

# Kommentiertes Vorlesungs- verzeichnis

Institut für Anglistik und Amerikanistik

Sommersemester 2013



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Sommersemester 2013

Die Lehrveranstaltungen beginnen am 08.04.2013 und finden, wenn nicht anders angegeben, in der Emil-Figge-Straße 50 statt.

Bitte auch auf aktuelle Änderungen achten, die unter [www.iaawiki.tu-dortmund.de](http://www.iaawiki.tu-dortmund.de) eingesehen werden können!

Englische Sprachwissenschaft

1. STUDIENPHASE

<b>154101</b>	<b>Linguistics II – Kurs A (2 PS)</b>		
	<b>Mi 16:15 – 17:45</b>	<b>R. 0.220</b>	<b>Salzinger</b>
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 301</b>		
	<b>MA LA</b>		
	<b>LPO 2003</b>		
	GHR: 2a	SP <sub>1.Fach:</sub> 2a	B.A. <sub>ALK:</sub>
	Gy/Ge: 2a	SP <sub>2.Fach:</sub> 2a	B.A. <sub>AS:</sub> Kern: 1c, Komp: 1b
	BK: 2a		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
<b>G: 302</b>	<b>HRG: 302</b>	<b>GyGe/BK: 302</b>	<b>SP: 302</b>

<b>154102</b>	<b>Linguistics II – Kurs B (2 PS)</b>		
	<b>Mo 14:15 – 15:45</b>	<b>R. 3.208</b>	<b>Fabricius</b>
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 301</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 2a	SP <sub>1.Fach:</sub> 2a	B.A. <sub>ALK:</sub>
	Gy/Ge: 2a	SP <sub>2.Fach:</sub> 2a	B.A. <sub>AS:</sub> Kern: 1c, Komp: 1b
	BK: 2a		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
<b>G: 302</b>	<b>HRG: 302</b>	<b>GyGe/BK: 302</b>	<b>SP: 302</b>

<b>154103</b>	<b>Linguistics II – Kurs C (2 PS)</b>		
	<b>Di 10:15 – 11:45</b>	<b>R. 3.206</b>	<b>Peters</b>
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 301</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 2a	SP <sub>1.Fach:</sub> 2a	B.A. <sub>ALK:</sub>
	Gy/Ge: 2a	SP <sub>2.Fach:</sub> 2a	B.A. <sub>AS:</sub> Kern: 1c, Komp: 1b
	BK: 2a		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
<b>G: 302</b>	<b>HRG: 302</b>	<b>GyGe/BK: 302</b>	<b>SP: 302</b>

<b>154104</b>	<b>Linguistics II – Kurs D (2 PS)</b>		
	<b>Mi 16:15 – 17:45</b>	<b>R. 3.206</b>	<b>Weise</b>
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 301</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 2a	SP <sub>1.Fach:</sub> 2a	B.A. <sub>ALK:</sub>
	Gy/Ge: 2a	SP <sub>2.Fach:</sub> 2a	B.A. <sub>AS:</sub> Kern: 1c, Komp: 1b
	BK: 2a		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
<b>G: 302</b>	<b>HRG: 302</b>	<b>GyGe/BK: 302</b>	<b>SP: 302</b>

<b>154105</b>	<b>Linguistics II – Kurs E (2 PS)</b>		
	<b>Mo 16:15 – 17:45</b>	<b>R. 0.220</b>	<b>Bücker</b>

Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA: 301</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 2a	SP <sub>1.Fach:</sub> 2a	B.A. <sub>ALK:</sub>	
	Gy/Ge: 2a	SP <sub>2.Fach:</sub> 2a	B.A. <sub>AS:</sub> Kern: 1c, Komp: 1b	
	BK: 2a	M.A. <sub>ALK:</sub>		
	<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>				
<b>G: 302</b>	<b>HRG: 302</b>	<b>GyGe/BK: 302</b>	<b>SP: 302</b>	

<b>154106</b>	<b>Linguistics II – Kurs F (2 PS)</b>			
	<b>Mo 16:15 – 17:45</b>	<b>R. 3.208</b>	<b>B. Hamblock</b>	
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA: 301</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 2a	SP <sub>1.Fach:</sub> 2a	B.A. <sub>ALK:</sub>	
	Gy/Ge: 2a	SP <sub>2.Fach:</sub> 2a	B.A. <sub>AS:</sub> Kern: 1c, Komp: 1b	
	BK: 2a	M.A. <sub>ALK:</sub>		
	<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>				
<b>G: 302</b>	<b>HRG: 302</b>	<b>GyGe/BK: 302</b>	<b>SP: 302</b>	

<b>154107</b>	<b>Linguistics II – Kurs G (2 PS)</b>			
	<b>Mo 10:15 – 11:45</b>	<b>R. 3.206</b>	<b>Heimeroth</b>	
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA: 301</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 2a	SP <sub>1.Fach:</sub> 2a	B.A. <sub>ALK:</sub>	
	Gy/Ge: 2a	SP <sub>2.Fach:</sub> 2a	B.A. <sub>AS:</sub> Kern: 1c, Komp: 1b	
	BK: 2a	M.A. <sub>ALK:</sub>		
	<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>				
<b>G: 302</b>	<b>HRG: 302</b>	<b>GyGe/BK: 302</b>	<b>SP: 302</b>	

