistic perspectives. A special focus will be on the comparison of generative and cognitive models, and on the question how convincingly each model can account for generally agreed-upon observations on second language acquisition.

The requirements for credits will be announced in our first meeting. If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "barbara.jansing@udo.edu".

Reading materials will be made available through the EWS-Workspace for this course.

154113	Current Topics in English Linguistics (2 K)		
	Blockseminar		Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202, 1203		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} :
	Gy/Ge: 8a, b	SP _{2.Fach} : 4b	B.A. _{AS} : PO05: 8, 9 PO09: Kern: 7b, 7c; Komp: 4a, 4b, 4c

	BK: 8°, b		M.A.ALK:
			M.A.AS: PO05: 11, 12, 13 PO09: 1a, 1b, 2a
	LA: alte LPO (1994/2000) A1, 2, 3		

This class is open to students who have completed a linguistics Hauptseminar with good success, and who have discovered that their interest in the study of language goes beyond the requirements of the *Studienordnung*. Prospective participants are invited to contact me as soon as possible.

As our central topic, I would like to propose the burgeoning field of psycholinguistics.

Our topic will be decided at a preliminary meeting on Monday, 12 April, 12.00, in my office room 3.216. All organisational matters will be discussed then.

154114	Language in Society		
	Blockseminar	R. 3.112	Tendahl
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202, 1203		
	LPO 2003		
	GHR: 5a	SP _{1,Fach} : 5a	B.A.ALK:
	Gy/Ge: 8a, b	SP _{2,Fach} : 4b	B.A.AS: PO05: 8, 9 PO09: Kern: 7b, 7c; Komp: 4a, 4b, 4c
	BK: 8°, b		M.A.ALK:
			M.A.AS: PO05: 11, 12, 13 PO09: 1a, 1b, 2a
	LA: alte LPO (1994/2000) A1, 2, 3		

Since the 1960s, the study of language in its social context has moved into the centre of linguistic research. The aims were not only to describe the socially motivated differences in speech (pronunciation, grammar, vocabulary), but also to identify the social factors influencing such variation. Related to this are questions like:

- judgements on social dialects;
- the interrelations of social structure, social psychology, and language;
- political and cultural consequences of variation in language.

Our topics for discussion will come from the rather wide scope described by these questions. This means that we will introduce influential models for the description and analysis of sociolinguistic variation, and discuss these in their application to varieties of English (geographical, social, gender-related).

1. Vorbereitungstreffen am Donnerstag, 22.7.2010, 16:00-19:00, Raum 3.427 (4 SWS)
2. kompakte Seminarwoche von Montag, 2.8.2010, bis Donnerstag, 5.8.2010, jeweils zu den folgenden Zeiten: 9:00 Uhr bis 12:00 Uhr und 12:30 Uhr bis 14:00 Uhr (also jeweils 6 SWS), Raum 3.112.

Recommended reading:

Meyerhoff, Miriam. 2006. *Introducing Sociolinguistics*. London: Routledge.

MASTERSTUDIENGÄNGE LEHRAMT

154111	Cognitive Syntax (2 HS)		
	Do 10:15 – 11:45	R. 3.208	Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202, 1203		
	LPO 2003		
	GHR: 5a	SP _{1,Fach} : 5a	B.A.ALK:
	Gy/Ge: 8a, b	SP _{2,Fach} : 4b	B.A.AS: PO05: 8, 9 PO09: Kern: 7b, 7c; Komp: 4a, 4b, 4c
	BK: 8°, b		M.A.ALK:
			M.A.AS: PO05: 11, 12, 13 PO09: 1a, 1b, 2a
	LA: alte LPO (1994/2000) A1, 2, 3		

The label "Cognitive Linguistics" has been given to an approach to the study of language that began in the 1970s and has become more and more fruitful since the 1980s. Most of the research has focused on semantics, but morphology and syntax also figure significantly, plus other linguistic areas like language acquisition, phonology, and historical linguistics.

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- language is not an autonomous cognitive faculty, but depends on and is embedded in our general cognitive faculties;
- grammar is conceptualisation, i.e. linguistic structures are closely connected to our non-linguistic concepts of the world; for instance, syntactic functions like subject and objects mirror the participants in an event that we witness.
- knowledge of language emerges from language use; in effect, this means that we are not genetically equipped with an abstract and universal grammar which only needs "input" from the language which we are exposed to as children, but that the language acquisition process is closely connected to pairings of non-linguistic situations with linguistic expressions which we encounter at an early age.

In the seminar, we will study the effects that these hypotheses have on the description and explanation of the syntax of the English language. This will include aspects of the acquisition of syntax in EFL.

The requirements for credits will be announced in our first meeting. The seminar will be supported by an EWSII-Workspace (<http://ews2.uni-dortmund.de>) for which you should register if you get a place in this seminar. If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "hans.peters@tu-dortmund.de".

Recommended reading:

Evans, Vyvyan & Melanie Green. 2006. *Cognitive Linguistics: An Introduction*. Edinburgh: Edinburgh University Press, chapters: 1, 14 – 22.

154112 Second Language Acquisition (2 HS)			
	Di 10:15 – 11:45	R. 3.205	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202, 1203		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} :
	Gy/Ge: 8a, b	SP _{2.Fach} : 4b	B.A. _{AS} : PO05: 8, 9 PO09: Kern: 7b, 7c; Komp: 4a, 4b, 4c
	BK: 8°, b		M.A. _{ALK} :
			M.A. _{AS} : PO05: 11, 12, 13 PO09: 1a, 1b, 2a
LA: alte LPO (1994/2000) A1, 2, 3			

This course will explore the relationship between second language acquisition (SLA) and linguistic theory. We will discuss some of the fundamental theoretical issues that inform current research in SLA from a variety of linguistic perspectives. A special focus will be on the comparison of generative and cognitive models, and on the question how convincingly each model can account for generally agreed-upon observations on second language acquisition.

The requirements for credits will be announced in our first meeting. If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "barbara.jansing@udo.edu".

Reading materials will be made available through the EWS-Workspace for this course.

154113 Current Topics in English Linguistics (2 K)			
	Blockseminar		Peters
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202, 1203		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} :
	Gy/Ge: 8a, b	SP _{2.Fach} : 4b	B.A. _{AS} : PO05: 8, 9 PO09: Kern: 7b, 7c; Komp: 4a, 4b, 4c
	BK: 8°, b		M.A. _{ALK} :
			M.A. _{AS} : PO05: 11, 12, 13 PO09: 1a, 1b, 2a
LA: alte LPO (1994/2000) A1, 2, 3			

This class is open to students who have completed a linguistics Hauptseminar with good success, and who have discovered that their interest in the study of language goes beyond the requirements of the *Studienordnung*. Prospective participants are invited to contact me as soon as possible.

As our central topic, I would like to propose the burgeoning field of psycholinguistics.

Our topic will be decided at a preliminary meeting on Monday, 12 April, 12.00, in my office room 3.216. All organisational matters will be discussed then.

154114 Language in Society			
	Blockseminar	R. 3.112	Tendahl
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA BfP: 503, 702, 703 BvP: 503; BrP: 503 MA LA 1201, 1202, 1203		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} :
	Gy/Ge: 8a, b	SP _{2.Fach} : 4b	B.A. _{AS} : PO05: 8, 9 PO09: Kern: 7b, 7c; Komp: 4a, 4b, 4c
	BK: 8°, b		M.A. _{ALK} :
			M.A. _{AS} : PO05: 11, 12, 13 PO09: 1a, 1b, 2a
LA: alte LPO (1994/2000) A1, 2, 3			

Since the 1960s, the study of language in its social context has moved into the centre of linguistic research. The aims were not only to describe the socially motivated differences in speech (pronunciation, grammar, vocabulary), but also to identify the social factors influencing such variation. Related to these are questions like:

- judgements on social dialects;
- the interrelations of social structure, social psychology, and language;

- political and cultural consequences of variation in language.

Our topics for discussion will come from the rather wide scope described by these questions. This means that we will introduce influential models for the description and analysis of sociolinguistic variation, and discuss these in their application to varieties of English (geographical, social, gender-related).

1. Vorbereitungstreffen am Donnerstag, 22.7.2010, 16:00-19:00, Raum 3.427 (4 SWS)
2. kompakte Seminarwoche von Montag, 2.8.2010, bis Donnerstag, 5.8.2010, jeweils zu den folgenden Zeiten:
9:00 Uhr bis 12:00 Uhr und 12:30 Uhr bis 14:00 Uhr (also jeweils 6 SWS), Raum 3.112.

Recommended reading:
Meyerhoff, Miriam. 2006. *Introducing Sociolinguistics*. London: Routledge.

Sprachpraxis

1. STUDIENPHASE

The programme of courses offered as part of the *Sprachpraxis* module consists of *Integrated Foundation Courses* (IFCs) and *Written and Oral Communication Courses* (WOCs). You should attend one of each type of course, starting with an IFC (4SWS) and subsequently moving on to a WOC (2SWS). These course types are described in greater detail below.

Integrated Foundation Courses (IFC)

154401	IFC I (4 Ü)		
	Di 16:15 – 17:45 Mi 16:15 – 17:45	R. 3.205 R. 3.205	Jones
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 401 MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach} : 3a	B.A. _{ALK} :
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c	B.A. _{AS} :
BK: 3a		M.A. _{ALK} :	
			M.A. _{AS} :
	LA: alte LPO (1994/2000):		

154402	IFC II (4 Ü)		
	Mo 10:15 – 11:45 Fr 10:15 – 11:45	R. 3.205 R. 3.205	Parker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 401 MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach} : 3a	B.A. _{ALK} :
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c	B.A. _{AS} :
BK: 3a		M.A. _{ALK} :	
			M.A. _{AS} :
	LA: alte LPO (1994/2000):		

154403	IFC III (4 Ü)		
	Di 16:15 – 17:45 Fr 12:15 – 13:45	R. 3.206 R. 3.205	Parker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 401 MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach} : 3a	B.A. _{ALK} :
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c	B.A. _{AS} :
BK: 3a		M.A. _{ALK} :	
			M.A. _{AS} :
	LA: alte LPO (1994/2000):		

The aim of these courses is to provide systematic and interconnected language training. Hence, all IFCs will contain elements of pronunciation training, grammar practice, mistakes recognition, listening and reading comprehension, and some discussions. Please note that IFCs are 4-hour courses; groups will not be split and a maximum of 30 students will be able to attend each course. Once you join an IFC, you will be required to attend both parts regularly.

Written and Oral Communication (WOC)

154404	WOC: The Supernatural (2 Ü)		
	Mi 16:15 – 17:45	R. 3.206	Bell

Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 402		
	MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach} : 3a	B.A. _{ALK} : PO09: Kern: 1d; Komp: 1c
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c,3b	B.A. _{AS} : PO05: 1b, 15b, 16b PO09: Kern: 1b
BK: 3a		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000):			

154405	WOC: Media Studies (2 Ü)		
	Fr 14:15 – 15:45	R. 3.206	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 402		
	MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach} : 3a	B.A. _{ALK} : PO09: Kern: 1d; Komp: 1c
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c,3b	B.A. _{AS} : PO05: 1b, 15b, 16b PO09: Kern: 1b
BK: 3a		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000):			

154406	WOC: Science Fiction (2 Ü)		
	Fr 12:15 – 13:45	R. 3.208	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 402		
	MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach} : 3a	B.A. _{ALK} : PO09: Kern: 1d; Komp: 1c
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c,3b	B.A. _{AS} : PO05: 1b, 15b, 16b PO09: Kern: 1b
BK: 3a		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000):			

154407	WOC: Literature (2 Ü)		
	Mo 14:15 – 15:45	R. 3.206	Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 402		
	MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach} : 3a	B.A. _{ALK} : PO09: Kern: 1d; Komp: 1c
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c,3b	B.A. _{AS} : PO05: 1b, 15b, 16b PO09: Kern: 1b
BK: 3a		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000):			

154408	WOC: Cultural Studies (2 Ü)		
	Do 12:15 – 13:45	R. 3.206	Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 402		
	MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach} : 3a	B.A. _{ALK} : PO09: Kern: 1d; Komp: 1c
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c,3b	B.A. _{AS} : PO05: 1b, 15b, 16b PO09: Kern: 1b
BK: 3a		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000):			

154409	WOC: Current Issues (2 Ü)		
	Mo 12:15 – 13:45	R. 3.207	Parker
Modulzu-	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/

ordnungen:	BA LA 402 MA LA		Angewandte Literatur- /Kulturwissenschaften
	LPO 2003		
	GHR: 3a	SP _{1,Fach} : 3a	B.A. _{ALK} : PO09: Kern: 1d; Komp: 1c
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c,3b	B.A. _{AS} : PO05: 1b, 15b, 16b PO09: Kern: 1b
	BK: 3a		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000):			

154410	WOC: Short Stories (2 Ü)		
	Mi 12:15 – 13:45	R. 3.207	Parker
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 402 MA LA		
	LPO 2003		
	GHR: 3a	SP _{1,Fach} : 3a	B.A. _{ALK} : PO09: Kern: 1d; Komp: 1c
	Gy/Ge: 3a	SP _{2,Fach} : 1e,2c,3b	B.A. _{AS} : PO05: 1b, 15b, 16b PO09: Kern: 1b
	BK: 3a		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000):			

All of these 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”.

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.

154411	Project Design and Evaluation: Australia/New Zealand/USA (1 Ü)		
			Bell
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 403 MA LA		
	LPO 2003		
	GHR: 4d	SP _{1,Fach} : 4d	B.A. _{ALK} :
	Gy/Ge: 5d	SP _{2,Fach} :	B.A. _{AS} :
	BK: 5c		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000):			

154412	Project Design and Evaluation: School placement in English schools (1 Ü)		
			Cass
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 403 MA LA		
	LPO 2003		
	GHR: 4d	SP _{1,Fach} : 4d	B.A. _{ALK} :
	Gy/Ge: 5d	SP _{2,Fach} :	B.A. _{AS} :
	BK: 5c		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000):			

This is for students interested in taking part in the 5-week school-placement scheme in English schools. Please arrange an appointment to see me for more details.

154413	Project Design and Evaluation: Ireland/Scotland/USA (1 Ü)		
			Holst
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 403 MA LA		
	LPO 2003		
	GHR: 4d	SP _{1,Fach} : 4d	B.A. _{ALK} :
	Gy/Ge: 5d	SP _{2,Fach} :	B.A. _{AS} :
	BK: 5c		M.A. _{ALK} :
			M.A. _{AS} :

LA: alte LPO (1994/2000):			
154414	Project Design and Evaluation: UK/USA (1 Ü)		
			Parker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 403 MA LA		
	LPO 2003		
	GHR: 4d	SP _{1,Fach} : 4d	B.A. _{ALK} :
	Gy/Ge: 5d	SP _{2,Fach} :	B.A. _{AS} :
	BK: 5c		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000):			

2. STUDIENPHASE

These courses are open both to LPO 2003 students and to those studying under the BML regulations. If you are studying under LPO 2003, it is vital that you check which courses you are required to take in the *Hauptstudium*. The requirements differ depending on which qualification you are working towards.

Academic Writing

154415	Academic Writing I: American Literature (2 Ü)		
	Mo 12:15 – 13:45	R. 3.206	Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA MA LA 1002		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO05: 7b, 18b
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} : PO05: 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO05: 11b M.A. _{AS} : PO05: 12a, 13a, 14a
LA: alte LPO (1994/2000):			

154416	Academic Writing II: British Literature (2 Ü)		
	Do 16:15 – 17:45	R. 3.206	Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA MA LA 1002		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO05: 7b, 18b
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} : PO05: 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO05: 11b M.A. _{AS} : PO05: 12a, 13a, 14a
LA: alte LPO (1994/2000):			

154417	Academic Writing III: Cultural Studies (2 Ü)		
	Di 12:15 – 13:45	R. 3.207	Holst
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA MA LA 1002		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO05: 7b, 18b
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} : PO05: 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO05: 11b M.A. _{AS} : PO05: 12a, 13a, 14a
LA: alte LPO (1994/2000):			

154418	Academic Writing IV: The Gothic (2 Ü)		
	Do 12:15 – 13:45	R. 3.207	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA MA LA 1002		

	LPO 2003		
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : PO05: 7b, 18b
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : PO05: 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO05: 11b
			M.A. _{AS} : PO05: 12a, 13a, 14a
	LA: alte LPO (1994/2000):		

154419	Academic Writing V: Understanding Comics (2 Ü)		
	Do 14:15 – 15:45	R. 3.207	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA MA LA 1002		
	LPO 2003		
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : PO05: 7b, 18b
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : PO05: 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO05: 11b
			M.A. _{AS} : PO05: 12a, 13a, 14a
	LA: alte LPO (1994/2000):		

These courses aim at developing the understanding and writing of academic English and will guide students through the processes of text analysis, evaluation, drafting and editing. Classroom work will focus on identifying features of language at different levels of textual design and will show how vocabulary and grammar relate to the rhetorical function and context of communication. Model essays and practice material will be available during the course of the seminar. Students will be expected to contribute work on a regular basis.

Translation

154420	Translation German/English I (2 Ü)		
	Di 10:15 – 11:45	R. 3.207	Cass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA MA LA 1001		
	LPO 2003		
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : PO05: 7b, 18b
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : PO05: 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO05: 11b
			M.A. _{AS} : PO05: 12a, 13a, 14a
	LA: alte LPO (1994/2000):		

154421	Translation German/English II (2 Ü)		
	Di 12:15 – 13:45	R. 3.208	Cass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA MA LA 1001		
	LPO 2003		
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : PO05: 7b, 18b
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : PO05: 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO05: 11b
			M.A. _{AS} : PO05: 12a, 13a, 14a
	LA: alte LPO (1994/2000):		

154422	Translation German/English III (2 Ü)		
	Do 10:15 – 11:45	R. 3.205	Cass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA MA LA 1001		
	LPO 2003		
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : PO05: 7b, 18b
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : PO05: 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO05: 11b
			M.A. _{AS} : PO05: 12a, 13a, 14a
	LA: alte LPO (1994/2000):		

154423	Translation German/English IV (2 Ü)		
	Do 12:15 – 13:45	R. 3.208	Cass
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA MA LA 1001		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO05: 7b, 18b
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} : PO05: 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO05: 11b M.A. _{AS} : PO05: 12a, 13a, 14a
	LA: alte LPO (1994/2000):		

154424	Translation German/English V (2 Ü)		
	Di 14:15 – 15:45	R. 3.207	Hamblock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA MA LA 1001		
	LPO 2003		
	GHR: 5d	SP _{1,Fach} : 5d	B.A. _{ALK} : PO05: 7b, 18b
	Gy/Ge: 8b	SP _{2,Fach} : 3b	B.A. _{AS} : PO05: 17a PO09: Komp: 3a
	BK: 8b		M.A. _{ALK} : PO05: 11b M.A. _{AS} : PO05: 12a, 13a, 14a
	LA: alte LPO (1994/2000):		

For students studying under the 2003 or BML regulations, this course will provide practice in translation and give you the opportunity to gain the credit points for translation required in the respective HS module. These 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. Students who require credit points are required to have two translation assignments accepted (i.e. with pass grades) in the course of the term to gain the points for this course.