<b>154108</b>	<b>Linguistics II – Kurs H (2 PS)</b>			
	<b>Mo 12:15 – 13:45</b>	<b>R. 3.206</b>	<b>Heimeroth</b>	
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA: 301</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 2a	SP <sub>1.Fach:</sub> 2a	B.A. <sub>ALK:</sub>	
	Gy/Ge: 2a	SP <sub>2.Fach:</sub> 2a	B.A. <sub>AS:</sub> Kern: 1c, Komp: 1b	
	BK: 2a	M.A. <sub>ALK:</sub>		
	<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>				
<b>G: 302</b>	<b>HRG: 302</b>	<b>GyGe/BK: 302</b>	<b>SP: 302</b>	

<b>154109</b>	<b>Linguistics II – Kurs I (2 PS)</b>			
	<b>Fr 14:15 – 15:45</b>	<b>R. 3.208</b>	<b>Schwenner</b>	
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA: 301</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 2a	SP <sub>1.Fach:</sub> 2a	B.A. <sub>ALK:</sub>	
	Gy/Ge: 2a	SP <sub>2.Fach:</sub> 2a	B.A. <sub>AS:</sub> Kern: 1c, Komp: 1b	
	BK: 2a	M.A. <sub>ALK:</sub>		
	<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>				
<b>G: 302</b>	<b>HRG: 302</b>	<b>GyGe/BK: 302</b>	<b>SP: 302</b>	

This second part of the introduction to linguistics will focus on the following topics:

- semantics (the study of meaning - both of words and sentences)
- pragmatics (the study of utterances and their meaning)
- the role of English and its varieties as a world-wide language
- an introduction to language change and the history of English
- basic aspects of first and second language acquisition

Credits will be awarded on the basis of a "portfolio", which will include written and/or oral contributions; details will be announced at the first meeting. Students who have not taken Linguistics I yet will be admitted to Linguistics II, and will have to take Linguistics I in the following semester.

A number of tutorials will be on offer (one hour per week).

Each class will be supported by an EWS-Workspace (<http://ews.tu-dortmund.de>) for which you should register immediately once you have got a place.

Textbook (to be purchased):

1. /2. STUDIENPHASE

<b>154110</b>	<b>Historical Dimensions of the English Language, Group A (2 S)</b>		
	<b>Di 14:15 – 15:45</b>	<b>R. 3.205</b>	<b>Peters</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 701</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	<b>GHR:</b>	<b>SP<sub>1.Fach:</sub></b>	<b>B.A.<sub>.ALK:</sub></b>
	<b>Gy/Ge: 4a</b>	<b>SP<sub>2.Fach:</sub></b>	<b>B.A.<sub>.AS:</sub> Kern: 6bc,7bc Komp: 4a</b>
	<b>BK: 4a</b>		<b>M.A.<sub>.ALK:</sub></b>
	<b>LPO 1994/2000: A1,2,4</b>	<b>M.A.<sub>.AS:</sub> 1abc, 2abc</b>	
	<b>LABG 2009</b>		
<b>G:</b>		<b>HRG:</b>	<b>GyGe/BK: 303</b> <b>SP:</b>

<b>154111</b>	<b>Historical Dimensions of the English Language, Group B (2 S)</b>		
	<b>Blockseminar 22.07.- 26.07.2013 Mo – Do: 09:00 - 14:30 Fr von 09:00 – 12:15</b>	<b>R. 3.205</b>	<b>Deck</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 701</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	<b>GHR:</b>	<b>SP<sub>1.Fach:</sub></b>	<b>B.A.<sub>.ALK:</sub></b>
	<b>Gy/Ge: 4a</b>	<b>SP<sub>2.Fach:</sub></b>	<b>B.A.<sub>.AS:</sub> Kern: 6bc,7bc Komp: 4a</b>
	<b>BK: 4a</b>		<b>M.A.<sub>.ALK:</sub></b>
	<b>LPO 1994/2000: A1,2,4</b>	<b>M.A.<sub>.AS:</sub> 1abc, 2abc</b>	
	<b>LABG 2009</b>		
<b>G:</b>		<b>HRG:</b>	<b>GyGe/BK: 303</b> <b>SP:</b>

<b>154112</b>	<b>Historical Dimensions of the English Language, Group C (2 S)</b>		
	<b>Mo 10:15 – 11:45</b>	<b>R. 3.208</b>	<b>D. Hamblock</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 701</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	<b>GHR:</b>	<b>SP<sub>1.Fach:</sub></b>	<b>B.A.<sub>.ALK:</sub></b>
	<b>Gy/Ge: 4a</b>	<b>SP<sub>2.Fach:</sub></b>	<b>B.A.<sub>.AS:</sub> Kern: 6bc,7bc Komp: 4a</b>
	<b>BK: 4a</b>		<b>M.A.<sub>.ALK:</sub></b>
	<b>LPO 1994/2000: A1,2,4</b>	<b>M.A.<sub>.AS:</sub> 1abc, 2abc</b>	
	<b>LABG 2009</b>		
<b>G:</b>		<b>HRG:</b>	<b>GyGe/BK: 303</b> <b>SP:</b>

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.