Highly recommended background reading:

- Barry Baddock & Susie Vrobel: *Translation Skills German-English*
Hueber
- Emily Purser & Linda Paul: *Translation: Übersetzung*
Cornelsen
- Richard Humphrey: *Grundkurs Übersetzen Deutsch-Englisch*
Klett
- Richard Humphrey: *Aufbaukurs Übersetzen Deutsch-Englisch*
Klett

Recommended dictionary:

Langenscheidt/Collins Großwörterbuch Englisch, Munich 2004

Englische Fachdidaktik

1. STUDIENPHASE

154301	Introduction to English as a Second and Foreign Language (2 V)		
	16. - 20.08.2010 10:00 - 15:00	R. 3.237	Papenberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 303 MA LA		
	LPO 2003		
	GHR: 2c	SP _{1,Fach} : 2c	B.A. _{ALK} :
	Gy/Ge: 2c	SP _{2,Fach} : 2b	B.A. _{AS} :
	BK: 2c		M.A. _{ALK} : M.A. _{AS} :
	LA: alte LPO (1994/2000)		

ANMELDUNG ERFORDERLICH. Da es sich um eine Blockveranstaltung in den Semesterferien handelt, sind voraussichtlich auch kurzfristig noch Plätze frei. Bitte gerne per Mail nachfragen unter stefan.papenberg@uni-dortmund.de.

- In dieser Veranstaltung wird ein Überblick gegeben über
- Fremdsprachendidaktik als fächerübergreifende angewandte Wissenschaft
 - Bezugswissenschaften der Fremdsprachendidaktik
 - Didaktikmodelle und Geschichte der Unterrichtsmethoden im Fremdsprachenunterricht

- Lernpsychologische Annahmen und Modelle und deren Einfluss auf den Englischunterricht
 - Unterrichtsbezug: Kommunikation, Unterrichtssprache Englisch, Literatur, Landeskunde, CulturalStudies, Spracherwerbsprozesse und kognitive Filter, Lernen, Gedächtnis
 - Fremdsprachenlernen auf verschiedenen Stufen, Alter der Lerner, zentrale Hypothesen der Spracherwerbsforschung
 - Lernerorientierung, Prozessorientierung
 - Fertigkeiten, *Levelt's Model of SpeechProduction and Reception, Common European Framework*
 - Wortschatzlernen, *mental lexicon*
 - jüngste Ergebnisse fachdidaktischer Forschung (DESI-Studie)
- Most of the presentations in the lecture hall will be in English.*

Es wird erwartet, dass Sie regelmäßig teilnehmen, über fünf Aufsätze Ihrer Wahl aus fachdidaktischen Zeitschriften schriftliche Zusammenfassungen anfertigen, um sie am Anfang der Kompaktveranstaltung einzureichen. Im Rahmen der abschließenden Klausur wird von Ihnen erwartet, dass Sie die Themen der Veranstaltung wiedergeben und auf neue Fragestellungen hin anwenden können.

Bei dieser Veranstaltung handelt es sich um eine Kompaktveranstaltung (Mo, 16.08.-Fr, 20.08.2010 jeweils 10-15 Uhr), mit einer unmittelbar anschließenden Klausur (Fr, 20.08.2010, 14:00-15:30). Daher ist es erforderlich, dass Sie a) immer teilnehmen, b) die Texte (Reader im CopyShop) vorbereitend lesen, c) auch während der Veranstaltungswoche ausreichend Zeit zum Nacharbeiten einplanen und d) die fünf schriftlichen Zusammenfassungen vor Beginn der Veranstaltung anfertigen. Am ersten Tag werden Lerngruppen eingerichtet, in denen im Anschluss an die Veranstaltung (15:00-16:30) die Texte durchgearbeitet werden und Fragen geklärt werden können. Die Teilnahme an den Lerngruppen ist freiwillig. Entsprechende Hinweise erhalten Sie frühzeitig im bzw. über das EWS (Mailverteiler). Geboten wird Ihnen eine kompakte Veranstaltung, deren Inhalte Sie voraussichtlich am Ende der Woche zur Klausur noch präsent haben dürften.

Literaturempfehlung zur eigenständigen Bearbeitung der Themen:
Reader mit Folien und Texten (im CopyShop erhältlich)

Timm, J.-P.. 1998. Englisch lernen und lehren. Berlin: Cornelsen.
Gehring, Wolfgang. 2004, 2.Aufl.. Englische Fachdidaktik – Eine Einführung. Berlin: ESVerlag.
Brown, H.D. 1993, 3rd ed. Principles of Language Learning and Teaching. Englewood Cliffs: Prentice Hall.
Hüllen, Werner. 2005. Kleine Geschichte des Fremdsprachenlernens. Berlin: ESVerlag.

Für den Zugang zu Materialien ist zusätzlich eine Anmeldung im EWS erforderlich.
Fragen gerne an stefan.papenberg@uni-dortmund.de.

154309	Introduction to English as a Second and Foreign Language (2 V)		
	Mi 10:15 – 11:45	R. 3.206	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 303		
	MA LA		
	LPO 2003		
	GHR: 2c	SP _{1.Fach} : 2c	B.A. _{ALK} :
	Gy/Ge: 2c	SP _{2.Fach} : 2b	B.A. _{AS} :
BK: 2c		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000)		

- In this class we will be dealing with:
- Fremdsprachendidaktik as an interdisciplinary science
 - Bezugswissenschaften der Fremdsprachendidaktik
 - Didaktikmodelle
 - Unterrichtsbezug: Kommunikation, Sprachvarianten, Kontext, Form; Unterrichtssprache Englisch
 - Unterrichtsbezug: Literatur, Landeskunde, Cultural Studies
 - Unterrichtsbezug: Spracherwerb, Lernen, Gedächtnis
 - Fremdsprachenlernen auf verschiedenen Stufen, Alter der Lerner
 - Learner orientation, process/product orientation
 - Intercultural competence
 - Language competences and standards
 - The Common European Framework of Reference for Languages
 - Language assessment
 - Methodological concepts
 - Competences
 - Role of grammar
 - Learning and teaching words,
 - Dealing with texts,
 - Teaching and learning English in the primary school and at the secondary level,
 - The age factor,
 - Vocational schools
 - Erstellen eines Unterrichtsentwurfs

Es wird erwartet, dass Sie regelmäßig teilnehmen, bestimmte Aufgaben lösen, die im Verlauf der Veranstaltung gestellt werden, über fünf Aufsätze Ihrer Wahl aus fachdidaktischen Zeitschriften schriftliche Aufzeichnungen anfertigen, um sie zusammen mit Ihrer Abschlussklausur einzureichen.

Zusätzlich findet ein **Tutorium begleitend** statt (3 Termine, von denen zwei verpflichtend sind). Im Rahmen der abschließenden Klausur wird von Ihnen erwartet, daß Sie die Themen der Veranstaltung auf neue Fragestellungen hin anwenden können. Literaturempfehlung zur eigenständigen Bearbeitung der Themen (Mehrfachexemplare in Bibliothek):

J.-P. Timm (1998). *Englisch lernen und lehren*. Berlin: Cornelsen.
Brown, H.D. (2000). *Principles of Language Learning and Teaching*. Englewood Cliffs: Prentice Hall.
Müller-Hartmann & Schocker v. Ditfurth (2004). *Introduction to English Language Teaching*, Stuttgart: Klett.
Legutke/Müller-Hartmann & Schocker-v.Ditfurth (2009). *Teaching English in the Primary School*. Stuttgart: Klett
Auf eine größere Anzahl von Aufsätzen wird in der Veranstaltung hingewiesen, um Sie zum Selbststudium anzuregen.

2. STUDIENPHASE

154302	Teaching literature in the EFL Classroom: A Text-Based Approach (2 HS)		
	Mo 14:15 – 15:45	R. 3.205	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601 603		
	MA LA: 1101		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
BK: 2d,4d,5a,5b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000):): C 1-4 (PS/HS)		

There is widespread agreement about the importance of teaching literature in the EFL classroom, and various types of literature have become an indispensable part of the German EFL curriculum. This seminar focuses on the rationale for using literary texts in the EFL context and explores the varieties of texts and methods available to help make literature more accessible to students. It will be dealing with a number of forms and genres such as the fable, the short story, the pop song. A special emphasis will be placed on examining how contemporary young adult fiction could be used as a resource in the EFL classroom. The following primary texts are recommended for our discussion: Louis Sachar *Holes*, Louise Rennison *Angus, Thongs and Full-Frontal Snogging*, P.C.Cast and Kristen Cast *Marked (House of Night)*, Mark Haddon *The Curious Incident of the Dog in the Night-Time*, and Morton Rue *Give a Boy a Gun*. The recommended handbook is: Alan Duff and Alan Maley *Literature. Resource Books for Teachers*. Oxford, 2007². The requirements for active participation will be discussed in the first session.

154303	Teaching global issues in the EFL Classroom: a text-based approach (2 HS)		
	25.05.10 –28.05.10 9:00-16:00	tba	Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 602 603		
	MA LA: 1102		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
BK: 2d,4d,5a,5b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000):): C 1-4 (PS/HS)		

This seminar will focus on how to teach major current issues in political and social life within the context of EFL teaching. Topics will include such issues as global warming, health and diet, obesity, animal rights, and globalisation. Participants are welcome to suggest other ideas. Such topics are a staple of both intermediate and advanced EFL classrooms, but not much attention has been devoted to developing EFL teaching strategies for them. In fact, the methodological questions involved impinge on the whole issue of content teaching, so this seminar could also be relevant for students wanting to specialise in bilingual education. Students taking part in the class will be responsible for researching a special subject, and for presenting their topics in class. Participation in two or three sessions to be held during term will be obligatory and students should also sign up for the ews2 site. Recommended book for further study: Richard Sampedro/Susan Hollyard *Global Issues. Resource Books for Teachers*. Oxford: 2004.

154304	Teaching Pronunciation (2 HS)		
	Di 14:15 – 16:45	R. 3.206	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601, 603		
	MA LA: 1101, 1104		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
BK: 2d,4d,5a,5b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000):): C 1-4 (PS/HS)		

Pronunciation has been described as “the Cinderella of language teaching”, i.e. she never gets to go to the ball. This course will attempt to bring pronunciation away from the cinders. Building on a review of basic phonetic and phonological concepts, we will discuss models and objectives of pronunciation teaching. A central question throughout the seminar will be how to incorporate these concepts into practical classroom instruction. Students should be prepared to participate in pronunciation exercises both as instructors and as learners.

The requirements for credits will be announced in our first meeting. The seminar will be supported by an EWS-Workspace (<http://ews.tu-dortmund.de>). If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "barbara.jansing@udo.edu".

Reading materials will be made available through the EWS-Workspace for this course.

154305	E Pluribus Unum – New Interdisciplinary Approaches in English (2 HS)		
	Mi 08:30 – 10:00	R. U331	Roters

			Timpe
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601 602 603		
	MA LA: 1102, 1103, 1104		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d,4d,5a,5b		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000):) C 1-4 (PS/HS)			

In recent years, *Fachdidaktik* has become a truly interdisciplinary field of research. In this class, we attempt to explore the current status quo of *Fachdidaktik* in Germany, its many facets and theoretical approaches. Starting with a brief overview of recent developments as well as different fields of *Fachdidaktik* such as teaching methodology, teaching literature and media in the EFL classroom, we will include questions of intercultural competence and teacher education.

Since this class is designed as a project seminar, we encourage students' suggestions via email prior to class. Please, use the following link to mark your interests and field(s) you would like to focus on in this class: <http://www.doodle.com/by54w4hsuqmcndbe>

In case you have further suggestions on what you would like to work on in this class, please send them to us via email veronika.timpe@udo.edu and Bianca.roters@udo.edu.

By investigating and presenting a survey of recent empirical developments in English *Fachdidaktik*, we will ultimately shed light on the question to what extent an empirical turn might change teacher education modules in *Fachdidaktik*.

154306	Americans are Superficial, the British are Stiff, and Germans live off Sauerkraut? – Teaching Intercultural Competences (2 HS)		
	Di 10:15 -11:45	R. U331	Timpe
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 602 603		
	MA LA: 1102		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d,4d,5a,5b		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000):) C 1-4 (PS/HS)			

Americans are Superficial, the British are Stiff, and Germans live off Sauerkraut? – Teaching Intercultural Competence

From elementary schools to upper secondary level, intercultural communicative competence (ICC) is one of the main goals in EFL teaching. But what exactly is intercultural communicative competence? How can this goal be achieved in the EFL classroom? And how can we teach intercultural communication? Questions such as these will be dealt with in the course of this class.

To prepare for the task of teaching ICC, this seminar will deal with a selection of texts on theories and models of intercultural competence and intercultural development. We will have a close look at texts by Bennett, Byram and others, discuss different approaches, and actively try out different methods which can also be used in the EFL classroom.

Students who would like to participate in this class should be willing to do a close reading of the texts and contribute to the discussions in class.

Further requirements are:

- regular attendance
- reading of texts
- participation in class
- two short essays during the semester
- micro teaching mini session
- lesson plan or final exam

A reader will be made available in the Copyshop at the beginning of April. For further questions, feel free to contact me via veronika.timpe@udo.edu.

154307	Drama and Poetry in the EFL Classroom (2 HS)		
	Mi 16:15 – 17:45	R. 3.207	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601 603		
	MA LA: 1101 1104		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d,4d,5a,5b		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000):) C 1-4 (PS/HS)			

In this class it is the aim, on the one hand, to get involved both in the theory of "*Literaturdidaktik*" and in descriptions of relevant methodological concepts and, on the other hand, it is a major objective to look at **different modern dramas** and **poetic texts** and find out if and why and how these texts can be used for teaching and learning purposes at the level of Sek I and Sek II.

We will start off with Samuel **Beckett**'s play "Waiting for Godot" and **Imagist poetry**. Further plays and poetic texts will be agreed upon.

A reading list will be provided.

Every participant will take part in discussions about *Literaturdidaktik* and in developing prototypical teaching units based on the selected plays and poetic texts.

There will be a final test for those who need it and there will also be enough topics for critical papers.

154308	The role of the EFL teacher: Developing teaching Competences professionally (2 HS)		
	Di 16:00 – 17:30	R. 3.207	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601,602,603		
	MA LA: 1101,1102, 1104		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
BK: 2d,4d,5a,5b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000):): C 1-4 (PS/HS)		

In this class we will be dealing with the professional qualities of EFL teachers in different contexts: at the primary school, at the secondary levels and in the vocational context.

Furthermore, there will be a special focus on research results and on an analysis and critical evaluation of examples of English lesson (transcripts and videographed lessons).

For you it is possible to specialize on:

- the teacher's role in dealing with texts and in developing intercultural competences,
- the teacher's role in developing communicative competences,
- the teacher's role in teaching pronunciation and intonation,
- the teacher's role in teaching words and grammar,
- the teacher's role in task-based teaching.

A Reader will be provided for copying.

There will be a final test for those who need it and there will also be enough topics for critical papers.

154310	Second Language Acquisition, Bilingualism, Motivation, Learning Strategies (2 HS)		
	Di 18:00 – 19:30	R. 3.207	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601, 603		
	MA LA: 1101, 1104		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
BK: 2d,4d,5a,5b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000):): C 1-4 (PS/HS)		

In our class there will be a major focus on:

- theories of second language acquisition and their relevance to EFL learning and teaching,
- bilingualism as a conceptual framework for EFL learning and bilingual programs including CLIL,
- the affective side of EFL learning and teaching: concepts of motivation and motivation in the EFL classroom,
- strategic aspects of EFL learning and teaching: Why do we need learning strategies and how can we improve our strategic competences ("Methodenkompetenz").

Special attention will be given to the situation in the **primary school, to issues at Sek I and in the context of vocational schools.**

A Reader will be provided for copying.

There will be a final test for those who need it and there will also be enough topics for critical papers.

154311	Orchestrating Interaction in Primary and Secondary School EFL Classrooms (2 HS)		
	Fr 14:15 – 15:45	R. 3.205	Kurtz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601 603		
	MA LA: 1101,1104		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
BK: 2d,4d,5a,5b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000):): C 1-4 (PS/HS)		

The architecture of interaction – i.e. the way classroom discourse is organized and conducted in everyday practice - is of vital importance to learning English as a foreign language in institutional environments. This video-supported seminar aims to provide a deeper understanding of what successful, effective and efficient classroom interaction and communicative language teaching is all about. Course languages are English (predominantly) and German (where necessary and appropriate; e.g. when bilingual methodological teaching and learning options are discussed).

MASTERSTUDIENGÄNGE LEHRAMT

154307	Drama and Poetry in the EFL Classroom (2 HS)		
	Mi 16:15 – 17:45	R. 3.207	Nold

Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601 603		
	MA LA: 1101 1104		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d,4d,5a,5b		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000):): C 1-4 (PS/HS)			

In this class it is the aim, on the one hand, to get involved both in the theory of “**Literaturdidaktik**” and in descriptions of relevant methodological concepts and, on the other hand, it is a major objective to look at **different modern dramas** and **poetic texts** and find out if and why and how these texts can be used for teaching and learning purposes at the level of Sek I and Sek II.

We will start off with Samuel **Beckett**’s play “Waiting for Godot” and **Imagist poetry**. Further plays and poetic texts will be agreed upon.

A reading list will be provided.

Every participant will take part in discussions about *Literaturdidaktik* and in developing prototypical teaching units based on the selected plays and poetic texts.

There will be a final test for those who need it and there will also be enough topics for critical papers.

154308	The role of the EFL teacher: Developing teaching Competences professionally (2 HS)		
	Di 16:00 – 17:30	R. 3.207	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601,602,603		
	MA LA: 1101,1102, 1104		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d,4d,5a,5b		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000):): C 1-4 (PS/HS)			

In this class we will be dealing with the professional qualities of EFL teachers in different contexts: at the primary school, at the secondary levels and in the vocational context.

Furthermore, there will be a special focus on research results and on an analysis and critical evaluation of examples of English lesson (transcripts and videographed lessons).

For you it is possible to specialize on:

- the teacher’s role in dealing with texts and in developing intercultural competences,
- the teacher’s role in developing communicative competences,
- the teacher’s role in teaching pronunciation and intonation,
- the teacher’s role in teaching words and grammar,
- the teacher’s role in task-based teaching.

A Reader will be provided for copying.

There will be a final test for those who need it and there will also be enough topics for critical papers.

154310	Second Language Acquisition, Bilingualism, Motivation, Learning Strategies (2 HS)		
	Di 18:00 – 19:30	R. 3.207	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601, 603		
	MA LA: 1101, 1104		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d,4d,5a,5b		M.A. _{ALK} :
		M.A. _{AS} :	
LA: alte LPO (1994/2000):): C 1-4 (PS/HS)			

In our class there will be a major focus on:

- theories of second language acquisition and their relevance to EFL learning and teaching,
- bilingualism as a conceptual framework for EFL learning and bilingual programs including CLIL,
- the affective side of EFL learning and teaching: concepts of motivation and motivation in the EFL classroom,
- strategic aspects of EFL learning and teaching: Why do we need learning strategies and how can we improve our strategic competences (“Methodenkompetenz”).

Special attention will be given to the situation in the **primary school, to issues at Sek I and in the context of vocational schools.**

A Reader will be provided for copying.

There will be a final test for those who need it and there will also be enough topics for critical papers.

154312	Standardized assessment in the EFL Classroom(2 HS)		
	17.04.10 10:00-14:30 08.05.10 10:00-14:30 05.06.10 10:00-14:30 26.06.10	R. 3.208	O. Jansing

	10:00-14:30 24.07.10 10:00-14:30		
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601 MA LA: 1101		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d,4d,5a,5b		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000):): C 1-4 (PS/HS)		

Standardized assessment has become a regular feature in English classrooms at German schools. In this compact seminar we will explore what *Lernstandserhebungen*, *ZAP 10*, or *Zentralabitur* exactly look like, and how they affect classroom work and preparation.

Seminar participants are expected to work independently within their groups between the individual Saturday sessions. Possible topics include a critical evaluation of standardization in assessment, student and teacher reactions to the new testing formats, or how to reconcile standardized tests with student-centered and open teaching methods.

154313	From Blackboard to Internet: Media in the EFL Classroom (2 HS)		
	Blockseminar		Lutzka
Erstes Treffen:	16.04.10 16:00-20:00	R. 3.205	
	30.04.10 16:00-20:00	R. U331	
	14.05.10 16:00-20:00	R. U331	
	15.05.10 10:00-14:00	R. U331	
	11.06.10 16:00-20:00	R. U331	
	12.06.10 10:00-14:00	R. U331	
	18.06.10 16:00-20:00	R. U331	
	19.06.10 10:00-14:00	R. U331	
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601 603 MA LA: 1101, 1104		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
	BK: 2d,4d,5a,5b		M.A. _{ALK} :
		M.A. _{AS} :	
	LA: alte LPO (1994/2000):): C 1-4 (PS/HS)		

Traditional and (post)modern media increasingly hold sway over what has come to be called the "net generation." According to some critics most of our pupils are lazy couch potatoes, watching television, extremely competent in using their game consoles or computer keyboards but otherwise inactive, completely lost in a world between reality and cyberspace. Most of these kids, however, are well informed about the benefits of modern technology and know how to use the computer to their advantage.

This course aims at providing students with an overview of and practical insight into different types of (new) media, and to explore and evaluate their effectiveness for language acquisition and communicative language teaching.

In the first part of this seminar you will familiarize yourselves with the state-of-the-art of using media for language teaching. In the second part of the course you will have the opportunity to focus on an individual aspect of the use of media that interests you. After critically surveying the scholarly literature and the formulation of a research question in groups, you will either plan, teach, and/or analyse or watch and analyse a lesson.

A course reader will be provided in the first meeting.

Course Requirements:

- Attendance and active participation
- Practical Teaching
- Oral presentation
- Final Paper

Introductory Reading:

Bowker, Julian. *Looking at Media Studies*. New edition. London: Hodder, 2003.

Buckingham, David. *Media Education: Literacy, Learning and Contemporary Culture*. Cambridge: Polity, 2003.

Maier, Wolfgang. *Grundkurs Medienpädagogik, Mediendidaktik: Ein Studien- und Arbeitsbuch*. Weinheim: Beltz, 1998.

Theorie-Praxis-Modul

154314	Theorie und Reflexion von Englischunterricht (TPM II)		
	Mo 14:15 – 15:45	R. U331	Bücker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:		
	MA LA: 1103		
	LPO 2003		
	GHR: 4a,4b	SP _{1,Fach} : 4a,4b	B.A. _{ALK} :
	Gy/Ge: 4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
BK: 4d,5a,5b		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000):): C 1-4 (HS)			

In dieser Veranstaltung wird auf das fachspezifische Schulpraktikum vorbereitet. Dabei geht es insbesondere um forschendes Lehren: D.h., im Praktikum sollen Sie imstande sein, eine Forschungsfrage als Lehrperson zu stellen, die Sie durch Sammeln von geeigneten Beobachtungsdaten zu beantworten versuchen. Die Veranstaltung dient dazu, Sie auf diese Situation vorzubereiten.

154315	TPM Master (TPM I)		
Erstes Treffen:	Blockseminar		Bücker
	16.04.2010 16:00 – 20:00 Uhr	R. 0.220	
	26.07.2010 09:00 – 16:00 Uhr	R. U331	
	27.07.2010 09:00 – 16:00 Uhr	R. U331	
	28.07.2010 09:00 – 16:00 Uhr	R. U331	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA:		
	MA LA: 1103		
	LPO 2003		
	GHR: 4a,4b	SP _{1,Fach} : 4a,4b	B.A. _{ALK} :
	Gy/Ge: 4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
BK: 4d,5a,5b		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000):): C 1-4 (HS)			

Zusatzstudiengang 'Bilinguales Lernen und Lehren'

154310	Second Language Acquisition, Bilingualism, Motivation, Learning Strategies (2 HS)		
	Di 18:00 – 19:30	R. 3.207	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 601, 603		
	MA LA: 1101, 1104		
	LPO 2003		
	GHR: 2d,4a,4b	SP _{1,Fach} : 2d,4a,4b	B.A. _{ALK} :
	Gy/Ge: 2d,4d,5a,5b	SP _{2,Fach} : 3a	B.A. _{AS} :
BK: 2d,4d,5a,5b		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000):): C 1-4 (PS/HS)			

In our class there will be a major focus on:

- theories of second language acquisition and their relevance to EFL learning and teaching,
- bilingualism as a conceptual framework for EFL learning and bilingual programs including CLIL,
- the affective side of EFL learning and teaching: concepts of motivation and motivation in the EFL classroom,
- strategic aspects of EFL learning and teaching: Why do we need learning strategies and how can we improve our strategic competences ("Methodenkompetenz").

Special attention will be given to the situation in the **primary school, to issues at Sek I and in the context of vocational schools.**

A Reader will be provided for copying.

There will be a final test for those who need it and there will also be enough topics for critical papers.

Britische Literaturwissenschaft

1. STUDIENPHASE

154201	Introduction to British Literary Studies (2 PS)
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	Do 12.15 – 13.45	R. 3.205	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 101 MA LA -		
	LPO 2003		
	GHR: -	SP _{1,Fach} : -	B.A. _{ALK} :
	Gy/Ge: -	SP _{2,Fach} : -	B.A. _{AS} : TG 5
	BK: -		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000):-		
Anmeldung:	Electronic Course Registration		

Within British Literary Studies the course introduces participants to major issues of

- literary theory and criticism (conceptions of literature, critical approaches)
- literary history (historical periods)
- genre poetics (poetry, drama, fiction, non-fiction/prose)
- textual analysis and interpretation
- academic working methods (term papers, oral presentations)

The first part of the course is structured in the form of preparatory thematic sessions on the various sub-disciplines within British Literary Studies outlined above including discussions of exemplary texts for further illustration. The second part is organized in the form of sessions with oral presentations by participants.

The papers and oral presentations study texts from various historical periods representing different genres. Both the discussions in class and individual work on the term papers and oral presentations will familiarize participants with a considerable range of important works of British literature. This is a sound basis for further work in the more advanced stages of your studies. **The presuppositions for passing the course is a successful oral presentation and delivery of the term paper.**

The texts discussed in the thematic sessions (compulsory reading) are:

Sir Philip Sidney: Excerpt from *The Defence of Poesy* (1595) ('Reader')
W. Wordsworth & S.T. Coleridge: *Preface to Lyrical Ballads* (1802) ('Reader')
William Shakespeare: Sonnet 73: "That time of year thou mayst in me behold"

(,Reader')

Oscar Wilde: *The Importance of Being Earnest* (1895)
Virginia Woolf: *To the Lighthouse* (1927)

The texts discussed in oral presentations and term papers (special assignments) are:

Virginia Woolf: "How should one read a book?" (1925/32) ('Reader')
Rupert Brooke: "The Soldier" (1914/15) ('Reader')
Siegfried Sassoon: "They" (1916/17); "Glory of Women" (1917/18)('Reader')
Isaac Rosenberg: "Break of Day in the Trenches" (1916/22) ('Reader')
Wilfred Owen: "Dulce Et Decorum Est" (1917/20) ('Reader')
G.B. Shaw: *Pygmalion* (1913)
Samuel Beckett: *Waiting for Godot* (1955)
John Osborne: *Look Back in Anger* (1956)
Angela Carter: *Nights at the Circus* (1984)
Kazuo Ishiguro: *The Remains of the Day* (1989)
Ian McEwan: *Enduring Love* (1997)

The longer texts are recommended for purchase.

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

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]

A **Reader** with the shorter primary texts and selected additional secondary literature will be available a week prior to the beginning of the course. You can purchase it at the "Copyshop and EWS" you are expected to have it with you from the beginning.

Personal attendance during the first session is required to maintain the enrolment status.

The tasks will be assigned during the very first session already, so be here on time!

154202	Introduction to British Literary Studies, Gruppe A (2 V/S)		
	Fr 10:15 – 11:45	R. 3.208	Osterried
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 101 MA LA		
	LPO 2003		
	GHR: 1a	SP _{1,Fach} : 1a	B.A. _{ALK} :
	Gy/Ge: 1a	SP _{2,Fach} : 1a	B.A. _{AS} : TG 5
	BK: 1a		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000)		

154203	Introduction to British Literary Studies, Gruppe B (2 V/S)		
	Fr 14:00 – 15:30	R. 3.208	Osterried
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 101 MA LA		

LPO 2003		
GHR: 1a	SP _{1.Fach} : 1a	B.A. _{ALK} :
Gy/Ge: 1a	SP _{2.Fach} : 1a	B.A. _{AS} : TG 5
BK: 1a		M.A. _{ALK} :
		M.A. _{AS} :
LA: alte LPO (1994/2000)		

This course introduces students to literary theory and criticism, genre poetics and textual analysis. The relevance of the critical approaches will invariably be tested by means of their application to primary texts from various genres (poetry, fiction, and drama) and different historical epochs.

A number of sessions will be class discussions making the students familiar with theoretical knowledge necessary to adopt a more academic and critical attitude towards literary texts. Moreover, students will discover essential differences between German, British and American conventions of essay-writing. Some exercises for improving one's idiomatic style will help to give the participants' English a more "English" ring. The remaining lessons will be structured like academic conferences with students delivering a talk on a topic of their choice in the works from the reading list below. Their talks will be followed by a question time, and a final discussion on the works is intended to amplify the students' understanding and awareness.

This is the reading list: the more substantial texts in bold print are recommended for purchase. The remaining texts (additional literary texts for class discussions and secondary material) will be made available in a Reader to obtain at the beginning of term both on the internet and in the Copyshop.

Reading list (primary literature)

William Shakespeare, Romeo and Juliet (1597)

William Shakespeare, The Merchant of Venice (1600)

Sir Philip Sidney, *Desire* (1591?)

William Blake, *The Tiger* (1994)

Lord Byron, *When We Two Parted* (1803)

William Wordsworth, *The Daffodils* (1807)

S.T. Coleridge, *Kubla Khan* (1816)

Percy B. Shelley, *Ozymandias* (1818)

Percy B. Shelley, *Mutability* (1824)

Oscar Wilde, The Picture of Dorian Gray (1890)

Wilfred Owen, *Anthem for Doomed Youth* (1917)

William Butler Yeats, *An Irishman Foresees His Death* (1917)

Virginia Woolf, *How Should One Read a Book?* (1925/ 1932)

Virginia Woolf, *The New Dress* (1924/ 1973)

James Joyce, *Eveline* (1914)

John Braine, Room at the Top (1957)

Harold Pinter, *Last to go* (1960)

Harold Pinter, *Request Stop* (1960)

To get credit for the course regular and active participation are essential. The other tasks are:

BML: oral presentation, a paper of theses, concluding essay or: successful passing of a written test (Klausur) on Friday, Friday, 25 June 2010.

B.A. students (Angewandte Sprachwissenschaften, Angewandte Literatur- und Kulturwissenschaften): oral presentation, a paper of theses, concluding essay. SP: additionally, a successful passing of the written test (Klausur).

students of journalism (Bachelor): successful passing of the written test (Klausur).

154204	British Utopian Fiction (2 PS)		
	Mo 16.15 – 17.45	R. 3.205	
	Kane		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP _{1.Fach} : 1e	B.A. _{ALK} : PO05: 2a, 2b, 15a PO09: Kern: 2b
	Gy/Ge: 1e	SP _{2.Fach} :	B.A. _{AS} : TG 5
	BK: 1e		M.A. _{ALK} :
		M.A. _{AS} :	
	LA: alte LPO (1994/2000)		

Utopian literature continues to intrigue readers and some of the greatest works of British literature fall into this category. This seminar will explore the continuing fascination of the genre by looking in detail at the most influential works. Our reading will include (recommended editions in brackets): George Orwell *1984* (Penguin Modern Classics, 2004), Jonathan Swift *Book IV Gulliver's Travels* (Penguin Modern Classics 2003), Thomas More *Utopia* (Penguin Classics, 2003), William Morris *News from Nowhere* (Penguin Classics, 2004), Margaret Atwood *The Handmaid's Tale* (Contemporary Classics), and Cormac McCarthy *The Road*. Out-of-copyright texts and critical texts will be available on the seminar's e-works site. Students will be expected to write a paper or to give a presentation.

154205	Australian Literature and Culture (2 PS)	
	Mi 12.15 – 13.45	3.208
	Bell	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:	
	BA LA 103	
	MA LA	
	LPO 2003	

	GHR: 1e	SP _{1,Fach} : 1e	B.A. _{ALK} : PO05: 2a, 2b, 15a PO09: Kern: 2b
	Gy/Ge: 1e	SP _{2,Fach} :	B.A. _{AS} : TG 5
	BK: 1e		M.A. _{ALK} :
			M.A. _{AS} :
LA: alte LPO (1994/2000) B			

This course aims to introduce students to the history of, and key authors in, Australian literature. The focus will not only be on white Australian literature, but also Aboriginal literature and that of a variety of migrant groups. The course will also consider other media, such as film, television and the fine arts, in order to offer as broad a perspective as possible on what constitutes Australian culture. The following novels will be studied during the semester: Doris Pilkington's *Rabbit Proof Fence* and Peter Carey's *Bliss*. Other texts and articles will be available in a reader.

154508	Arabia and Africa: The Story told by its Women		
	Fr 10:15 – 11:45	R. 3.206	Paasche
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103 MA LA LPO 2003		
	GHR: 1e	SP _{1,Fach} : 1e	
	Gy/Ge: 1e, 4b	SP _{2,Fach} :	B.A. _{AS} : TG 5
	BK: 1e, 4b		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000) B3, E1		

The influence of Arabia and of Islam reached the African continent many centuries before western Christianity did. How do women experience the pull of often conflicting religions and cultures?

Zanzibar: Legend has it that this island once belonged to Germany and was traded for Helgoland. The spice island was the centre of the slave trade from East Africa to the Arab world and the capital of the Sultanate of Oman. It became a British Colony after the world's shortest war – one that lasted exactly 38 minutes. Princess Salme bint Said, legitimized daughter of one of the Sultan's Caucasian slave-concubines, tells the story of mid-nineteenth century Zanzibar where Arab and African cultures met. She makes real the world of the harem and of court life supported by the wealth brought by the slave trade. Involving herself in political intrigues, she does not question the status of women. When she elopes with Heinrich Ruete, a German trader, she is rejected by her family.

Egypt: African or Arab? Nawal El Saadawi tells of her experience of circumcision at the age of five. After fighting off the injustice of marriage at the age of ten, she later qualifies as a doctor in Cairo. We accompany her through her childhood as she struggles to live a life of her own choosing.

Senegal: Mariama Ba tells the story of two friends who had married for love and whose husbands later chose to take a second wife. Ramatoulaye decides to stay married, her friend divorces her husband. In her long letter after her husband's death, Ramatoulaye examines the lives of these two educated women in the light of their upbringing and training and in the light of the cultural restrictions placed upon them.

Required Texts:

Emily Said Ruete: *Memoirs of an Arabian Princess of Oman and Zanzibar - the extraordinary life of a Muslim princess between east and west*

Nawal El Saadawi: *A Daughter of Isis: the Autobiography of Nawal El Saadawi*

Mariama Ba: *So Long a Letter* (African Writers Series)

2. STUDIENPHASE

154206	English Literature and Culture of the Seventeenth Century, Group A (2 V)		
	Mo 12.15 – 13.45	R. 3.205	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302 LPO 2003		
	GHR: 5a	SP _{1,Fach} : 5a	
	Gy/Ge: 6a, 6b	SP _{2,Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6a, 6b		M.A. _{ALK} : PO05:10c,d; PO09:1b
			M.A. _{AS} :
	LA: alte LPO (1994/2000): B3, E 1 wahlweise-obligatorisch		
Anmeldung:	Electronic Course Registration		

154207	English Literature and Culture of the Seventeenth Century, Group B (2 V)		
	Di 12.15 – 13.45	R. 3.205	Bimberg
Modulzu-	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/

ordnungen:	BA LA 801, 802		Angewandte Literatur- /Kulturwissenschaften	
	MA LA 1301, 1302			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a		B.A.-ALK: PO05:17b,c; PO09:Kern:6b,c; Komp:3b,c
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b		B.A.-AS: TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6a, 6b			M.A.-ALK: PO05:10c,d; PO09:1b
		M.A.-AS:		
	LA: alte LPO (1994/2000): B3, E 1 wahlweise-obligatorisch			
Anmeldung:	Electronic Course Registration			

The lecture offers a survey of important developments in the literary history of Great Britain in the seventeenth century. Historically it covers the time of the late Elizabethan / Jacobean age, the English Revolution, and the Restoration / the Augustan Age.

The course relates to major and representative authors such as John Donne, Ben Jonson, Francis Bacon, John Milton, John Bunyan and John Dryden and their main works. It includes textual examples from poetry, fiction, prose, and drama. Special emphasis will be placed on significant developments in the Jacobean and the Restoration theatre. Early female achievements in the field are exemplified by the career and works of Aphra Behn.

The course discusses influential literary movements and cultural-historical periods such as Metaphysical Poetry or Neo-Classicism. It deals with historical, aesthetic and theoretical issues significant for the literature of that time and today's interpretations of them.

A 'Reader' will be available through EWS and the 'Copyshop' (ready a week prior to the beginning of the course). It will be needed from the first session on and will be used in all the sessions.

The **work forms** offered to enable students to finish the course due to their respective examination regulations are:

- ❖ ‚Hausarbeit‘/term paper
- ❖ ‚aktive Teilnahme‘ (‚Referat und Ausarbeitung‘)
- ❖ ‚Klausur‘/written test

Personal attendance during the first session is required to maintain the enrolment status.