The seminars will be supported by EWS-Workspaces (<http://ews.tu-dortmund.de>) for which you should register immediately once you have got a place in either of these seminars.

Introductory reading and textbook (recommended for purchase): Barber, Charles, Joan C. Beal & Philip A. Shaw. 2009. The English Language. A Historical Introduction. 2nd edition. Cambridge: Cambridge University Press.

2. STUDIENPHASE B. A. / Master

<b>154113</b>	<b>Semantic Change (2 HS)</b>		
	<b>Do 10:15 – 11:45</b>	<b>R. 3.205</b>	<b>Peters</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>ENGÄNGE:</b>		

	<b>BA LA: 503, 702, 703</b>		
	<b>MA LA: 1201, 1201, 1203</b>		
	<b>LPO 2003</b>		
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> :
	Gy/Ge: 8a,b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : Kern: 2b, 3a, 7bc, 8c Komp: 2ab, 4a
	BK: 8a,b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000: A1-5</b>	M.A. <sub>AS</sub> : 1abc	
	<b>LABG 2009</b>		
	<b>G: 603</b>	<b>HRG: 603</b>	<b>GyGe/BK: 603</b> <b>SP:</b>

Once upon a time, there were villains in every hamlet. Some of the trees were straight, others wrong. The lords guarded their loaves, and the ladies were busy kneading the dough. The person of the village had an ass, and was greeted awfully by the churls. Some of the knaves he taught how to chant. During the summer months, everyone had enough meat, but some people starved.

If all this does not appear to make much sense, this is because quite a few words have changed their meaning quite drastically over the years. How and why did this happen? Didn't it confuse speakers? Are there general patterns which could help explain (and even predict?) changes in meaning?

We will look for a framework in which semantic change can be described and explained; this will include a discussion of the concept of "meaning (or sense) of a word", and of both types and processes which play a role in changes of meaning. Evidently, we will also look at a number of words which display "interesting" changes – like the ones in the introductory passage.

Reading materials as well as requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register if you get a place in this seminar.

Introductory reading: the chapters on semantic change/change of meaning in:

Geeraerts, Dirk (2010) Theories of Lexical Semantics. Oxford: Oxford University Press; especially chapters 1 and 5.

McMahon, April M.S. 1994 Understanding Language Change. Cambridge: Cambridge University Press.

<b>154114</b>	<b>Cognitive Syntax (2 HS)</b>		
	<b>Do 14:15 – 15:45</b>	<b>R. 3.206</b>	<b>Peters</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 503, 702, 703</b>		
	<b>MA LA: 1201, 1201, 1203</b>		
	<b>LPO 2003</b>		
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> :
	Gy/Ge: 8a,b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : Kern: 7bc, 8c Komp: 4a
	BK: 8a,b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000: A1-5</b>	M.A. <sub>AS</sub> : 1a, 2abc	
	<b>LABG 2009</b>		
	<b>G: 603</b>	<b>HRG: 603</b>	<b>GyGe/BK: 603</b> <b>SP:</b>

Every student of language is familiar with terms like subject, predicator, object; active, passive; relative clause, adverbial clause, etc. These are established notions in descriptive syntax, and in many cases go back to Latin grammar.

Since the 1950s, thought about grammar and syntax has been re-devised with the aim of developing a consistent theory which was meant to be able to describe and explain the data, i.e. the sentences and other constructions found in a language, and also to mirror the mental structure of a speaker's grammar: the "internal grammar". This development is inseparably associated with the name of Noam Chomsky, who has been the spiritus rector during a sequence of revisions and re-formulations of Generative Grammar. A typical (and remaining) assumption of this theoretical approach has been that human language is built up from a number of modules (phonology, syntax, semantics, and the lexicon) which possess their own internal structures and rules, and which are linked by other sets of rules. This, taken together, was seen as what "knowledge of a language" or of "grammar" meant: a speaker's "competence", while performance was regarded as secondary. Construction Grammar, on the other hand, claims to be usage-based. This model advocates the idea that syntactic structures (constructions) are linked with experiential structures; furthermore, the more frequent a construction, the better-known (entrenched) it will be. One starting point for construction grammar is found in idioms like pull a fast one, bring down the house, etc. These have traditionally been considered as exceptional, and not within the scope of syntactic description. But they are definitely not outside grammar: he pulled a fast one, The band came on and brought the house down. Accordingly, construction grammar attempts to provide an integrated account of syntax and "knowledge", which includes the function of syntactic constructions in discourse.

Reading materials as well as requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register if you get a place in this seminar.