The tasks will be assigned during the very first session already, so be here on time!

154208	English Renaissance Humanism (2 HS)		
	Mi 12.15 – 13.45	R. 3.206	
	Bimberg		
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE		
	BA LA 801, 802, 803		
	MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A.-ALK: PO05:6a,b,c; 17a,b,c PO09:Kern:6a,b,c; Komp:3a,b,c
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A.-AS: TG 5 PO09:Kern:6b,c; Komp:4b
BK: 6a, 6b		M.A.-ALK: PO05:10a,b,c,d PO09: 1a,b,c	
		M.A.-AS:	
	LA: alte LPO (1994/2000): B2, B3, E1 wahlweise-obligatorisch		
Anmeldung:	Electronic Course Registration		

The English Renaissance was very different from the Italian Renaissance and expressed itself individually in artistic, philosophical and religious terms. It was deeply influenced and shaped through such major impulses and heterogeneous forces as Christian humanism, the Reformation and the exploration of geographically newly discovered regions of the world.

The seminar turns to one of these important integral elements, humanism, and explores the fundamental ideas of this intellectual movement as to the Renaissance ideal of man and society, education (including that of women), the role and functions of a monarch/ruler, the ethic, moral and didactic potential of literature, etc.

These ideas are studied and discussed on the basis of five exemplary and highly influential works that started a whole paradigm of treatises on education and of Utopian and Dystopian writing in England as well as world-wide. Among them are two works of Italian origin that are included in the discussion in order to understand the intercultural relations between the English and the Italian literature and culture of the time.

The main works discussed in the seminar are (recommended for purchase, available through Amazon):

Machiavelli, Niccolò	<i>Il Principe (1513)/The Prince (1640)</i> [POD 3/35]
More, Sir Thomas	<i>Utopia (1516)</i> [C 24936; SEL M 36/80; Ja G 147; C 15208-4]
Baldassare Castiglione	<i>Il libro del cortegiano (1528)/The Courtier (1552-53)</i>
Elyot, Sir Thomas	<i>The Boke named the Governour (1531)</i>
Roger Ascham	<i>The Scholemaster (1570)</i> [SEL A 1680]

A 'Reader' will be available through EWS and the 'Copyshop' (ready a week prior to the beginning of the course). It will be needed from the first session on and will be used in all the sessions.

The **work forms** offered to enable students to finish the course due to their respective examination regulations are:

- ❖ ‚Hausarbeit‘/term paper
- ❖ ‚aktive Teilnahme‘ („Referat und Ausarbeitung“)
- ❖ ‚Klausur‘/written test

Personal attendance during the first session is required to maintain the enrolment status. The tasks will be assigned during the very first session already, so be here on time!

154209	The Bible and English Literature (2 HS)		
	Di 12:15-13.45	R. 3.206	Schlensag/Maurer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 801, 802, 803		
	MA LA		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO05:6a, 17a PO09:Kern:6c; Komp:3c
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
BK: 6b		M.A. _{ALK} : PO05:10a,d PO09:1b,3b	
		M.A. _{AS} : ---	
LA: alte LPO (1994/2000) B3, E1			

This class is aimed at students of English literature and students of theology alike. It is planned as an interdisciplinary course giving access to students of both faculties. The class taught by Ernst Peter Maurer (Theology) and Stefan Schlensag (Literature and Cultural Studies) shall offer a variety of comparative readings of exemplary texts based either (a) directly on the Bible as a primary source (e.g. John Milton's *Paradise Lost*); (b) on Biblical motifs as an inspiration to construct an allegorical narrative (e.g. John Bunyan's *Pilgrim's Progress*); (c) on a response to a Christian tradition within the canon of English literature that allow for a secular as well as a non-secular approach and interpretation (e.g. Wordsworth *The Prelude*, William Blake's idiosyncratic prophetic books and paintings).

The history of the making of the English Bible with its political and philological implications is, of course, as relevant as the literary criticism that focuses on Christian norms and values with new demands and findings in the field of aesthetics or the natural sciences (e.g. Samuel Taylor Coleridge and Matthew Arnold).

A reader will be provided at the beginning of the semester. Course requirements will be discussed in the first session.

154509	Fin-de-Siècle Anxieties (2 HS)		
	Mo 12:15 – 13:45	R. 3.208	Kramer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 801, 802		
	MA LA: 1301, 1302		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO05:6a,c, 17a,b PO09:Kern:6b,c;Komp:3b,c
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
BK: 6a, 6b		M.A. _{ALK} : PO05:10a,c,d PO09:1b,c	
		M.A. _{AS} :	
LA: alte LPO (1994/2000) E 1			

Towards the end of the 19th century, the relative stability of mid-Victorian society – epitomized by the success of the Great Exhibition (1851) – began to crumble. The interrelated processes of industrialisation, urbanisation and demographic change produced social fragmentation, intellectual doubt and need of orientations which threatened the prevailing integrated sense of self-identity and national identity. Hitherto marginalised voices of dissent became louder: the women's movement, the working-class movement, the campaign for Irish independence (or, at least, home rule), the colonised subjects worldwide – they all questioned the right and might of the centre.

The resulting fin-de-siècle anxieties found their particularly dramatic forms in literary texts. In the course we shall deal with stories, tales and novels by, amongst others, Robert Louis Stevenson, Oscar Wilde, Bram Stoker, Henry James and Joseph Conrad. A reader will be available by the end of March. The following books should be bought and read before the beginning of the course:

- Robert Louis Stevenson, *Dr. Jekyll and Mr. Hyde*, ed. Martin A. Danahay, Peterborough, Ontario: Broadview Press, 2005. (This edition contains the text and additional material.)
- Oscar Wilde, *The Picture of Dorian Gray*, ed. Joseph Bristow, Oxford: Oxford University Press (The World's Classics), 2006.
- Bram Stoker, *Dracula*, ed. Nina Auerbach & David J. Skal, New York – London: W.W. Norton, 1997. (This Norton Critical Edition contains the text and a lot of additional material.)
- Joseph Conrad, *The Secret Sharer* (various editions).

154510	Imperial Romances (2 HS)		
	Di 10:15 – 11:45	R. 3.208	Kramer
Modulzu-	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/

ordnungen:	BA LA: 501, 801, 802 MA LA: 1301, 1302		Angewandte Literatur- /Kulturwissenschaften
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO05:6a,c, 17a,b PO09:Kern:6b,c; Komp:3b,c
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6a, 6b		M.A. _{ALK} : PO05:10a,c,d PO09:1b,c
		M.A. _{AS} :	
LA: alte LPO (1994/2000) E 1			

Imperial romances tend to present a utopian perspective of the imperial endeavour. The 'formula' requires a youthful hero who, accompanied by a faithful friend or a surrogate father, goes abroad, acquires wealth, pacifies, exploits and/or civilizes foreign cultures, has (thereby) his moral fibre tested, and eventually emerges victorious, 'asserting his racial superiority, the potency of Christian morality, and the soundness of English imperial values' (Linda Dryden).

In this course I should like to test and discuss this concept in connection with the following books:

- Robert Michael Ballantyne, *The Coral Island* (1858)
- Henry Rider Haggard, *King Solomon's Mines* (1885)
- George Alfred Henty, *Tales of Daring and Danger* (1890)
- Robert Louis Stevenson, "The Beach of Falesá" (1893) and *The Ebb-Tide* (1894)
- Joseph Conrad, "Heart of Darkness" (1899) and *Lord Jim* (1900).

154512	Peace in the Valley and the Stormy Sea: Towards a theory of the Romantic Landscapes		
	Mo 10:15-11:45	R. 3.206	Schlensag
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 801, 802, 803 MA LA LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO05:6a,c, 17a,b PO09:Kern:6b,c, 7c; Komp:3c,b 4a
	Gy/Ge: 6b	SP _{2.Fach} : 4b	B.A. _{AS} : PO05:5a; PO09:Kern:6b,c; Komp:4b
	BK: 6b		M.A. _{ALK} : PO05:10a,c,d PO09:1b,c 3b,c
		M.A. _{AS} : ---	
LA: alte LPO (1994/2000) B3, E1			

The seminar will deal with ideas and aspects of landscape within English Romanticism. We will analyse the evolution of the artists' attitudes towards the landscape. These attitudes often pervaded the productions of whole schools and movements and expressed "collective" rather than purely subjective attitudes.

In order to discover the different ideas associated with the Romantic landscape it is useful to search for parallels in literature and the fine arts. This means that the discussion in the seminar will be accompanied by the comparison of literature and paintings. Our examination of the interdependence of literature and art will shed light on the real essence of Romanticism.

In the seminar the emphasis will be on English Romanticism, but since Romanticism was a universal phenomenon, references to parallel developments on the Continent will be considered as well.

A reader will be provided at the beginning of the semester. Course requirements will be discussed in the first session.

154513	Zanzibar: Where East meets West in Africa (2 HS)		
	Fr 12:15 – 13:45	R. 3.206	Paasche
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 802 MA LA --- LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO05:6a, 17a PO09:Kern:6c; Komp:3c
	Gy/Ge: 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6b		M.A. _{ALK} : PO05:10a,d PO09:1b
		M.A. _{AS} : ---	
LA: alte LPO (1994/2000)			

Each year 50,000 slaves, amongst them 3,000 eunuchs destined for the harems of the Arabian world, passed through the slave markets in Zanzibar – part of a slave trade in which between 11 and 18 million black African slaves crossed the Red Sea, the Indian Ocean and the Sahara Desert (as compared to between 9.4 to 14 million Africans brought to the Americas in the Atlantic slave trade). Spices grown on the Island and Ivory from Africa were the other two pillars of the economy. Natives of India, a British colony, were responsible for managing Zanzibar's financial economy, more especially the slave trade. Once the capital of the Sultanate of Oman, which controlled East Africa's trade routes, Zanzibar became a protectorate of Britain in 1890, after Germany had signed the Helgoland-Zanzibar Treaty in which it committed itself to not interfering with British interests on the Island. In 1963 Zanzibar gained independence from Britain and by the beginning of 1964 thousands of Arabs and Indians were either expelled or killed in one of Africa's bloodiest genocides. By April of 1964 the now Republic of Zanzibar

became a semi-autonomous region subsumed into what became the United Republic of Tanzania, the former German colony of Tanganyika.

Zanzibar's history and literature is closely linked to that of the African continent, with that of the Muslim Arab world, with Asia, and with that of colonial Europe. In this course we will take a closer look at the lives of the people of Zanzibar. Tales of love and passion; of economic exploitation, slavery and genocide; as well as of political intrigue, African nationalism and religious zealotry will tell us more about Zanzibar which in its history has had to deal with the legacies of slavery and both eastern and western colonialism; racial violence, poverty and underdevelopment; and is still learning to negotiate influences from Africa, the Middle East, Asia and Europe.

Required Texts:

G. Thomas Burgess: *Race, Revolution, and the Struggle for Human Rights in Zanzibar: The Memoirs of Ali Sultan Issa and Seif Sharif Hamad* (Paperback)

George Bateman: *Zanzibar Tales*

Abdulrazak Gurnah: *Desertion and By the Sea*

Emily Said Ruete: *Memoirs of an Arabian Princess of Oman and Zanzibar - the extraordinary life of a Muslim princess between east and west* (Paperback)

154210	Examenskolloquium (1 K) für LPO 03 und BML		
	Mi 10.30-11.15 Uhr	R. 3.207	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA MA LA		
	LPO 2003		
	GHR:	SP _{1,Fach} :	B.A.-ALK: -
	Gy/Ge:	SP _{2,Fach} :	B.A.-AS: -
	BK:		M.A.-ALK: - M.A.-AS:-
	LA: alte LPO (1994/2000): -		
Anmeldung:	Electronic Course Registration		

The course addresses students from both LPO 03 and BML and serves the function of helping them to prepare for the successful passing of their written and oral exams in English literature (**in the 'higher' modules, not in module 1**). **It is in fact expected that every student who plans to be examined by me will participate in the course.**

During the course organizational/technical, legal, scholarly as well as psychological questions will be dealt with, e.g. practical matters of organization, deadlines, legal rights and obligations, technical and organizational details, identifying subject areas for module examinations, reading lists for exams, recommendations of primary and secondary literature, conceptual work during 'Klausur', how to master potential difficulties in communication during oral exams etc..

To be able to structure and organize work in the course effectively, participants are asked to bring along the following documents to the first session:

1. Copy of the Transcript of Records (Studienbuch) for the module which will be examined.
2. Curricula/reading lists of the courses relevant for the respective exam

Please note that participants are expected to actively prepare for the discussions in the respective thematic sessions. The dates and topics will be agreed on at the very beginning and announced through the EWS-system. Participation makes sense only if the attending students are already engaged in the process of preparation for the exam. It is therefore advisable that students attend the Kolloquium and do their exam immediately afterwards.

Important bibliographic material will be available through EWS once participants have enrolled in the course.

MASTERSTUDIENGÄNGE LEHRAMT

154206	English Literature and Culture of the Seventeenth Century, Group A (2 V)		
	Mo 12.15 – 13.45	R. 3.205	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP _{1,Fach} : 5a	B.A.-ALK: PO05:17b,c; PO09:Kern:6b,c; Komp:3b,c
	Gy/Ge: 6a, 6b	SP _{2,Fach} : 4b	B.A.-AS: TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6a, 6b		M.A.-ALK: PO05:10c,d; PO09:1b M.A.-AS:-
	LA: alte LPO (1994/2000): B3, E 1 wahlweise-obligatorisch		
Anmeldung:	Electronic Course Registration		

154207	English Literature and Culture of the Seventeenth Century, Group B (2 V)		
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	Di 12.15 – 13.45	R. 3.205	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : PO05:17b,c; PO09:Kern:6b,c; Komp:3b,c
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6a, 6b		M.A. _{ALK} : PO05:10c,d; PO09:1b
			M.A. _{AS} :
	LA: alte LPO (1994/2000): B3, E 1 wahlweise-obligatorisch		
Anmeldung:	Electronic Course Registration		

The lecture offers a survey of important developments in the literary history of Great Britain in the seventeenth century. Historically it covers the time of the late Elizabethan / Jacobean age, the English Revolution, and the Restoration / the Augustan Age.

The course relates to major and representative authors such as John Donne, Ben Jonson, Francis Bacon, John Milton, John Bunyan and John Dryden and their main works. It includes textual examples from poetry, fiction, prose, and drama. Special emphasis will be placed on significant developments in the Jacobean and the Restoration theatre. Early female achievements in the field are exemplified by the career and works of Aphra Behn.

The course discusses influential literary movements and cultural-historical periods such as Metaphysical Poetry or Neo-Classicism. It deals with historical, aesthetic and theoretical issues significant for the literature of that time and today's interpretations of them.

A 'Reader' will be available through EWS and the 'Copyshop' (ready a week prior to the beginning of the course). It will be needed from the first session on and will be used in all the sessions.

The **work forms** offered to enable students to finish the course due to their respective examination regulations are:

- ❖ ‚Hausarbeit‘/term paper
- ❖ ‚aktive Teilnahme‘ (Referat und Ausarbeitung)
- ❖ ‚Klausur‘/written test

Personal attendance during the first session is required to maintain the enrolment status.

The tasks will be assigned during the very first session already, so be here on time!

154509	Fin-de-Siècle Anxieties (2 HS)		
	Mo 12:15 – 13:45	R. 3.208	Kramer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 801, 802 MA LA: 1301, 1302		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO05:6a,c, 17a,b PO09:Kern:6b,c;Komp:3b,c
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6a, 6b		M.A. _{ALK} : PO05:10a,c,d PO09:1b,c
			M.A. _{AS} :
	LA: alte LPO (1994/2000) E 1		

Towards the end of the 19th century, the relative stability of mid-Victorian society – epitomized by the success of the Great Exhibition (1851) – began to crumble. The interrelated processes of industrialisation, urbanisation and demographic change produced social fragmentation, intellectual doubt and need of orientations which threatened the prevailing integrated sense of self-identity and national identity. Hitherto marginalised voices of dissent became louder: the women's movement, the working-class movement, the campaign for Irish independence (or, at least, home rule), the colonised subjects worldwide – they all questioned the right and might of the centre.

The resulting fin-de-siècle anxieties found their particularly dramatic forms in literary texts. In the course we shall deal with stories, tales and novels by, amongst others, Robert Louis Stevenson, Oscar Wilde, Bram Stoker, Henry James and Joseph Conrad. A reader will be available by the end of March. The following books should be bought and read before the beginning of the course:

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- Joseph Conrad, *The Secret Sharer* (various editions).

154510	Imperial Romances (2 HS)		
	Di 10:15 – 11:45	R. 3.208	Kramer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 801, 802 MA LA: 1301, 1302		

	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO05:6a,c, 17a,b PO09:Kern:6b,c; Komp:3b,c
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6a, 6b		M.A. _{ALK} : PO05:10a,c,d PO09:1b,c
			M.A. _{AS} :
	LA: alte LPO (1994/2000) E 1		

Imperial romances tend to present a utopian perspective of the imperial endeavour. The 'formula' requires a youthful hero who, accompanied by a faithful friend or a surrogate father, goes abroad, acquires wealth, pacifies, exploits and/or civilizes foreign cultures, has (thereby) his moral fibre tested, and eventually emerges victorious, 'asserting his racial superiority, the potency of Christian morality, and the soundness of English imperial values' (Linda Dryden).

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- Robert Michael Ballantyne, *The Coral Island* (1858)
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- George Alfred Henty, *Tales of Daring and Danger* (1890)
- Robert Louis Stevenson, "The Beach of Falesá" (1893) and *The Ebb-Tide* (1894)
- Joseph Conrad, "Heart of Darkness" (1899) and *Lord Jim* (1900).

Britische Kulturwissenschaft

1. STUDIENPHASE

154501	Introduction to Cultural Studies, Group A		
	Mo 14:15 – 15:45	R. 3.208	Kramer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 102		
	MA LA		
	LPO 2003		
	GHR: 1b	SP _{1.Fach} : 1b	B.A. _{ALK} :
	Gy/Ge: 1b	SP _{2.Fach} : 1b	B.A. _{AS} :
BK: 1b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000) E1		

154502	Introduction to Cultural Studies, Group B		
	Mi 10:15 – 11:45	R. 3.208	Lenz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 102		
	MA LA		
	LPO 2003		
	GHR: 1b	SP _{1.Fach} : 1b	B.A. _{ALK} :
	Gy/Ge: 1b	SP _{2.Fach} : 1b	B.A. _{AS} :
BK: 1b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000) E1		

154503	Introduction to Cultural Studies, Group C		
	Di 10:15 – 11:45	R. 3.206	Schlensag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 102		
	MA LA		
	LPO 2003		
	GHR: 1b	SP _{1.Fach} : 1b	B.A. _{ALK} :
	Gy/Ge: 1b	SP _{2.Fach} : 1b	B.A. _{AS} :
BK: 1b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000) E1		

There is no study of culture(s) without some theories which describe, define, and debate how culture(s) should be studied. Theory, however, should not be an end in itself; theories should help us explain the world and the cultural contexts in which we live. This course is intended as an introduction to the study of culture(s), covering such topics as identity and difference, representation, high versus popular culture, etc. As our basic **textbook** we will use Judy Giles & Tim Middleton (2008), *Studying Culture. A Practical Introduction* [2nd ed.], Oxford: Blackwell.

154504	Femininities/Masculinities: Gender Studies and Gender in the Media (2 PS)		
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	Do 10:15 – 11:45	R. 3.206	Hologa
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP _{1,Fach} : 1e	B.A. _{ALK} : PO05:2a,b,c, 15a PO09:Kern:3a,b,c; Komp:2c,d
	Gy/Ge: 1e, 4b	SP _{2,Fach} :	B.A. _{AS} : TG 5
BK: 1e, 4b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000) E1		

This proseminar is an introduction to the interdisciplinary field of Gender Studies, an academic area of study focused on the ways sex and gender manifest themselves in social and cultural contexts. The course is divided into two parts: In the first weeks of the semester, the primary task is to read (historical and contemporary) key texts and discuss theories and debates concerning critical questions of femininity and masculinity. In the second phase, students are required to work in project groups on how gender categories are represented in a cultural text of their choice (novel, film, theatre, advertising, music video, sport, fashion, food... etc.) and present their results in class. Credits will be given for this presentation and a written assignment on this project. A Reader will be made available by the beginning of the semester.

154505	'It's Coming Home': Football Fan Culture in Britain (2 PS)		
	Di 16:15 – 17:45	R. 3.208	Piskurek
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP _{1,Fach} : 1e	B.A. _{ALK} : PO05:2a,b,c, 15a PO09: Kern:3a,c Komp:2c,d
	Gy/Ge: 1e, 4b	SP _{2,Fach} :	B.A. _{AS} : TG 5
BK: 1e, 4b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000) E1		

One need not put it as drastically as legendary Liverpool F.C. manager Bill Shankly who said that "football is not just a matter of life and death, but much more than that"; still, the obsession with which supporters all over the world take part in rituals before, during and after a match, the devotion many of them show for their team, or the omnipresence in the media, prove that football occupies an important part of culture.

England is not only the cradle of the *game*; it can also be called the birthplace of *fan culture*, a culture which is both admired for impressive choreography and singing, and loathed for its frequent outbursts of violence. In this seminar, we will try to analyse this phenomenon from a Cultural Studies perspective. Sessions will deal with the historical development of fan culture, with hooliganism and groundhopping, with fans' musical repertoire, with political or religious implications as we can see them in Glasgow's explosive "Old Firm" derby, and a lot more. We will also have a close look at various representations of football and its fan cultures in novels, short stories, films, fanzines etc.; please be prepared to attend additional film screenings.

As the World Cup in South Africa will take place during the semester, participants are expected to take part in a mini-symposium on the tournament (on the eve of the opening match).

Course requirements will be discussed in the first session. A Reader will be made available by the start of the semester. Additionally, participants should get hold of a copy of the book listed below.

Required Reading:

Hornby, Nick. 1992. *Fever Pitch*. London et al.: Penguin.

154506	Building Britain: Architecture and Culture (2 PS)		
	Do 14:15 – 15:45	R. 3.205	Piskurek
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103		
	MA LA		
	LPO 2003		
	GHR: 1e	SP _{1,Fach} : 1e	B.A. _{ALK} : PO05:2a,b,c, 15a PO09:Kern:2b,3a,c; Komp:2c,d
	Gy/Ge: 1e, 4b	SP _{2,Fach} :	B.A. _{AS} : TG 5
BK: 1e, 4b		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000) E1		

Most people will agree that a street, a city, a country and even the whole world are characterised to a huge extent by the respective buildings man has created over time. We may be able to describe styles, identify different architectural periods or different schools of building, but we can also try to read cultures by taking a closer look at how houses are built, towns are planned or which meanings a specific culture attaches to its buildings. By looking at the development of British architecture from a Cultural Studies perspective, students will get a solid overview of not only architectural, but especially the political, social and cultural history of Britain.

We will start our tour over the isles and through the centuries with the prehistoric Stonehenge monument, discover medieval castles, cathedrals, country houses, and work our way well into the 20th/21st century with the invention of semi-detached houses, the development of New Towns in the 1960s and the advent of

ultra-modern buildings like the London "Gherkin". Moreover, we will also study general building phenomena like public houses, railway stations and football stadiums.

Course requirements will be discussed in the first session. A Reader will be made available by the start of the semester.

154508 Arabia and Africa: The Story told by its Women			
	Fr 10:15 – 11:45	R. 3.206	Paasche
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 103 MA LA		
	LPO 2003		
	GHR: 1e	SP _{1,Fach} : 1e	B.A. _{ALK} : PO05:2a,b,c, 15a PO09:Kern:2b,3a,b; Komp:2c
	Gy/Ge: 1e, 4b	SP _{2,Fach} :	B.A. _{AS} : TG 5
	BK: 1e, 4b		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000) B3, E1		

The influence of Arabia and of Islam reached the African continent many centuries before western Christianity did. How do women experience the pull of often conflicting religions and cultures?

Zanzibar: Legend has it that this island once belonged to Germany and was traded for Helgoland. The spice island was the centre of the slave trade from East Africa to the Arab world and the capital of the Sultanate of Oman. It became a British Colony after the world's shortest war – one that lasted exactly 38 minutes. Princess Salmé bint Said, legitimized daughter of one of the Sultan's Caucasian slave-concubines, tells the story of mid-nineteenth century Zanzibar where Arab and African cultures met. She makes real the world of the harem and of court life supported by the wealth brought by the slave trade. Involving herself in political intrigues, she does not question the status of women. When she elopes with Heinrich Ruete, a German trader, she is rejected by her family.

Egypt: African or Arab? Nawal El Saadawi tells of her experience of circumcision at the age of five. After fighting off the injustice of marriage at the age of ten, she later qualifies as a doctor in Cairo. We accompany her through her childhood as she struggles to live a life of her own choosing.

Senegal: Mariama Ba tells the story of two friends who had married for love and whose husbands later chose to take a second wife. Ramatoulaye decides to stay married, her friend divorces her husband. In her long letter after her husband's death, Ramatoulaye examines the lives of these two educated women in the light of their upbringing and training and in the light of the cultural restrictions placed upon them.

Required Texts:

Emily Said Ruete: *Memoirs of an Arabian Princess of Oman and Zanzibar - the extraordinary life of a Muslim princess between east and west*

Nawal El Saadawi: *A Daughter of Isis: the Autobiography of Nawal El Saadawi*

Mariama Ba: *So Long a Letter* (African Writers Series)

2. STUDIENPHASE

154206 English Literature and Culture of the Seventeenth Century, Group A (2 V)			
	Mo 12.15 – 13.45	R. 3.205	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP _{1,Fach} : 5a	B.A. _{ALK} : PO05:17b,c; PO09:Kern:6b,c; Komp:3b,c
	Gy/Ge: 6a, 6b	SP _{2,Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6a, 6b		M.A. _{ALK} : PO05:10c,d; PO09:1b
			M.A. _{AS} :
	LA: alte LPO (1994/2000): B3, E 1 wahlweise-obligatorisch		
Anmeldung:	Electronic Course Registration		

154207 English Literature and Culture of the Seventeenth Century, Group B (2 V)			
	Di 12.15 – 13.45	R. 3.205	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP _{1,Fach} : 5a	B.A. _{ALK} : PO05:17b,c; PO09:Kern:6b,c; Komp:3b,c
	Gy/Ge: 6a, 6b	SP _{2,Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b

	BK: 6a, 6b		M.A. _{ALK} : PO05:10c,d; PO09:1b
			M.A. _{AS} :
	LA: alte LPO (1994/2000): B3, E 1 wahlweise-obligatorisch		
Anmeldung:	Electronic Course Registration		

The lecture offers a survey of important developments in the literary history of Great Britain in the seventeenth century. Historically it covers the time of the late Elizabethan / Jacobean age, the English Revolution, and the Restoration / the Augustan Age.

The course relates to major and representative authors such as John Donne, Ben Jonson, Francis Bacon, John Milton, John Bunyan and John Dryden and their main works. It includes textual examples from poetry, fiction, prose, and drama. Special emphasis will be placed on significant developments in the Jacobean and the Restoration theatre. Early female achievements in the field are exemplified by the career and works of Aphra Behn.

The course discusses influential literary movements and cultural-historical periods such as Metaphysical Poetry or Neo-Classicism. It deals with historical, aesthetic and theoretical issues significant for the literature of that time and today's interpretations of them.

A 'Reader' will be available through EWS and the 'Copyshop' (ready a week prior to the beginning of the course). It will be needed from the first session on and will be used in all the sessions.

The **work forms** offered to enable students to finish the course due to their respective examination regulations are:

- ❖ ‚Hausarbeit‘/term paper
- ❖ ‚aktive Teilnahme‘ („Referat und Ausarbeitung“)
- ❖ ‚Klausur‘/written test

Personal attendance during the first session is required to maintain the enrolment status.

The tasks will be assigned during the very first session already, so be here on time!

154208	English Renaissance Humanism (2 HS)		
	Mi 12.15 – 13.45	R. 3.206	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802, 803		
	MA LA		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. _{ALK} : PO05:6a,b,c; 17a,b,c PO09:Kern:6a,b,c; Komp:3a,b,c
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6a, 6b		M.A. _{ALK} : PO05:10a,b,c,d PO09: 1a,b,c
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B2, B3, E1 wahlweise-obligatorisch		
Anmeldung:	Electronic Course Registration		

The English Renaissance was very different from the Italian Renaissance and expressed itself individually in artistic, philosophical and religious terms. It was deeply influenced and shaped through such major impulses and heterogeneous forces as Christian humanism, the Reformation and the exploration of geographically newly discovered regions of the world.

The seminar turns to one of these important integral elements, humanism, and explores the fundamental ideas of this intellectual movement as to the Renaissance ideal of man and society, education (including that of women), the role and functions of a monarch/ruler, the ethic, moral and didactic potential of literature, etc.

These ideas are studied and discussed on the basis of five exemplary and highly influential works that started a whole paradigm of treatises on education and of Utopian and Dystopian writing in England as well as world-wide. Among them are two works of Italian origin that are included in the discussion in order to understand the intercultural relations between the English and the Italian literature and culture of the time.

The main works discussed in the seminar are (recommended for purchase, available through Amazon):

Machiavelli, Niccolò	<i>Il Principe (1513)/The Prince (1640)</i> [POD 3/35]
More, Sir Thomas	<i>Utopia (1516)</i> [C 24936; SEL M 36/80; Ja G 147; C 15208-4]
Baldassare Castiglione	<i>Il libro del cortegiano (1528)/The Courtyer (1552-53)</i>
Elyot, Sir Thomas	<i>The Boke named the Governour (1531)</i>
Roger Ascham	<i>The Scholemaster (1570)</i> [SEL A 1680]

A 'Reader' will be available through EWS and the 'Copyshop' (ready a week prior to the beginning of the course). It will be needed from the first session on and will be used in all the sessions.

The **work forms** offered to enable students to finish the course due to their respective examination regulations are:

- ❖ ‚Hausarbeit‘/term paper
- ❖ ‚aktive Teilnahme‘ („Referat und Ausarbeitung“)
- ❖ ‚Klausur‘/written test

Personal attendance during the first session is required to maintain the enrolment status.

The tasks will be assigned during the very first session already, so be here on time!

154209 The Bible and English Literature (2 HS)			
	Di 12:15-13.45	R. 3.206	Schlensag/Maurer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 801, 802, 803		
	MA LA		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO05:6a, 17a PO09:Kern:6c; Komp:3c
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
BK: 6b		M.A. _{ALK} : PO05:10a,d PO09:1b,3b	
		M.A. _{AS} : ---	
LA: alte LPO (1994/2000) B3, E1			

This class is aimed at students of English literature and students of theology alike. It is planned as an interdisciplinary course giving access to students of both faculties. The class taught by Ernst Peter Maurer (Theology) and Stefan Schlensag (Literature and Cultural Studies) shall offer a variety of comparative readings of exemplary texts based either (a) directly on the Bible as a primary source (e.g. John Milton's *Paradise Lost*); (b) on Biblical motifs as an inspiration to construct an allegorical narrative (e.g. John Bunyan's *Pilgrim's Progress*); (c) on a response to a Christian tradition within the canon of English literature that allow for a secular as well as a non secular approach and interpretation (e.g. Wordsworth *The Prelude*, William Blake's idiosyncratic prophetic books and paintings).

The history of the making of the English Bible with its political and philological implications are, of course, as relevant as the literary criticism that focuses on Christian norms and values with new demands and findings in the field of aesthetics or the natural sciences (e.g. Samuel Taylor Coleridge and Matthew Arnold).

A reader will be provided at the beginning of the semester. Course requirements will be discussed in the first session.

154509 Fin-de-Siècle Anxieties (2 HS)			
	Mo 12:15 – 13:45	R. 3.208	Kramer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 801, 802		
	MA LA: 1301, 1302		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO05:6a,c, 17a,b PO09:Kern:6b,c;Komp:3b,c
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
BK: 6a, 6b		M.A. _{ALK} : PO05:10a,c,d PO09:1b,c	
		M.A. _{AS} :	
LA: alte LPO (1994/2000) E 1			

Towards the end of the 19th century, the relative stability of mid-Victorian society – epitomized by the success of the Great Exhibition (1851) – began to crumble. The interrelated processes of industrialisation, urbanisation and demographic change produced social fragmentation, intellectual doubt and need of orientations which threatened the prevailing integrated sense of self-identity and national identity. Hitherto marginalised voices of dissent became louder: the women's movement, the working-class movement, the campaign for Irish independence (or, at least, home rule), the colonised subjects worldwide – they all questioned the right and might of the centre.

The resulting fin-de-siècle anxieties found their particularly dramatic forms in literary texts. In the course we shall deal with stories, tales and novels by, amongst others, Robert Louis Stevenson, Oscar Wilde, Bram Stoker, Henry James and Joseph Conrad. A reader will be available by the end of September. The following books should be bought and read before the beginning of the course:

- Robert Louis Stevenson, *Dr. Jekyll and Mr. Hyde*, ed. Martin A. Danahay, Peterborough, Ontario: Broadview Press, 2005. (This edition contains the text and additional material.)
- Oscar Wilde, *The Picture of Dorian Gray*, ed. Joseph Bristow, Oxford: Oxford University Press (The World's Classics), 2006.
- Bram Stoker, *Dracula*, ed. Nina Auerbach & David J. Skal, New York – London: W.W. Norton, 1997. (This Norton Critical Edition contains the text and a lot of additional material.)
- Joseph Conrad, *The Secret Sharer* (various editions).

154510 Imperial Romances (2 HS)			
	Di 10:15 – 11:45	R. 3.208	Kramer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 801, 802		
	MA LA: 1301, 1302		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO05:6a,c, 17a,b PO09:Kern:6b,c; Komp:3b,c
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b

	BK: 6a, 6b		M.A. _{ALK} : PO05:10a,c,d PO09:1b,c
			M.A. _{AS} :
LA: alte LPO (1994/2000) E 1			

Imperial romances tend to present a utopian perspective of the imperial endeavour. The 'formula' requires a youthful hero who, accompanied by a faithful friend or a surrogate father, goes abroad, acquires wealth, pacifies, exploits and/or civilizes foreign cultures, has (thereby) his moral fibre tested, and eventually emerges victorious, 'asserting his racial superiority, the potency of Christian morality, and the soundness of English imperial values' (Linda Dryden).

In this course I should like to test and discuss this concept in connection with the following books:

- Robert Michael Ballantyne, *The Coral Island* (1858)
- Henry Rider Haggard, *King Solomon's Mines* (1885)
- George Alfred Henty, *Tales of Daring and Danger* (1890)
- Robert Louis Stevenson, "The Beach of Falesá" (1893) and *The Ebb-Tide* (1894)
- Joseph Conrad, "Heart of Darkness" (1899) and *Lord Jim* (1900).

154511	British Cultural Studies Projects (2 HS)		
	Di 14:15 – 15:45	R. 3.205	Kramer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 803		
	MA LA: 1303		
	LPO 2003		
	GHR:	SP _{1.Fach} :	B.A. _{ALK} : PO05:6a,17a PO09:Kern:7c,8a,b; Komp:4a,b
	Gy/Ge:	SP _{2.Fach} :	B.A. _{AS} :
	BK:		M.A. _{ALK} : PO05:10a,d, 11a PO09: IntModul b
		M.A. _{AS} :	
LA: alte LPO (1994/2000) E 1			

In this course we will explore different cultural topics, first and foremost in relation to the upcoming "Kulturhauptstadt 2010" activities, in which British Cultural Studies people from Dortmund and Bochum universities will jointly be involved.

Students are invited to share in and contribute to the events 'under construction', and by doing so they will be able to acquire their necessary Schein. Watch out for further information concerning this course on the EWS.

154512	Peace in the Valley and the Stormy Sea: Towards a theory of the Romantic Landscapes		
	Mo 10:15-11:45	R. 3.206	Schlensag
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 801, 802, 803		
	MA LA		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO05:6a,c, 17a,b PO09:Kern:6b,c, 7c; Komp:3c,b 4a
	Gy/Ge: 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6b		M.A. _{ALK} : PO05:10a,c,d PO09:1b,c 3b,c
		M.A. _{AS} : ---	
LA: alte LPO (1994/2000) B3, E1			

The seminar will deal with ideas and aspects of landscape within English Romanticism. We will analyse the evolution of the artists' attitudes towards the landscape. These attitudes often pervaded the productions of whole schools and movements and expressed "collective" rather than purely subjective attitudes.

In order to discover the different ideas associated with the Romantic landscape it is useful to search for parallels in literature and the fine arts. This means that the discussion in the seminar will be accompanied by the comparison of literature and paintings. Our examination of the interdependence of literature and art will shed light on the real essence of Romanticism.

In the seminar the emphasis will be on English Romanticism, but since Romanticism was a universal phenomenon, references to parallel developments on the Continent will be considered as well.

A reader will be provided at the beginning of the semester. Course requirements will be discussed in the first session.

154513	Zanzibar: Where East meets West in Africa (2 HS)		
	Fr 12:15 – 13:45	R. 3.206	Paasche
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 501, 802		
	MA LA ---		
	LPO 2003		
GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO05:6a,17a PO09:Kern:6c; Komp:3c	

	Gy/Ge: 6b	SP ₂ .Fach: 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6b		M.A. _{ALK} : PO05:10a,d PO09:1b
			M.A. _{AS} : ---
LA: alte LPO (1994/2000)			

Each year 50,000 slaves, amongst them 3,000 eunuchs destined for the harems of the Arabian world, passed through the slave markets in Zanzibar – part of a slave trade in which between 11 and 18 million black African slaves crossed the Red Sea, the Indian Ocean and the Sahara Desert (as compared to between 9.4 to 14 million Africans brought to the Americas in the Atlantic slave trade). Spices grown on the Island and Ivory from Africa were the other two pillars of the economy. Natives of India, a British colony, were responsible for managing Zanzibar's financial economy, more especially the slave trade. Once the capital of the Sultanate of Oman, which controlled East Africa's trade routes, Zanzibar became a protectorate of Britain in 1890, after Germany had signed the Helgoland-Zanzibar Treaty in which it committed itself to not interfering with British interests on the Island. In 1963 Zanzibar gained independence from Britain and by the beginning of 1964 thousands of Arabs and Indians were either expelled or killed in one of Africa's bloodiest genocides. By April of 1964 the now Republic of Zanzibar became a semi-autonomous region subsumed into what became the United Republic of Tanzania, the former German colony of Tanganyika.