<b>154115</b>	<b>Cognitive Linguistics (2 HS)</b>		
	<b>Vortreffen: 19.04.13 16.00 – 20.00</b>	<b>R. 0.220</b>	<b>Bücker</b>
	<b>Blockseminar: 23./24./25.07.2013</b>	<b>R. 0.220</b>	
	<b>je 9.00 – 16.00</b>		
	<b>Final Exam: tba</b>		
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	

	<b>BA LA: 503, 702, 703</b> <b>MA LA: 1201, 1201, 1203</b> <b>LPO 2003</b>		
	GHR: 5a	SP <sub>1.Fach:</sub> 5a	B.A. <sub>ALK:</sub>
	Gy/Ge: 8a,b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> Kern 7bc, 8c Komp 3c, 4a
	BK: 8a,b		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000: A1-5</b>	M.A. <sub>AS:</sub> 1a, 2a, 3ab	
	<b>LABG 2009</b>		
	<b>G: 603</b>	<b>HRG: 603</b>	<b>GyGe/BK: 603</b> <b>SP:</b>

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 (Croft, Cruse 2004: 1):

- language is not an autonomous cognitive faculty, but depends on and is embedded in our general cognitive faculties;

- grammar is conceptualization, 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 this seminar, we will focus on different topics related to the domain of cognitive linguistics, such as the study of metaphor and metonymy, "prototypical" meanings and their extensions, and the cognitive approaches to grammar. On the basis of the theoretical framework, we will also look at the impact of cognitive linguistics on EFL teaching.

Reading materials as well as requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register if you get a place in this seminar.

<b>154116</b>	<b>Syntax (2 HS)</b>		
	Di 08:30 – 10:00	R. 3.206	Jansing
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b> <b>BA LA: 503, 702, 703</b> <b>MA LA: 1201, 1201, 1203</b> <b>LPO 2003</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	GHR: 5a	SP <sub>1.Fach:</sub> 5a	B.A. <sub>ALK:</sub>
	Gy/Ge: 8a,b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> Kern: 3a,7bc, 8c Komp:2b, 4a
	BK: 8a,b		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000: A1-5</b>	M.A. <sub>AS:</sub> 1a	
	<b>LABG 2009</b>		
	<b>G: 603</b>	<b>HRG: 603</b>	<b>GyGe/BK: 603</b> <b>SP:</b>

Why can we say Jenny saw herself but not \*Herself saw Jenny? How come that we need more than one attempt to make sense of The horse raced past the barn fell, whereas we all immediately understand The horse ridden past the barn fell? This course will explore these and a variety of other issues in English sentence structure, applying a number of different frameworks that have been proposed for describing and explaining them.

Reading materials as well as requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register if you get a place in this seminar.

<b>154117</b>	<b>Metaphor (2 HS)</b>		
	<b>Vortreffen:</b> 12.04.13 15:00 – 18:00 <b>Blockseminar:</b> 22./23.7.2013 Je 08:30 – 12:15 und 13:00 – 15:15 24./25.7.2013 Je 09:00 – 12:00 <b>Klausur:</b> 26.07. 10:15 – 11:45	R. 0.220  R. 3.208  R. 3.208	Tendahl
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b> <b>BA LA: 503, 702, 703</b> <b>MA LA: 1201, 1201, 1203</b> <b>LPO 2003</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	GHR: 5a	SP <sub>1.Fach:</sub> 5a	B.A. <sub>ALK:</sub>
	Gy/Ge: 8a,b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> Kern: 7bc, 8c Komp:4a
	BK: 8a,b		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000: A1-5</b>	M.A. <sub>AS:</sub> 1a, 2ab, 3b	
	<b>LABG 2009</b>		

	<b>G: 603</b>	<b>HRG: 603</b>	<b>GyGe/BK: 603</b>	<b>SP:</b>
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During the history of linguistics, language has most often been studied and viewed as a fairly logical system comprising rigid grammatical structures and clearly identifiable connections between linguistic expressions and their meanings.

In this seminar we will consider language in a different way. We will not see it as an autonomous mental system, but as being determined by our bodies and particular discourse situations as well. In this endeavour we will become familiar with ideas coming from areas of research such as cognitive linguistics, pragmatics and psycholinguistics. More particularly, a major focus will be on the significance of metaphor and metonymy in making sense of our surroundings and language. Traditionally, metaphors and metonymies have only been seen as exceptional uses of language – mere ornaments in decorating language. This assumption could not be further from the truth. (Just consider the last sentence you read; it is not poetic at all, but you may find up to three metaphorically used expressions in it.) Instead, metaphor is a pervasive feature of language. Since the ground-breaking work of Lakoff and Johnson (*Metaphors We Live By*, 1980), the study of conceptual metaphor and of corresponding metaphorical expressions has been in the focus of much work in the burgeoning discipline of Cognitive Linguistics. Meanwhile, metonymy, another well-known poetic device, has not received the same amount of attention until recently, when it was reconsidered as another fundamental device of expressing meaning in language. In fact, many scholars now regard metonymy as even more fundamental than metaphor.