Zanzibar's history and literature is closely linked to that of the African continent, with that of the Muslim Arab world, with Asia, and with that of colonial Europe. In this course we will take a closer look at the lives of the people of Zanzibar. Tales of love and passion; of economic exploitation, slavery and genocide; as well as of political intrigue, African nationalism and religious zealotry will tell us more about Zanzibar which in its history has had to deal with the legacies of slavery and both eastern and western colonialism; racial violence, poverty and underdevelopment; and is still learning to negotiate influences from Africa, the Middle East, Asia and Europe.

Required Texts:

G. Thomas Burgess: *Race, Revolution, and the Struggle for Human Rights in Zanzibar: The Memoirs of Ali Sultan Issa and Seif Sharif Hamad* (Paperback)

George Bateman: *Zanzibar Tales*

Abdulrazak Gurnah: *Desertion and By the Sea*

Emily Said Ruete: *Memoirs of an Arabian Princess of Oman and Zanzibar - the extraordinary life of a Muslim princess between east and west* (Paperback)

MASTERSTUDIENGÄNGE LEHRAMT

154206	English Literature and Culture of the Seventeenth Century, Group A (2 V)		
	Mo 12.15 – 13.45	R. 3.205	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP ₁ .Fach: 5a	B.A. _{ALK} : PO05:17b,c; PO09:Kern:6b,c; Komp:3b,c
	Gy/Ge: 6a, 6b	SP ₂ .Fach: 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6a, 6b		M.A. _{ALK} : PO05:10c,d; PO09:1b
			M.A. _{AS} :
	LA: alte LPO (1994/2000): B3, E 1 wahlweise-obligatorisch		
Anmeldung:	Electronic Course Registration		

154207	English Literature and Culture of the Seventeenth Century, Group B (2 V)		
	Di 12.15 – 13.45	R. 3.205	Bimberg
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA 801, 802 MA LA 1301, 1302		
	LPO 2003		
	GHR: 5a	SP ₁ .Fach: 5a	B.A. _{ALK} : PO05:17b,c; PO09:Kern:6b,c; Komp:3b,c
	Gy/Ge: 6a, 6b	SP ₂ .Fach: 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6a, 6b		M.A. _{ALK} : PO05:10c,d; PO09:1b
			M.A. _{AS} :
	LA: alte LPO (1994/2000): B3, E 1 wahlweise-obligatorisch		
Anmeldung:	Electronic Course Registration		

The lecture offers a survey of important developments in the literary history of Great Britain in the seventeenth century. Historically it covers the time of the late Elizabethan / Jacobean age, the English Revolution, and the Restoration / the Augustan Age.

The course relates to major and representative authors such as John Donne, Ben Jonson, Francis Bacon, John Milton, John Bunyan and John Dryden and their main works. It includes textual examples from poetry, fiction, prose, and drama. Special emphasis will be placed on significant developments in the Jacobean

and the Restoration theatre. Early female achievements in the field are exemplified by the career and works of Aphra Behn.

The course discusses influential literary movements and cultural-historical periods such as Metaphysical Poetry or Neo-Classicism. It deals with historical, aesthetic and theoretical issues significant for the literature of that time and today's interpretations of them.

A 'Reader' will be available through EWS and the 'Copyshop' (ready a week prior to the beginning of the course). It will be needed from the first session on and will be used in all the sessions.

The **work forms** offered to enable students to finish the course due to their respective examination regulations are:

- ❖ ‚Hausarbeit‘/term paper
- ❖ ‚aktive Teilnahme‘ (‚Referat und Ausarbeitung‘)
- ❖ ‚Klausur‘/written test

Personal attendance during the first session is required to maintain the enrolment status.

The tasks will be assigned during the very first session already, so be here on time!

154509		Fin-de-Siècle Anxieties (2 HS)	
	Mo 12:15 – 13:45	R. 3.208	Kramer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 801, 802 MA LA: 1301, 1302		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO05:6a,c, 17a,b PO09:Kern:6b,c;Komp:3b,c
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6a, 6b		M.A. _{ALK} : PO05:10a,c,d PO09:1b,c
		M.A. _{AS} :	
	LA: alte LPO (1994/2000) E 1		

Towards the end of the 19th century, the relative stability of mid-Victorian society – epitomized by the success of the Great Exhibition (1851) – began to crumble. The interrelated processes of industrialisation, urbanisation and demographic change produced social fragmentation, intellectual doubt and need of orientations which threatened the prevailing integrated sense of self-identity and national identity. Hitherto marginalised voices of dissent became louder: the women's movement, the working-class movement, the campaign for Irish independence (or, at least, home rule), the colonised subjects worldwide – they all questioned the right and might of the centre.

The resulting fin-de-siècle anxieties found their particularly dramatic forms in literary texts. In the course we shall deal with stories, tales and novels by, amongst others, Robert Louis Stevenson, Oscar Wilde, Bram Stoker, Henry James and Joseph Conrad. A reader will be available by the end of March. The following books should be bought and read before the beginning of the course:

- Robert Louis Stevenson, *Dr. Jekyll and Mr. Hyde*, ed. Martin A. Danahay, Peterborough, Ontario: Braodview Press, 2005. (This edition contains the text and additional material.)
- Oscar Wilde, *The Picture of Dorian Gray*, ed. Joseph Bristow, Oxford: Oxford University Press (The World's Classics), 2006.
- Bram Stoker, *Dracula*, ed. Nina Auerbach & David J. Skal, New York – London: W.W. Norton, 1997. (This Norton Critical Edition contains the text and a lot of additional material.)
- Joseph Conrad, *The Secret Sharer* (various editions).

154510		Imperial Romances (2 HS)	
	Di 10:15 – 11:45	R. 3.208	Kramer
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 801, 802 MA LA: 1301, 1302		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : PO05:6a,c, 17a,b PO09:Kern:6b,c; Komp:3b,c
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 PO09:Kern:6b,c; Komp:4b
	BK: 6a, 6b		M.A. _{ALK} : PO05:10a,c,d PO09:1b,c
		M.A. _{AS} :	
	LA: alte LPO (1994/2000) E 1		

Imperial romances tend to present a utopian perspective of the imperial endeavour. The 'formula' requires a youthful hero who, accompanied by a faithful friend or a surrogate father, goes abroad, acquires wealth, pacifies, exploits and/or civilizes foreign cultures, has (thereby) his moral fibre tested, and eventually emerges victorious, 'asserting his racial superiority, the potency of Christian morality, and the soundness of English imperial values' (Linda Dryden).

In this course I should like to test and discuss this concept in connection with the following books:

- Robert Michael Ballantyne, *The Coral Island* (1858)
- Henry Rider Haggard, *King Solomon's Mines* (1885)
- George Alfred Henty, *Tales of Daring and Danger* (1890)
- Robert Louis Stevenson, "The Beach of Falesá" (1893) and *The Ebb-Tide* (1894)
- Joseph Conrad, "Heart of Darkness" (1899) and *Lord Jim* (1900).

1. STUDIENPHASE

154601	Introduction to American Literary and Cultural History – Gruppe A (2 PS)		
	Di 10:15 - 11:45	R. 0.420	Theis
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 202		
	MA LA: -		
	LPO 2003		
	GHR: 1c	SP _{1,Fach} : 1c	B.A. _{ALK} : PO05: 1c, 2ab, 14c, 15a PO09: Kern:1c, 2b / Komp: 1b
	Gy/Ge: 1c	SP _{2,Fach} : 1c	B.A. _{AS} : TG 5 Basis
BK: 1c		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B4, E2		

154602	Introduction to American Literary and Cultural History – Gruppe B (2 PS)		
	Fr 10:15 - 11:45	R. 0.406	Feier
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 202		
	MA LA:-		
	LPO 2003		
	GHR: 1c	SP _{1,Fach} : 1c	B.A. _{ALK} : PO05: 1c, 2ab, 14c, 15a PO09: Kern1c, 2b / Komp: 1b
	Gy/Ge: 1c	SP _{2,Fach} : 1c	B.A. _{AS} : TG 5 Basis
BK: 1c		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B4, E2		

154603	Introduction to American Literary and Cultural History – Gruppe C (2 PS)		
	Mo 08:30 – 10:00	R. 0.406	Ogihara
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 202		
	MA LA: -		
	LPO 2003		
	GHR: 1c	SP _{1,Fach} : 1c	B.A. _{ALK} : PO05: 1c, 2ab, 14c, 15a PO09: Kern1c, 2b / Komp: 1b
	Gy/Ge: 1c	SP _{2,Fach} : 1c	B.A. _{AS} : TG 5 Basis
BK: 1c		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B4, E2		

154604	Introduction to American Literary and Cultural History – Gruppe D (2 PS)		
	Do 08:30 – 10:00	R. 0.406	Ogihara
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 202		
	MA LA: -		
	LPO 2003		
	GHR: 1c	SP _{1,Fach} : 1c	B.A. _{ALK} : PO05: 1c, 2ab, 14c, 15a PO09: Kern1c, 2b / Komp: 1b
	Gy/Ge: 1c	SP _{2,Fach} : 1c	B.A. _{AS} : TG 5 Basis
BK: 1c		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B4, E2		

154605	Introduction to American Literary and Cultural History – Gruppe E (2 PS)		
	Do 10:15 - 11:45	R. 0.406	Klemm
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 202		
	MA LA: -		
	LPO 2003		
	GHR: 1c	SP _{1,Fach} : 1c	B.A. _{ALK} : PO05: 1c, 2ab, 14c, 15a PO09: Kern1c, 2b / Komp: 1b
	Gy/Ge: 1c	SP _{2,Fach} : 1c	B.A. _{AS} : TG 5 Basis
BK: 1c		M.A. _{ALK} :	
		M.A. _{AS} :	

LA: alte LPO (1994/2000): B4, E2

154606	Introduction to American Literary and Cultural History – Gruppe F (2 PS)		
	Mi 10:15 - 11:45	R. 0.420	Nitzsche
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 202		
	MA LA: -		
	LPO 2003		
	GHR: 1c	SP _{1,Fach} : 1c	B.A. _{ALK} : PO05: 1c, 2ab, 14c, 15a PO09: Kern1c, 2b / Komp: 1b
	Gy/Ge: 1c	SP _{2,Fach} : 1c	B.A. _{AS} : TG 5 Basis
BK: 1c		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B4, E2		

154632	Introduction to American Literary and Cultural History – Gruppe G (2 PS)		
	Di 14:15 - 15:45	R. 0.420	Theis
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 202		
	MA LA: -		
	LPO 2003		
	GHR: 1c	SP _{1,Fach} : 1c	B.A. _{ALK} : PO05: 1c, 2ab, 14c, 15a PO09: Kern1c, 2b / Komp: 1b
	Gy/Ge: 1c	SP _{2,Fach} : 1c	B.A. _{AS} : TG 5 Basis
BK: 1c		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B4, E2		

154633	Introduction to American Literary and Cultural History – Gruppe H (2 PS)		
	Fr 16:00 – 17:30	R. 0.406	Schwarz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 202		
	MA LA: -		
	LPO 2003		
	GHR: 1c	SP _{1,Fach} : 1c	B.A. _{ALK} : PO05: 1c, 2ab, 14c, 15a PO09: Kern1c, 2b / Komp: 1b
	Gy/Ge: 1c	SP _{2,Fach} : 1c	B.A. _{AS} : TG 5 Basis
BK: 1c		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B4, E2		

This introductory survey course will deal with significant developments in American literary and cultural history since the Puritan period; emphasis will be placed on the nineteenth, twentieth, and twenty-first centuries. We will focus on major American texts and study the historical development of important features such as imagery, genre, and theme. Texts will mostly be taken from the *Heath Anthology of American Literature*. Groups A through H are parallel courses covering the same material.

154607	Jazz in Literature (2 PS)		
	Mo 10:15 – 11:45	R. 0.420	Dunkel
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA: -		
	LPO 2003		
	GHR: 1f	SP _{1,Fach} : 1f	B.A. _{ALK} : PO05: 1c, 2abc, 14c, 15a PO09: Kern: 1c, 2b, 3c / Komp: 1b, 2d
	Gy/Ge: 1f, 4c	SP _{2,Fach} : -	B.A. _{AS} : TG 5 Basis
BK: 1f, 4c		M.A. _{ALK} :	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B4, E2		

Since its emergence, jazz has been both subject and stylistic device of poetry and prose. As a subject, jazz has been described in various ways – as dangerous, alien, and hedonistic, especially in early jazz literature, but also as genuine, beautiful, and invigorating. Especially in terms of its political role, jazz is described as politically correct and conformable on the one hand and blatantly rebellious on the other. Focusing on jazz as a subject, we will investigate some of the ways in which jazz music has been portrayed in works by Langston Hughes, Ralph Ellison, Jean Toomer, James Baldwin, and Argentine writer Julio Cortázar.

Secondly, we will concentrate on the aesthetics of jazz. Writers have repeatedly tried to translate jazz elements into literature. Most notably, Toni Morrison, in her novel *Jazz*, uses the form of a jazz standard as the basic structure of her work. Others, such as Donald Barthelme in his short story "The King of Jazz," have satirized the attempt to translate musical elements into words, using the music as an inspiration for some of the most beautiful nonsense sentences of postmodern literature. Examining works by these authors, this seminar aims to increase our understanding of the music and its role in literature. Moreover, it

will provide insights into some of the major trends in and achievements of modern and postmodern 20th century literature.

Students participating in this course are required to purchase Ralph Ellison's *Invisible Man* before classes start.

154608	The Identity and Representation of Teenagers in America and Germany (2 PS)		
	Blockveranstaltung Juni/Juli Mo 14:00 – 17:00	R. 3.207	Wozniak
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA: -		
	LPO 2003		
	GHR: 1f	SP _{1,Fach} : 1f	B.A. _{ALK} : PO05: 1c, 2abc, 14c, 15a PO09: Kern: 1cd, 2b, 3abc / Komp: 1bc, 2cd
	Gy/Ge: 1f, 4c	SP _{2,Fach} : -	B.A. _{AS} : TG 5 Basis
BK: 1f, 4c		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000): B4, E2			

Through a transatlantic social and historical lens, this course aims to investigate teenagers from a cross-cultural perspective to uncover the literary representations and deconstruct stereotypes of teens in Germany and America. Through the examination of works dealing specifically with and for adolescents, we will observe similarities and differences between the two teenage cultures, examine traditional and contemporary texts and investigate literary themes which contribute to the development and self-realization of young adults; themes such as: developing familial and friend relationships, confronting fears, questioning authority, learning confidence and trust, personal and peer acceptance and independence through adventure. This particular genre is exciting in that it offers an in-depth look at a vibrant wide-ranging spectrum of works, which influence the cultural, social and ideological connections of teenage minds. At such a defining time in life can teens turn to literature to discover what it means to be a teenager growing up in Germany or America?

Texts:

Sandra Cisneros: *House on Mango Street*

Susan Eloise Hinton: *The Outsiders*

Zoë Jenny: *Das Blütenstaubzimmer*

Thomas Brussig: *Am kürzeren Ende der Sonnenallee*

Frank Wedekind: *Frühlings Erwachen*

Jeffrey Eugenides: *The Virgin Suicides*

Amber Wozniak is guest lecturer from the University of Iowa.

154609	Toni Morrison (2 PS)		
	Di 12:15 – 13:45	R. 0.420	Klemm
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA: -		
	LPO 2003		
	GHR: 1f	SP _{1,Fach} : 1f	B.A. _{ALK} : PO05: 1c, 2abc, 14c, 15a PO09: Kern: 1c, 2bc / Komp: 1b
	Gy/Ge: 1f, 4c	SP _{2,Fach} : -	B.A. _{AS} :
BK: 1f, 4c		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000): B4, E2			

In this course we will explore selected fiction and non-fiction works of Pulitzer- and Nobel-Prize winning author Toni Morrison. Like no other writer Morrison has affected the development of African-American literature in the latter part of the 20th century. Starting with her first novel, *The Bluest Eye*, we will read five of her novels in chronological order, focusing on the emergence and development of her major themes as well as her stylistic devices. Although Morrison is best known for her novels, her essays are worthwhile readings since they provide interesting perspectives on American literature and culture. In addition to these works we will learn more about Morrison from her interviews and some secondary literature.

If you are interested in this course you are supposed to have read *The Bluest Eye* and *Sula* by the beginning of this class (Test Textkenntnis). Furthermore we will read and discuss *Song of Solomon*, *Jazz* and *Beloved* during the semester.

A reader with the other texts will be available in April.

154610	Realisms: Representing Reality in German and American Literature and Film (2 PS)		
	Do 12:15 – 13:45	R. 0.406	Lockaby
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA: -		
	LPO 2003		
	GHR: 1f	SP _{1,Fach} : 1f	B.A. _{ALK} : PO05: 1c, 2abc, 4a, 14c, 15a, 16a PO09: Kern: 1cd, 2bc, 3ac, 4a / Komp: 1bc, 2acd
	Gy/Ge: 1f, 4c	SP _{2,Fach} : -	B.A. _{AS} :

	BK: 1f, 4c		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000): B4, E2		

What do we mean when we say that something is "realistic?" It is often a term we seem to take for granted. In the context of literary studies, "realism" is used to denote a period in the late 19th century, but we also apply the term to almost every form of artistic production: film, photography, literature. But with such broad use, can the term be conclusively defined? By examining a variety of media and their relationships, this course will investigate the various ways in which ideas of realism have informed (and continue to inform) artistic practice. We will begin with discussing realism as a literary epoch in the 19th century, focusing on German and American authors (Fontane, Stifter, James) and their theories of realism in literature. We will then explore a variety of other theories and practices of realism over the course of the 19th and 20th centuries, including early photography, Brechtian theater, classical Hollywood, and documentary film. Because of the variety of media we will be discussing, weekly homework assignments will often include responses to photographs or films in addition to more traditional readings. There will also be several film screenings outside class.

*Matt Lockaby is guest lecturer from the University of Virginia.
Für Studierende der Angewandten Studiengänge besonders empfohlen.*

154611	Narratives from the Ottoman-American Empire: A Postcolonial Reading of Turkish American Writers (2 PS)		
	Do 14:15 – 15:45	R. 0.406	Furlanetto
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA: -		
	LPO 2003		
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{ALK} : PO05: 1c, 2abc, 14c, 15a PO09: Kern: 1c, 2b, 3ab / Komp: 1b
	Gy/Ge: 1f, 4c	SP _{2.Fach} : -	B.A. _{AS} : TG 5 Basis
	BK: 1f, 4c		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000): B4, E2		

In this class we will read novels by three female Turkish-American writers (Elif Shafak, Güneli Gün, and Maureen Freely) and compare them with texts by postcolonial authors, for example the controversial *The Satanic Verses* by Salman Rushdie.

The aim of the course is highlighting the areas where the narratives of the two decayed empires overlap and fuse in an undefined space of multiculturalism and hybridity. For instance, we will explore the notions of imaginary homeland, fragmented identity, love-hate relationships with Enemies and Others, invisible women, doubles, and metamorphoses.

154612	"It's All About the Benjamins": Economies of Hip-Hop (2 PS)		
	Blockveranstaltung Juni/Juli Di 14:00 – 18:00	R. 0.406	Nitzsche
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA: -		
	LPO 2003		
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{ALK} : PO05: 1c, 2abc, 3ab, 4a, 14c, 15a, 16a PO09: Kern: 1c, 2abc, 3abc, 4a / Komp: 1b, 2acd
	Gy/Ge: 1f, 4c	SP _{2.Fach} : -	B.A. _{AS} : TG 5 Basis
	BK: 1f, 4c		M.A. _{ALK} :
			M.A. _{AS} :
	LA: alte LPO (1994/2000): B4, E2		

Since the 1970s hip-hop has developed into a major cultural and economic force. Born as a political movement in the streets of New York, it has spread across the globe through mass media and popular culture. Today, hip-hop is a global pop cultural phenomenon, which is appropriated in a variety of local contexts, such as the Ruhr Area.

This seminar aims at exploring various hip-hop cultures and economies from a transnational angle. The highlight of the seminar will be the two-day international conference "Hip-Hop on the Ruhr: Identities – Economies – Politics" (July 2-3, 2010, in Dortmund), which students will be expected to attend and actively engage in. In the course of the seminar, students will moreover investigate the founding myths of hip-hop in the Bronx and on the Ruhr. They will examine the various discourses surrounding the popular musical form, such as identities and politics. A special emphasis, however, will be placed on the economic function of hip-hop culture by looking at record or fashion labels (e.g. Def Jam, Sean John), notions of the American Dream, and the rags-to-riches myth in various audio-visual representations. Those discourses are then related to broader issues of cultural materialism, commodification, and hip-hop's take on Capitalism in a transatlantic context.

Readings will include excerpts of *That's the Joint: The Hip-Hop Studies Reader* (2004), *Black Noise: Rap Music and Black Culture in Contemporary America* (1994), and *25 Jahre HipHop in Deutschland* (2006). We will discuss Charlie Ahearn's *Wild Style*, "The Message" by Grandmaster Flash, as well as a variety of music videos and lyrics by local artists (R.A.G., Too Strong, Creutzfeld & Jakob, etc.).

Requirements: Presentation, Conference Attendance, Conference Report (10-12 pages).

Für Studierende der Angewandten Studiengänge besonders empfohlen.

154613	Did Angie Learn from Obama? Comparative Analysis of the American and German Elections (2 PS)		
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	Di 08:30 – 10:00	R. 0.406	Makeyeva
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA: -		
	LPO 2003		
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{ALK} : PO05: 1c, 2abc, 4a, 14c, 15a, 16a PO09: Kern: 1c, 2bc, 3ac, 4a / Komp: 1b, 2acd
	Gy/Ge: 1f	SP _{2.Fach} : -	B.A. _{AS} : TG 5 Basis
BK: 1f		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000): B4, E2			

With 33.8 per cent for the "Union" (CDU/CSU) and 14.5 per cent for the FDP, German voters sent the Social Democrats of Foreign Minister Frank-Walter Steinmeier into opposition. For the SPD, it was the worst parliamentary election result since World War II (only 23 per cent). *Spiegel Online International* described the 2009 election campaign in Germany as "one of the dullest in living memory". Many German journalists covering the *Bundestag* election of 2009, compared the campaigning strategies and use of new technologies of the German candidates to those implemented by Barack Obama's campaign team. Yet not a single German candidate managed to copy Obama's astounding success. Why did these attempts fail in Germany? This course will be a snapshot of the clumsy and more or less successful attempts of the German parties in adopting the 'trendy' America's campaigning techniques.

The purpose of this course is to provide a comparative and cultural analysis of the several aspects of the U.S. Presidential Election of 2008 and the *Bundestag* Election of 2009.

Prerequisites: fluent English and basic German.

Für Studierende der Angewandten Studiengänge besonders empfohlen.

154614	Road to Heaven or Highway to Hell: The Car in American Culture (2 PS)		
	Mo 16:00 – 19:00 Mo 17:30 – 19:00 (Film)	R. 0.406	Eßmann
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203		
	MA LA: -		
	LPO 2003		
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{ALK} : PO05: 1c, 2abc, 4a, 14c, 15a, 16a PO09: Kern: 1cd, 2bc, 3ac, 4a / Komp: 1bc, 2acd
	Gy/Ge: 1f, 4c	SP _{2.Fach} : -	B.A. _{AS} :
BK: 1f, 4c		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000): B4, E2			

US-American culture is strongly characterized by its craving for mobility. It is especially the car that plays a significant role, and it does so in combination with the highway that enables one to actually 'get rolling.' The aim of this course is to take a closer look at America's love for the car and the role of the highway by analyzing how these are represented in texts such as novels, song lyrics, movies, and TV series. Due to the latter, this course is scheduled for three full hours which is including 90 minutes for screening films and TV shows.

154615	Representations of Dortmund – A Project Seminar (2 PS)		
	Blockveranstaltung Juni/Juli Do 14:15 – 17:45	R. 0.420	Eßmann
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: -		
	MA LA: -		
	LPO 2003		
	GHR: -	SP _{1.Fach} : -	B.A. _{ALK} : PO05: 1c, 2abc, 4a, 14c, 15a, 16a PO09: kern: 1cd, 2bc, 3ac, 4a / Komp: 1bc, 2acd
	Gy/Ge: -	SP _{2.Fach} : -	B.A. _{AS} : TG 5 Basis
BK: -		M.A. _{ALK} :	
		M.A. _{AS} :	
LA: alte LPO (1994/2000): -			

When we think about cities we may have certain images in our minds, for instance, Paris as a romantic city, or New York as the "city that never sleeps." But what about the city that you are studying in? This will be the question dealt with in this course. We will take an in-depth look at the way Dortmund is represented, at the 'stories' that create its image. For this we will look at a large variety of material such as traveling guides or PR texts of Dortmund as well as of other cities to compare it with. A special focus will be Dortmund as part of *Ruhr.2010 – The European Capital of Culture*. Participants are expected to prepare for this course by collecting material about specific cities – if possible Dortmund – in all shapes and sizes (newspaper snippets, TV documentations, flyers etc.).

This is a project seminar in which participants have the opportunity to create two major texts. The first one deals with a specific focus on the city of Dortmund and can be fictional or non-fictional – your creativity sets the limits. The second, scientific text is a reflection on your first work.

Für Studierende der Angewandten Studiengänge besonders empfohlen.

154618	Intensivseminar (zugangsbeschränkt) (2 PS)		
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	Mi 18:00-19:30	R. 0.406	Gunzenhäuser and Staff
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/ Kulturwissenschaften
	<i>BML (WS 05/06 ff.): -</i>		
	<i>LPO 2003: -</i>		
	GHR: -	SP _{1.Fach} : -	B.A. _{ALK} :
	Gy/Ge: -	SP _{2.Fach} : -	B.A. _{AS} :
	BK: -		M.A. _{ALK} :
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): -		
Anmeldung:			

Dieses Proseminar zählt nicht zu den Pflicht- bzw. Wahlpflichtveranstaltungen und kann für kein Modul angerechnet werden. Es ist ein teilnahmebeschränktes Zusatzangebot für besonders interessierte Studierende.

2. STUDIENPHASE

154619	1900 – A Time of Change (2 HS)		
	Mo 14:15 – 15:45 Mo 16:00 -18:00 Film	R. 0.406	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/ Kulturwissenschaften
	<i>BA LA: 502, 901, 902, 903</i>		
	<i>MA LA: 1401, 1402, 1403</i>		
	<i>LPO 2003</i>		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO05: 6ac, 7b, 9a, 17abc, 18b PO09: Kern: 6bc, 7abc, 8b / Komp: 3bc, 4ac
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} :
BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : PO05: 10acd, 11b, 12a, 13a PO09: 1b, 2abc, 1a	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B4, E2		

The end of the 19th and the beginning of the 20th century was a time of massive cultural changes. New economic, social, and cultural formations, new media and genres, and new communities of interpretation are typical for the time.

We will approach discourses representative of the time as we read literary and popular texts by Henry Adams and Marietta Holley, analyse photographs by Alfred Stieglitz and Jacob Riis, watch films by Edwin S. Porter and G.W. Bitzer, and discuss the world expositions of 1893 and 1900.

There will be extra film viewing sessions on Mondays starting at 4 p.m.

154620	The White Board in Media and Cultural Studies (2 HS)		
	Di 16:15 – 17:45 Mo 16:00 -18:00 Film	R. 0.420	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/ Kulturwissenschaften
	<i>BA LA: 502, 901, 902, 903</i>		
	<i>MA LA: 1401, 1402, 1403</i>		
	<i>LPO 2003</i>		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO05: 6ab, 7ab, 8a, 9a, 17abc, 18ab PO09: Kern: 6ac, 7bc, 8ab / Komp: 3ac, 4abc
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : PO05: 10abd, 11ab, 13a PO09: 1a, 2abc, 1ab	
		M.A. _{AS} : TG 5	
	LA: alte LPO (1994/2000): B4, E2		

This course will deal with the white board in theory and practice. We will discuss Cultural Studies and media theories and develop projects within this theoretical framework.

There will be extra viewing sessions on Mondays starting at 4 p.m.

Requirements: In this project seminar, students will participate in an extensive group presentation making use of the white board. You will design your own project which will be introduced, discussed, and developed cooperatively, with the whole seminar group.

154621	African American Women Writers (2 HS)		
	Di 18:00 – 19:30	R. 0.420	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/ Kulturwissenschaften
	<i>BA LA: 502, 901, 902, 903</i>		
	<i>MA LA: 1401, 1402, 1403</i>		
	<i>LPO 2003</i>		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO05: 6abc, 7b, 9a, 17abc, 18b PO09: Kern: 6abc, 7a, 8b / Komp: 3abc, 4c

	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2,Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : PO05: 10abcd, 11b, 13a PO09: 1abc, 1a
			M.A. _{AS} : TG 5
LA: alte LPO (1994/2000): B4, E2			

Cultural Studies assume that ideological differences between groups of people are constructed with the help of linguistic marking and the practices of media. In this course, we will analyze such ideological discourses with the help of competing theories. We will compare concepts such as 'the Woman,' 'the Negro,' 'orality,' and 'passing' in texts from the 19th and the first half of the 20th century as well as more recent notions of performativity, postcolonialism, and liminality. We will read and discuss not only theoretical texts, but fictional ones as well: poetry by Phillis Wheatley, a slave narrative by Harriet Jacobs as well as texts by Zora Neal Hurston, Nella Larsen, Toni Morrison, Sapphire, and Octavia Butler and a political text by Angela Davis.

Students will participate in a group presentation. You will design your own live and online projects.

154622	Visual Cultures: Sitcoms (2 HS)		
	Do 10:15 – 11:45 Mo 16:00 -18:00 Film	R. 0.420	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903		
	MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1,Fach} : 5b	B.A. _{ALK} : PO05: 6abc, 7ab, 9a, 17abc, 18ab PO09: Kern: 6abc, 7bc, 8ab / Komp: 3abc, 4abc
	Gy/Ge: 7d	SP _{2,Fach} : 4b	B.A. _{AS} :
BK: 7d		M.A. _{ALK} : PO05: 10abcd, 11ab, 12a, 13a PO09: 1ac, 2abc, 1ab	
		M.A. _{AS} :	
LA: alte LPO (1994/2000): E2			

We will read and discuss theories of Television Studies, the history of the sitcom, and specific examples of American sitcoms as well as discuss sitcoms as a topic in the classroom.

There will be extra viewing sessions on Mondays starting at 4 p.m.

Requirements: The theory will be made use of in a project. Every student will analyze a sitcom and contribute to an extensive group presentation making use of the white board. You will design your own project which will be introduced, discussed, and developed cooperatively, with the whole seminar group.

Für Studierende der Angewandten Studiengänge besonders empfohlen.

154623	American Studies: Theories and Practice (2 HS)		
	Do 12:15 – 13:45	R. 0420	Pfeiler
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903		
	MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1,Fach} : 5b	B.A. _{ALK} : PO05: 6abc, 7b, 17abc, 18b PO09: Kern: 6abc, 8b / Komp: 3abc, 4c
	Gy/Ge: 7c, 7d	SP _{2,Fach} : 4b	B.A. _{AS} :
BK: 7c, 7d		M.A. _{ALK} : PO05: 10abcd, 11b Po09: 1ab, 2abc, 1a	
		M.A. _{AS} :	
LA: alte LPO (1994/2000): B4, E2			

American Studies – the way it has been constructed as a field of research in many countries all over the world – is a vibrant discipline that would be unthinkable without its openness towards and contributions to important cultural texts and theories of the 20th and 21st centuries.

In this seminar we will read and discuss texts from key figures in American Studies (such as Henry Nash Smith, Leo Marx, and Robert F. Berkhofer) to texts from important scholars of Cultural Studies, Postmodernism and (Post)structuralism, Gender Studies and Ethnic Studies, Popular Culture, Media Studies – all the way to reflections about the futures of American Studies. Two of the most fundamental methodological issues that we will deal with in this respect are: what is culture and what is a text?

Throughout the seminar we will deal with the most challenging questions that directly relate to your course of studies: how to carry out American Studies as a discipline that is able to grasp U.S.-American culture in a global 21st century context? How to connect theory with practical studies of American culture, given that theoretical texts ARE part of American culture? As Judith Butler puts it: "If the political task is to show that theory is never merely *theoria*, in the sense of disengaged contemplation, and to insist that it is fully political '*phronesis* or even *praxis*'), then why not simply call it politics."

Für Studierende der Angewandten Studiengänge besonders empfohlen.

154624	Romantic Literature in 20th and 21st Centuries Popular Culture (2 HS)		
	Mo 12:15-13:45	R. 0.406	Pfeiler
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902, 903		
	MA LA: 1401, 1402, 1403		
	LPO 2003		

	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO05: 2ac, 7b, 9a, 17abc, 18b PO09: Kern: 6bc, 7abc, 8b / Komp: 3bc, 4ac
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} :
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : PO05: 10acd, 11b, 12a, 13a PO09: 1bc, 2abc, 1a
			M.A. _{AS} :
LA: alte LPO (1994/2000): B4, E2			

In this seminar we will focus on film adaptations of familiar texts from Romantic literature, such as John Irvings "The Legend of the Sleepy Hollow," Nathaniel Hawthorne's *The Scarlet Letter*, Herman Melville's *Moby Dick*, "Bartleby, the Scrivener," "Billy Budd Sailor," short stories and poetry by Edgar Allen Poe, as well as poetry by Walt Whitman. In this seminar we will compare and discuss both the written texts as well as the films with regard to Romanticism and to 20th and 21st centuries popular culture. In our weekly seminar that will be accompanied by occasional film screenings, we will deal with theoretical texts related to literary studies, media studies, film studies, and popular culture. One of the core questions that we will address is: how do popular media deal with Romantic narratives in a modern and postmodern world?

154625	Bad News: American News Business and Its Impact on Society (2 HS)		
	Di 10:15 – 11:45	R. 0.406	Stuelpnagel
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO05: 6ac, 7b, 8a, 9a, 17abc, 18b, 19a PO09: Kern: 6bc, 7c, 8b / Komp: 3bc, 4ac
	Gy/Ge: 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 7d		M.A. _{ALK} : PO05: 10acd, 11b, 12a, 13a PO09: 1bc, 2abc, 1a
		M.A. _{AS} : TG 5	
LA: alte LPO (1994/2000): E2			

Bad News. That is what Americans and the news industry are experiencing as a result of the corporate media mergers that took place in the closing years of the last century. Today there are six major companies that control much of what people read, hear and see. Those firms are AOL-Time Warner, General Electric, Walt Disney, News Corporation, Viacom/CBS, and Bertelsman.

As the firms passed from largely family owned to publicly traded companies, the pressure for profit from Wall Street has led to cutbacks in the size of the firm's news divisions and a change in news story values that have "softened" the types of news that people see on television. These changes have not improved the viability of the industry, newspapers like *The Chicago Tribune* have filed for bankruptcy; others are on the sales block for months.

This course will begin with an examination of the monetary forces that are driving the industry away from its primary mission of information. Critics, of whom the professor is one, contend that the drive for increasing profits is coming at the expense of both the quality and quantity of news that appear on television and radio, newspapers and magazines, and the Internet. The ever-diminishing number of news providers is also threatening democracy by limiting the number of voices that can be heard in our society.

We will examine the impact of these mergers on several areas of news coverage and public discussion:

1. Privacy and scandal, particularly the stories about President Bill Clinton.
2. The transformation of how the press has covered wars from Vietnam to the new Gulf War. Has the media gone from watchdog to lapdog?
3. Race. Former U.S. Senator Bill Bradley has said, "America is a nation obsessed with the interplay between African Americans and White Americans." We will examine how the press has covered the issue of race in America and how the press deals with the issue in its own newsrooms.
4. Politics. Reporting of scandals and personality has replaced critical evaluations of policy. The "horse race" with its poll-driven coverage is now the norm. We will examine the phenomenon through the lens of the 2000 and 2004 presidential races.
5. Internet Impact. How the Internet is changing the news and the promise and peril of it.

Larry Stuelpnagel is guest professor from Northwestern University, Chicago.

Für Studierende der Angewandten Studiengänge besonders empfohlen.

154626	The Press and American Presidential Politics (2 HS)		
	Di 12:15 – 13:45	R. 0.406	Stuelpnagel
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO05: 6ac, 7b, 8a, 9a, 17abc, 18b, 19a PO09: Kern: 6bc, 7c, 8b / Komp: 3bc, 4ac
	Gy/Ge: 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 7d		M.A. _{ALK} : PO05: 10acd, 11b, 12a, 13a PO09: 1bc, 2abc, 1a
		M.A. _{AS} : TG 5	
LA: alte LPO (1994/2000): E2			

This class will explore the powerful role that the press plays in the selection and election of presidential candidates. It will be done through the context of the 2008 election and previous campaigns. Topics discussed will include the role of reporters and how candidates try to "spin" them. Also covered will be the impact of the Internet and advertising on campaigns and how they are reported. Matters of personal privacy

for candidates and how race and gender are portrayed by the media will also be discussed. The class will be lecture/discussion.