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<b>154118</b>	<b>The Bilingual Mental Lexicon (2 HS)</b>			
	<b>Di 08:15 – 09:45</b>	<b>R. 3.205</b>	<b>Dornbusch</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>BA LA: 503, 702, 703</b>			
	<b>MA LA: 1201, 1201, 1203</b>			
	<b>LPO 2003</b>			
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> :	
	Gy/Ge: 8a,b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : Kern: 7bc, 8c Komp:4a	
	BK: 8a,b		M.A. <sub>ALK</sub> :	
	<b>LPO 1994/2000: A1-5</b>	M.A. <sub>AS</sub> : 1a, 2ab, 3ab		
<b>LABG 2009</b>				
	<b>G: 603</b>	<b>HRG: 603</b>	<b>GyGe/BK: 603</b>	<b>SP:</b>

Today, the majority of people are able to speak two or even more languages (more or less frequently). But bilinguals are not two monolinguals in one person. Instead, complex processes are at work in the bilinguals' mind in order to find the correct word of the correct language. A central question on bilingual language processing is to what extent information from the first language (L1) interacts during processing of the second language (L2) or vice versa. Moreover, how are words from the L1 and L2 stored in the mental lexicon? How can we switch between two languages? Are words from the L1 and L2 stored in a language-specific lexicon or a shared lexicon of both languages? In this course we will attempt to answer these questions by discussing experimental research on bilingual language processing.

Reading materials as well as requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register if you get a place in this seminar.

<b>154119</b>	<b>Discourse Analysis (2 HS)</b>			
	<b>Mi 10:15 – 11:45</b>	<b>R. 3.206</b>	<b>Heimeroth</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>BA LA: 503, 702, 703</b>			
	<b>MA LA: 1201, 1201, 1203</b>			
	<b>LPO 2003</b>			
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> :	
	Gy/Ge: 8a,b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : Kern: 2b , 3b, 4a, 7bc, 8c Komp:2ac, 4a	
	BK: 8a,b		M.A. <sub>ALK</sub> :	
	<b>LPO 1994/2000: A1-5</b>	M.A. <sub>AS</sub> : 1a, 2a, 3ab		
<b>LABG 2009</b>				
	<b>G: 603</b>	<b>HRG: 603</b>	<b>GyGe/BK: 603</b>	<b>SP:</b>

Discourse analysis has been taken up in a variety of social science disciplines. In this course we will focus on the linguistic aspects of discourse, which - in its most basic definition -consists of linguistic structures larger than sentences. Several approaches to describe the nature of these structures, as well as the coherence and cohesion between and within these structures, will be discussed. Thus, we will deal – among others - with concepts like information units, foreground/ background, theme/ rheme organization, information flow, and discourse topics. Students will have the opportunity to practice the methods of discourse analysis on linguistic data both from written and spoken discourse.

Reading materials as well as requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register if you get a place in this seminar.

<b>154120</b>	<b>Linguistics Projects (1 K)</b>			
	<b>n. V.</b>	<b>Peters</b>		
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>BA LA:</b>			
	<b>MA LA: 1203</b>			

	<b>LPO 2003</b>		
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> :
	Gy/Ge: 8a,b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> :
	BK: 8a,b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> : 3b	
	<b>LABG 2009</b>		
<b>G:</b>		<b>HRG:</b>	<b>GyGe/BK: 701, 702</b>   <b>SP:</b>

Projects in linguistics may have a background in a Hauptseminar which has been (or is being) attended, but independent suggestions will certainly be welcome. Highly recommended: forming a team for your project. Advice on conceiving, planning and realising a project will be given in (group-)individually arranged appointments. Please check my iaawiki page for a list of suggestions for topics or areas where a topic might be found.

A preliminary meeting will be announced soon after course assignment.

The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register immediately after course registration has ended; there are no restrictions on the number of participants.

Recommended text: Wray, Alison & Bloomer, Aileen (2012) *Projects in Linguistics and Language Studies. A Practical Guide to Researching Language* (3rd edition). London: Hodder Education.

Copies are available from the Lehrbuchsammlung; the book contains over 350 project ideas.

<b>154121</b>	<b>Translation: Theory and Practice (2 HS)</b>		
	<b>Mo 12:15 – 13:45</b>	<b>R. 3.205</b>	<b>D. Hamblock</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 503, 702, 703</b>		
	<b>MA LA: 1201, 1201, 1203</b>		
	<b>LPO 2003</b>		
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> :
	Gy/Ge: 8a,b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : Kern: 7bc, 8c Komp: 4a
	BK: 8a,b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000: A1-5</b>	M.A. <sub>AS</sub> : 1a, 2ab, 3a	
<b>LABG 2009</b>			
<b>G: 603</b>	<b>HRG: 603</b>	<b>GyGe/BK: 603</b>	<b>SP:</b>

Like its lexical equivalents in several European languages, the term 'translation' denotes both the process and the results. In this course, we will be chiefly concerned with the former without, however, ignoring the latter. Translating has – since the Tower of Babel – been an indispensable form of human speech and writing, and it is, therefore, not surprising that translation theory, or rather theories, have been around since classical antiquity. Traditional translation theories were largely literature-oriented, and it was only in the 20th century that the linguistic features of translation began to be examined. We will briefly look at traditional translation theories before delving into modern approaches. Needless to say, the spin-off for various linguistic disciplines and also – dare it be said – for language teaching will likewise be addressed. Participants will be given background material to study and practical assignments to analyse not only source language texts with regard to translation problems, but also various completed and published target language translations. Reading materials as well as requirements for credits will be announced in the first meeting.

#### MASTERSTUDIENGÄNGE LEHRAMT

<b>154114</b>	<b>Cognitive Syntax (2 HS)</b>		
	<b>Do 14:15 – 15:45</b>	<b>R. 3.206</b>	<b>Peters</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 503, 702, 703</b>		
	<b>MA LA: 1201, 1201, 1203</b>		
	<b>LPO 2003</b>		
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> :
	Gy/Ge: 8a,b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : Kern: 7bc, 8c Komp: 4a
	BK: 8a,b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000: A1-5</b>	M.A. <sub>AS</sub> : 1a, 2abc	
<b>LABG 2009</b>			
<b>G: 603</b>	<b>HRG: 603</b>	<b>GyGe/BK: 603</b>	<b>SP:</b>

Every student of language is familiar with terms like subject, predicator, object; active, passive; relative clause, adverbial clause, etc. These are established notions in descriptive syntax, and in many cases go back to Latin grammar.

Since the 1950s, thought about grammar and syntax has been re-devised with the aim of developing a consistent theory which was meant to be able to describe and explain the data, i.e. the sentences and other constructions found in a language, and also to mirror the mental structure of a speaker's grammar: the "internal grammar". This development is inseparably associated with the name of Noam Chomsky, who has been the spiritus rector during a sequence of revisions and re-formulations of Generative Grammar. A typical (and remaining) assumption of this theoretical approach has been that human language is built up from a number of modules (phonology, syntax, semantics, and the lexicon) which possess their own internal structures and rules, and which are linked by other sets of rules. This, taken together, was seen as what "knowledge of a language" or of "grammar" meant: a speaker's "competence", while performance was regarded as secondary. Construction Grammar, on the other hand, claims to be usage-based. This model advocates the idea that syntactic structures (constructions) are linked with experiential structures; furthermore, the more frequent a construction, the better-known (entrenched) it will be. One starting point for construction grammar is found in idioms like pull a fast one, bring down the house, etc. These have traditionally been considered as exceptional, and not within the scope of syntactic description. But they are definitely not outside grammar: he pulled a fast one, The band came on and brought the house down. Accordingly, construction grammar attempts to provide an integrated account of syntax and "knowledge", which includes the function of syntactic constructions in discourse.



Reading materials as well as requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register if you get a place in this seminar.

<b>154117</b>	<b>Metaphor (2 HS)</b>		
	<b>Vortreffen:</b> 12.04.13 15:00 – 18:00 <b>Blockseminar:</b> 22./23.7.2013 Je 08:30 – 12:15 und 13:00 – 15:15 24./25.7.2013 Je 09:00 – 12:00 <b>Klausur: 26.07.</b> 10:15 – 11:45	<b>R. 0.220</b>  <b>R. 3.208</b>  <b>R. 3.208</b>	<b>Tendahl</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b> <b>BA LA: 503, 702, 703</b> <b>MA LA: 1201, 1201, 1203</b> <b>LPO 2003</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	GHR: 5a	SP <sub>1.Fach:</sub> 5a	B.A. <sub>ALK:</sub>
	Gy/Ge: 8a,b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> : Kern: 7bc, 8c Komp:4a
	BK: 8a,b		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000: A1-5</b>	M.A. <sub>AS:</sub> 1a, 2ab, 3b	
	<b>LABG 2009</b>		
	<b>G: 603</b>	<b>HRG: 603</b>	<b>GyGe/BK: 603</b>

During the history of linguistics, language has most often been studied and viewed as a fairly logical system comprising rigid grammatical structures and clearly identifiable connections between linguistic expressions and their meanings.

In this seminar we will consider language in a different way. We will not see it as an autonomous mental system, but as being determined by our bodies and particular discourse situations as well. In this endeavour we will become familiar with ideas coming from areas of research such as cognitive linguistics, pragmatics and psycholinguistics. More particularly, a major focus will be on the significance of metaphor and metonymy in making sense of our surroundings and language. Traditionally, metaphors and metonymies have only been seen as exceptional uses of language – mere ornaments in decorating language. This assumption could not be further from the truth. (Just consider the last sentence you read; it is not poetic at all, but you may find up to three metaphorically used expressions in it.) Instead, metaphor is a pervasive feature of language. Since the ground-breaking work of Lakoff and Johnson (Metaphors We Live By, 1980), the study of conceptual metaphor and of corresponding metaphorical expressions has been in the focus of much work in the burgeoning discipline of Cognitive Linguistics. Meanwhile, metonymy, another well-known poetic device, has not received the same amount of attention until recently, when it was reconsidered as another fundamental device of expressing meaning in language. In fact, many scholars now regard metonymy as even more fundamental than metaphor.