Larry Stuelpnagel is guest professor from Northwestern University, Chicago.
Für Studierende der Angewandten Studiengänge besonders empfohlen.

154627	Walt Whitman and the Democratic Imaginary (2 HS)		
	Mi 10:15 – 11:45	R. 0.406	Erkkila
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 903		
	MA LA: 1401, 1403		
	LPO 2003		
	GHR: 5b	SP _{1,Fach} : 5b	B.A. _{ALK} : PO05: 6ac, 7b, 17abc, 18b PO09: Kern: 6bc, 7a, 8b / Komp: 3bc, 4c
	Gy/Ge: 6c, 6d	SP _{2,Fach} : 4b	B.A. _{AS} :
BK: 6c, 6d		M.A. _{ALK} : PO05: 10acd, 11b PO09: 1b, 1a	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B4, E2		

"The attitude of great poets is to cheer up slaves and horrify despots," Whitman wrote in the 1855 Preface to *Leaves of Grass*, a revolutionary volume of poems that radically transformed the field of poetry in the Americas and elsewhere. This course will focus on the intersections between democratic revolution and revolutionary poetics in Walt Whitman's writing. We shall focus in particular on Whitman's radical experiments with the language, style, content, and forms of poetry, and his engagement with such democratic subjects as the dignity of the people, the body, sexuality, homoerotic love, race, technology, the city, nature, war, America, the soul, and the world. We shall begin by looking at the sources of Whitman's 1855 edition of *Leaves of Grass* in the cultural and political struggles that marked his time. We shall examine the fascinating intersections among personal and political crisis, homoeroticism, and poetic experimentation in the 1860 edition of *Leaves of Grass*. We shall also look at Whitman's attempt to find new forms to give voice to the simultaneous carnage and intimacy of the Civil War as the first modern war in the poems of *Drum-Taps* and *Drum-Taps and Sequel* (1865). We shall conclude with a consideration of Whitman's struggle in his later poems and in the prose of *Democratic Vistas* (1871) and *Specimen Days and Collect* (1882) to reconcile the revolutionary dream of democracy with a post-Civil War world increasingly dominated by the unleashed forces capitalism, materialism, selfism, and greed. The course will end with readings of poets and writers in the United States, Germany, France, and elsewhere who "talked back" to Whitman in the form and content of their works.

Texts include: *Walt Whitman: Poetry and Prose*; Walt Whitman; *Leaves of Grass* (1860).

Betsy Erkkila is Fulbright Professor in American Studies from Northwestern University, Chicago.

Für Studierende der Angewandten Studiengänge besonders empfohlen.

154628	Contemporary American Poetry in the 19th Century Tradition (2 HS)		
	Mi 16:15 - 17:45	R. 0.406	Erkkila
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902, 903		
	MA LA: 1401, 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1,Fach} : 5b	B.A. _{ALK} : PO05: 6abc, 7b, 17abc, 18b PO09: Kern: 6abc, 7a, 8b / Komp: 3abc, 4c
	Gy/Ge: 6c, 7c, 7d	SP _{2,Fach} : 4b	B.A. _{AS} :
BK: 6c, 7c, 7d		M.A. _{ALK} : PO05: 10abcd, 11b PO09: 1abc, 1a	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B4, E2		

Imagine having Edgar Allan Poe ("Out of SPACE—out of TIME"), Ralph Waldo Emerson ("I become a transparent eyeball"), Walt Whitman ("I celebrate myself"), and Emily Dickinson ("I'm nobody!") for your poetic precursors. In this course we shall study the opening of the field of American poetry in the poetic theory and practice of Poe, Emerson, Whitman, and Dickinson and the various poetic traditions to which they gave rise. We shall look at the ways later poets, including Ezra Pound, William Carlos Williams, Langston Hughes, Wallace Stevens, Elizabeth Bishop, Gwendolyn Brooks, Allen Ginsberg, Robert Lowell and other contemporary American poets have extended the field of American poetry and poetics by talking back to, reinventing, transgressing, or thumbing their noses at earlier American poetic traditions and precursors.

Betsy Erkkila is Fulbright Professor in American Studies from Northwestern University, Chicago.

154629	Everyday Duty: Childhood in 19th Century America (2 HS)		
	Mi 16:00 – 17:30	R. 0.420	Laemmerhirt
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 903		
	MA LA: 1401, 1403		
	LPO 2003		
	GHR: 5b	SP _{1,Fach} : 5b	B.A. _{ALK} : PO05: 6ac, 17abc PO09: Kern: 6bc / Komp: 3bc
	Gy/Ge: 6c, 6d	SP _{2,Fach} : 4b	B.A. _{AS} :
BK: 6c, 6d		M.A. _{ALK} : PO05: 10acd, 12a PO09: 1b	
		M.A. _{AS} :	

LA: alte LPO (1994/2000): B4, E2

Whether at home or in public, the transition from childhood to adulthood has required generations of Americans to face difficult challenges as adults have always imposed ever-increasing demands on the younger generations. Childhood in American cultural history has neither been defined and experienced in the same way, nor is it an uncontested concept. Puritans considered children to be deficient, miniature adults, who had to be restrained from sinful play. The 19th century witnessed an era of optimism and at the same time anxiety about the nation's future. During this time, middle-class families were concerned with the cultivation and education of their children as future citizens. Children from a lower class background were, from an early age, expected to be productive members of the household. Pictures of little girls practicing embroidery or stories of hardy country boys reflect cultural expectations of the behavior of children as model citizens. However, other images and texts of young slaves, street urchins, children who experienced the American Civil War or worked in factories reveal troubling conflicts within American society in the 19th century.

This course will scrutinize the culture of childhood and different representations of children in 19th century America in relation to the currents of American culture including immigration, separate spheres of genders and urbanization. Texts and paintings of and about children from varied racial, economic and geographic backgrounds will be analyzed and discussed, among them Louisa May Alcott's *Little Women* and Horatio Alger's *Ragged Dick*.

154630	Americans abroad? Henry James and Edith Wharton (2 HS)		
	Fr 12:15 – 13:45	R. 0.406	Erdogdu
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902 MA LA: 1401, 1402		
	LPO 2003		
	GHR: 5b	SP _{1,Fach} : 5b	B.A. _{ALK} : PO05: 6a, 7b, 17ac, 18b PO09: Kern: 6c, 7ac, 8b / Komp: 3c, 4ac
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2,Fach} : 4b	B.A. _{AS} :
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : PO05: 10ad, 11b PO09: 3bc, 1a M.A. _{AS} :
	LA: alte LPO (1994/2000): B4, E2		

In this class we will study the literary relationship between Henry James and Edith Wharton. We will focus in particular on exploring how these two authors engage with issues of European and American identity. Among the primary texts we will read are: Henry James' novel *Portrait of a Lady* (1881), Edith Wharton's novel *The Age of Innocence* (1920) and selections from Wharton's autobiography entitled *A Backward Glance* (1934). In addition to the primary sources, we will cover a variety of secondary literature. In doing so, we will pay close attention to the changes in the critical understanding of James' and Wharton's relationship. Participants will be provided with a syllabus including a bibliography in the first session. In addition, there will be a reader with supplementary reading materials.

154631	Oberseminar Amerikanistik (2 OS)		
	Mi 12:30-14:00	R. 0.406	Grünzweig
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BML (WS 05/06 ff.): -		
	LPO 2003		
	GHR: -	SP _{1,Fach} :	B.A. _{ALK} :
	Gy/Ge: -	SP _{2,Fach} :	B.A. _{AS} :
	BK:		M.A. _{ALK} :
		M.A. _{AS} :	
	LA: alte LPO (1994/2000):		
Anmeldung:	Nur für Dissertant/innen und Habilitand/innen der Amerikanistik		

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

154634	Yiddish and the American Experience (2 HS)		
	Mi 14:15 – 15:45	R. 0.406	McGlothlin
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1,Fach} : 5b	B.A. _{ALK} : PO05: 6ac, 7b, 8a, 17abc, 18b, 19a PO09: Kern: 6bc,7ac, 8b / Komp: 3bc, 4ac
	Gy/Ge: 7c, 7d	SP _{2,Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 7c, 7d		M.A. _{ALK} : PO05: 10acd, 11b, 12a PO09: 1bc, 3abc, 1a M.A. _{AS} : TG 5
	LA: alte LPO (1994/2000): B4, E2		

This course will explore the role that Yiddish, the language and culture of the Ashkenazi (European) Jews, has played in American Jewish life in the last century or so. Our survey of Yiddish-American literature and culture will begin with a quick review of the history of Yiddish in Western and Eastern Europe, where until the Holocaust it was the mother tongue of millions of Jews. We will then focus on the impact of Yiddish on Jewish immigrant culture and the culture of American Jews in the 19th, 20th and 21st centuries. In particular,

we examine the ways in which Yiddish literature has responded to the social conditions of American life, exploring among others the relationship between Jewish and non-Jewish culture, the tensions between secular trends versus religious tradition, the transition from the shtetl to the metropolis, literary responses to the Holocaust, and contemporary attempts by American writers to revive a "Yiddishland" in the English language.

Literary texts:

Sholem Aleichem, selections from *Motl the Cantor's Son*
 Abraham Cahan, "The Imported Bridegroom" and "Sweatshop Romance"
 Anzia Yezierska, selections from *The Bread Givers*
 Mary Antin, "My Country" from *The Promised Land*
 Henry Roth, selections from *Call It Sleep*
 Isaac Bashevis Singer, "The Little Shoemakers," "A Day in Coney Island," "The Cabalist of East Broadway"
 Cynthia Ozick, *Envy, or Yiddish in America*
 Will Eisner, *A Contract with God and Other Tenement Stories*
 Nathan Englander, "The Tumblers" and "The Twenty-Seventh Man"
 Selections from various poets.
Erin McGlothlin is DAAD guest professor from Washington University in St. Louis.
Für Studierende der Angewandten Studiengänge besonders empfohlen.

154635	Truth or Fiction? Autobiographical Fiction and Fictional Autobiography (2 HS) (Blockseminar in Zusammenarbeit mit der Universität Paderborn)		
	Mo 14:00 – 18:00	R. 0.420/Paderborn	McGlothlin
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903		
	MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	
Gy/Ge: 7c, 7d	SP _{2.Fach} : 4b	B.A. _{ALK} : PO05: 6abc, 7b, 17abc, 18b PO09: Kern: 6abc, 7a, 8b / Komp: 3abc, 4c	
BK: 7c, 7d		B.A. _{AS} :	
		M.A. _{ALK} : PO05: 10abcd, 11b PO09: 1abc, 1a	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B4, E2		

In the last decade, literary and popular media have focused on several scandals involving fraudulent autobiographies, raising important questions about the borders of the literary genre of autobiography. This course will examine a variety of 20th-century narratives that self-consciously transgress the boundary between fiction and autobiography and violate the conventions of the "autobiographical pact." In our investigation of these autobiographical fictions and fictional autobiographies, we will focus on how writers blur the distinctions between truth and fiction. We will study how this generic blurring highlights the construction of the self through the act of writing, represents the vagaries of memory and recollection and problematizes notions of authenticity in self-representation.

Primary Texts:

Gertrude Stein, *The Autobiography of Alice B. Toklas*
 Roland Barthes, *Roland Barthes*
 Maxine Hong Kingston, *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*
 Georges Perec, *W, or the Memory of Childhood*
 Benjamin Wilkomirski, *Fragments: Memories of a Wartime Childhood* (Original title in German: *Bruchstücke: Aus einer Kindheit 1939-1948*)
 This seminar takes place in Dortmund and Paderborn: May 3 Paderborn; May 17 Dortmund; May 31 Paderborn; June 14 Dortmund; June 28 Paderborn; July 12 Dortmund; July 26 Paderborn.
Erin McGlothlin is DAAD guest professor from Washington University in St. Louis.
Für Studierende der Angewandten Studiengänge besonders empfohlen.

MASTERSTUDIENGÄNGE LEHRAMT

154619	1900 – A Time of Change (2 HS)		
	Mo 14:15 – 15:45 Mo 16:00 -18:00 Film	R. 0.406	Gunzenhäuser
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902, 903		
	MA LA: 1401, 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	
Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{ALK} : PO05: 6ac, 7b, 9a, 17abc, 18b PO09: Kern: 6bc, 7abc, 8b / Komp: 3bc, 4ac	
BK: 6c, 6d, 7c, 7d		B.A. _{AS} :	
		M.A. _{ALK} : PO05: 10acd, 11b, 12a, 13a PO09: 1b, 2abc, 1a	
		M.A. _{AS} :	
	LA: alte LPO (1994/2000): B4, E2		

The end of the 19th and the beginning of the 20th century was a time of massive cultural changes. New economic, social, and cultural formations, new media and genres, and new communities of interpretation are typical for the time.

We will approach discourses representative of the time as we read literary and popular texts by Henry Adams and Marietta Holley, analyse photographs by Alfred Stieglitz and Jacob Riis, watch films by Edwin S. Porter and G.W. Bitzer, and discuss the world expositions of 1893 and 1900.

There will be extra film viewing sessions on Mondays starting at 4 p.m.

154624	Romantic Literature in 20th and 21st Centuries Popular Culture (2 HS)		
	Mo 12:15-13:45	R. 0.406	Pfeiler
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902, 903 MA LA: 1401, 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO05: 2ac, 7b, 9a, 17abc, 18b PO09: Kern: 6bc, 7abc, 8b / Komp: 3bc, 4ac
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2.Fach} : 4b	B.A. _{AS} :
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : PO05: 10acd, 11b, 12a, 13a PO09: 1bc, 2abc, 1a
			M.A. _{AS} :
	LA: alte LPO (1994/2000): B4, E2		

In this seminar we will focus on film adaptations of familiar texts from Romantic literature, such as John Irving's "The Legend of the Sleepy Hollow," Nathaniel Hawthorne's *The Scarlet Letter*, Herman Melville's *Moby Dick*, "Bartleby, the Scrivener," "Billy Budd Sailor," short stories and poetry by Edgar Allan Poe, as well as poetry by Walt Whitman. In this seminar we will compare and discuss both the written texts as well as the films with regard to Romanticism and to 20th and 21st centuries popular culture. In our weekly seminar that will be accompanied by occasional film screenings, we will deal with theoretical texts related to literary studies, media studies, film studies, and popular culture. One of the core questions that we will address is: how do popular media deal with Romantic narratives in a modern and postmodern world?

154625	Bad News: American News Business and Its Impact on Society (2 HS)		
	Di 10:15 – 11:45	R. 0.406	Stuelpnagel
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO05: 6ac, 7b, 8a, 9a, 17abc, 18b, 19a PO09: Kern: 6bc, 7c, 8b / Komp: 3bc, 4ac
	Gy/Ge: 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 7d		M.A. _{ALK} : PO05: 10acd, 11b, 12a, 13a PO09: 1bc, 2abc, 1a
			M.A. _{AS} : TG 5
	LA: alte LPO (1994/2000): E2		

Bad News. That is what Americans and the news industry are experiencing as a result of the corporate media mergers that took place in the closing years of the last century. Today there are six major companies that control much of what people read, hear and see. Those firms are AOL-Time Warner, General Electric, Walt Disney, News Corporation, Viacom/CBS, and Bertelsman.

As the firms passed from largely family owned to publicly traded companies, the pressure for profit from Wall Street has led to cutbacks in the size of the firm's news divisions and a change in news story values that have "softened" the types of news that people see on television. These changes have not improved the viability of the industry, newspapers like *The Chicago Tribune* have filed for bankruptcy; others are on the sales block for months.

This course will begin with an examination of the monetary forces that are driving the industry away from its primary mission of information. Critics, of whom the professor is one, contend that the drive for increasing profits is coming at the expense of both the quality and quantity of news that appear on television and radio, newspapers and magazines, and the Internet. The ever-diminishing number of news providers is also threatening democracy by limiting the number of voices that can be heard in our society.

We will examine the impact of these mergers on several areas of news coverage and public discussion:

1. Privacy and scandal, particularly the stories about President Bill Clinton.
2. The transformation of how the press has covered wars from Vietnam to the new Gulf War. Has the media gone from watchdog to lapdog?
3. Race. Former U.S. Senator Bill Bradley has said, "America is a nation obsessed with the interplay between African Americans and White Americans." We will examine how the press has covered the issue of race in America and how the press deals with the issue in its own newsrooms.
4. Politics. Reporting of scandals and personality has replaced critical evaluations of policy. The "horse race" with its poll-driven coverage is now the norm. We will examine the phenomenon through the lens of the 2000 and 2004 presidential races.
5. Internet Impact. How the Internet is changing the news and the promise and peril of it.

Larry Stuelpnagel is guest professor from Northwestern University, Chicago.

Für Studierende der Angewandten Studiengänge besonders empfohlen.

154627	Walt Whitman and the Democratic Imaginary (2 HS)		
	Mi 10:15 – 11:45	R. 0.406	Erkkila
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 903 MA LA: 1401, 1403		
	LPO 2003		
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : PO05: 6ac, 7b, 17abc, 18b PO09: Kern: 6bc, 7a, 8b / Komp: 3bc, 4c
	Gy/Ge: 6c, 6d	SP _{2.Fach} : 4b	B.A. _{AS} :

	BK: 6c, 6d		M.A. _{ALK} : PO05: 10acd, 11b PO09: 1b, 1a
			M.A. _{AS} :
LA: alte LPO (1994/2000): B4, E2			

"The attitude of great poets is to cheer up slaves and horrify despots," Whitman wrote in the 1855 Preface to *Leaves of Grass*, a revolutionary volume of poems that radically transformed the field of poetry in the Americas and elsewhere. This course will focus on the intersections between democratic revolution and revolutionary poetics in Walt Whitman's writing. We shall focus in particular on Whitman's radical experiments with the language, style, content, and forms of poetry, and his engagement with such democratic subjects as the dignity of the people, the body, sexuality, homoerotic love, race, technology, the city, nature, war, America, the soul, and the world. We shall begin by looking at the sources of Whitman's 1855 edition of *Leaves of Grass* in the cultural and political struggles that marked his time. We shall examine the fascinating intersections among personal and political crisis, homoeroticism, and poetic experimentation in the 1860 edition of *Leaves of Grass*. We shall also look at Whitman's attempt to find new forms to give voice to the simultaneous carnage and intimacy of the Civil War as the first modern war in the poems of *Drum-Taps* and *Drum-Taps and Sequel* (1865). We shall conclude with a consideration of Whitman's struggle in his later poems and in the prose of *Democratic Vistas* (1871) and *Specimen Days and Collect* (1882) to reconcile the revolutionary dream of democracy with a post-Civil War world increasingly dominated by the unleashed forces capitalism, materialism, selfism, and greed. The course will end with readings of poets and writers in the United States, Germany, France, and elsewhere who "talked back" to Whitman in the form and content of their works.

Texts include: *Walt Whitman: Poetry and Prose*; Walt Whitman; *Leaves of Grass* (1860).
Betsy Erkkila is Fulbright Professor in American Studies from Northwestern University, Chicago.
Für Studierende der Angewandten Studiengänge besonders empfohlen.