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<b>154118</b>	<b>The Bilingual Mental Lexicon (2 HS)</b>		
	<b>Di 08:15 – 09:45</b>	<b>R. 3.205</b>	<b>Dornbusch</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b> <b>BA LA: 503, 702, 703</b> <b>MA LA: 1201, 1201, 1203</b> <b>LPO 2003</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	GHR: 5a	SP <sub>1.Fach:</sub> 5a	B.A. <sub>ALK:</sub>
	Gy/Ge: 8a,b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> : Kern: 7bc, 8c Komp:4a
	BK: 8a,b		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000: A1-5</b>	M.A. <sub>AS:</sub> 1a, 2ab, 3ab	
	<b>LABG 2009</b>		
	<b>G: 603</b>	<b>HRG: 603</b>	<b>GyGe/BK: 603</b>

Today, the majority of people are able to speak two or even more languages (more or less frequently). But bilinguals are not two monolinguals in one person. Instead, complex processes are at work in the bilinguals' mind in order to find the correct word of the correct language. A central question on bilingual language processing is to what extent information from the first language (L1) interacts during processing of the second language (L2) or vice versa. Moreover, how are words from the L1 and L2 stored in the mental lexicon? How can we switch between two languages? Are words from the L1 and L2 stored in a language-specific lexicon or a shared lexicon of both languages? In this course we will attempt to answer these questions by discussing experimental research on bilingual language processing.

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<b>154120</b>	<b>Linguistics Projects (1 K)</b>		
	<b>n. V.</b>		<b>Peters</b>

Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA:</b>			
	<b>MA LA: 1203</b>			
	<b>LPO 2003</b>			
	GHR: 5a	SP <sub>1.Fach:</sub> 5a	B.A. <sub>ALK:</sub>	
	Gy/Ge: 8a,b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub>	
	BK: 8a,b	M.A. <sub>ALK:</sub>		
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub> 3b			
<b>LABG 2009</b>				
<b>G:</b>		<b>HRG:</b>	<b>GyGe/BK: 701, 702</b>	<b>SP:</b>

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<b>154121</b>	<b>Translation: Theory and Practice (2 HS)</b>			
	<b>Mo 12:15 – 13:45</b>	<b>R. 3.205</b>	<b>D. Hamblock</b>	
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA: 503, 702, 703</b>			
	<b>MA LA: 1201, 1203</b>			
	<b>LPO 2003</b>			
	GHR: 5a	SP <sub>1.Fach:</sub> 5a	B.A. <sub>ALK:</sub>	
	Gy/Ge: 8a,b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> Kern: 7bc, 8c Komp: 4a	
	BK: 8a,b	M.A. <sub>ALK:</sub>		
<b>LPO 1994/2000: A1-5</b>	M.A. <sub>AS:</sub> 1a, 2ab, 3a			
<b>LABG 2009</b>				
<b>G: 603</b>	<b>HRG: 603</b>	<b>GyGe/BK: 603</b>	<b>SP:</b>	

Like its lexical equivalents in several European languages, the term 'translation' denotes both the process and the results. In this course, we will be chiefly concerned with the former without, however, ignoring the latter. Translating has – since the Tower of Babel – been an indispensable part of human speech and writing, and it is, therefore, not surprising that translation theory, or rather theories, have been around since classical antiquity. Traditional translation theories were largely literature-oriented, and it was only in the 20th century that the linguistic features of translation began to be examined. We will briefly look at traditional translation theories before delving into modern approaches. Needless to say, the spin-off for various linguistic disciplines and also – dare it be said – for language teaching will likewise be addressed. Participants will be given background material to study and practical assignments to analyse not only source language texts with regard to translation problems, but also various completed and published target language translations. Reading materials as well as requirements for credits will be announced in the first meeting.

### Sprachpraxis

**BML students who still need to take the 4SWS IFC should contact Dr Richard Bell to discuss arrangements.**

### 1. STUDIENPHASE

The programme of courses offered as part of the Sprachpraxis module consists of Integrated Foundation Courses (IFCs), Written and Oral Communication Courses (WOCs), and Academic Writing Courses. You should attend one of each type of course, starting with an IFC (2SWS) and a WOC (2SWS). You must successfully complete the WOC in class essay before you can take an Academic Writing Course. These course types are described in greater detail below.

#### Integrated Foundation Courses (IFC)

The aim of these courses is to provide systematic and interconnected language training. Hence, all IFCs will contain elements of grammar practice, mistakes recognition, listening and reading comprehension, vocabulary building, and some discussions.

<b>154401</b>	<b>IFC I (2 Ü)</b>			
	<b>Di 12:15 – 13:45</b>	<b>R. 3.205</b>	<b>Hamblock</b>	
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA: 401</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 3a	SP <sub>1.Fach:</sub> 3a	B.A. <sub>ALK:</sub>	
	Gy/Ge: 3a	SP <sub>2.Fach:</sub> 1e, 2c	B.A. <sub>AS:</sub> PO09: Kern 1b, Komp 1a	

	BK: 3a		M.A. <sub>ALK</sub> :
	LPO 1994/2000:	M.A. <sub>AS</sub> :	
	LABG 2009		
G: 101	HRG: 101	GyGe/BK: 101	SP: 101

<b>154402</b>	<b>IFC II (2 Ü)</b>		
	Mo 14:15 – 15:45	R. 3.206	Mulder
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 401		
	MA LA:		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach</sub> : 3a	B.A. <sub>ALK</sub> :
	Gy/Ge: 3a	SP <sub>2.Fach</sub> : 1e, 2c	B.A. <sub>AS</sub> : Kern 1b, Komp 1a
	BK: 3a		M.A. <sub>ALK</sub> :
	LPO 1994/2000:	M.A. <sub>AS</sub> :	
LABG 2009			
G: 101	HRG: 101	GyGe/BK: 101	SP: 101

<b>154403</b>	<b>IFC III (2 Ü)</b>		
	Mo 16:15 – 17:45	R. 3.206	Mulder
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 401		
	MA LA:		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach</sub> : 3a	B.A. <sub>ALK</sub> :
	Gy/Ge: 3a	SP <sub>2.Fach</sub> : 1e, 2c	B.A. <sub>AS</sub> : Kern 1b, Komp 1a
	BK: 3a		M.A. <sub>ALK</sub> :
	LPO 1994/2000:	M.A. <sub>AS</sub> :	
LABG 2009			
G: 101	HRG: 101	GyGe/BK: 101	SP: 101

<b>154404</b>	<b>IFC IV (2 Ü)</b>		
	Mi 14:15 – 15:45	R. 3.205	Kerschen
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 401		
	MA LA:		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach</sub> : 3a	B.A. <sub>ALK</sub> :
	Gy/Ge: 3a	SP <sub>2.Fach</sub> : 1e, 2c	B.A. <sub>AS</sub> : Kern 1b, Komp 1a
	BK: 3a		M.A. <sub>ALK</sub> :
	LPO 1994/2000:	M.A. <sub>AS</sub> :	
LABG 2009			
G: 101	HRG: 101	GyGe/BK: 101	SP: 101

<b>154405</b>	<b>IFC V (2 Ü)</b>		
	Fr 14:15 – 15:45	R. 3.205	Kerschen
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 401		
	MA LA:		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach</sub> : 3a	B.A. <sub>ALK</sub> :
	Gy/Ge: 3a	SP <sub>2.Fach</sub> : 1e, 2c	B.A. <sub>AS</sub> : Kern 1b, Komp 1a
	BK: 3a		M.A. <sub>ALK</sub> :
	LPO 1994/2000:	M.A. <sub>AS</sub> :	
LABG 2009			
G: 101	HRG: 101	GyGe/BK: 101	SP: 101

<b>154406</b>	<b>IFC VI (2 Ü)</b>		
	Fr 10:15 – 11:45	R. 3.205	Dierich
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 401		
	MA LA:		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach</sub> : 3a	B.A. <sub>ALK</sub> :
	Gy/Ge: 3a	SP <sub>2.Fach</sub> : 1e, 2c	B.A. <sub>AS</sub> : Kern 1b, Komp 1a
	BK: 3a		M.A. <sub>ALK</sub> :
	LPO 1994/2000:	M.A. <sub>AS</sub> :	
LABG 2009			
G: 101	HRG: 101	GyGe/BK: 101	SP: 101

<b>154407</b>	<b>IFC VII (2 Ü)</b>		
	Do 12:15 – 13:45	R. 3.207	Sanders
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 401		
	MA LA:		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach</sub> : 3a	B.A. <sub>ALK</sub> :

	Gy/Ge: 3a	SP <sub>2.Fach:</sub> 1e, 2c	B.A. <sub>AS:</sub> Kern 1b, Komp 1a
	BK: 3a		M.A. <sub>ALK:</sub>
	LPO 1994/2000:	M.A. <sub>AS:</sub>	
	LABG 2009		
<b>G:</b>	<b>101</b>	<b>HRG: 101</b>	<b>GyGe/BK: 101</b> <b>SP: 101</b>

<b>154408</b>	<b>IFC VIII (2 Ü)</b>		
	Mi 12:15 – 13:45	R. 3.207	Wengren
Modulzuordnungen:	LEHRAMTSTUDI/ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 401		
	MA LA:		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach:</sub> 3a	B.A. <sub>ALK:</sub>
	Gy/Ge: 3a	SP <sub>2.Fach:</sub> 1e, 2c	B.A. <sub>AS:</sub> Kern 1b, Komp 1a
	BK: 3a		M.A. <sub>ALK:</sub>
	LPO 1994/2000:	M.A. <sub>AS:</sub>	
	LABG 2009		
<b>G:</b>	<b>101</b>	<b>HRG: 101</b>	<b>GyGe/BK: 101</b> <b>SP: 101</b>

<b>154409</b>	<b>IFC IX (2 Ü)</b>		
	Di 14:15 – 15:45	R. 3.406	Lange
Modulzuordnungen:	LEHRAMTSTUDI/ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 401		
	MA LA:		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach:</sub> 3a	B.A. <sub>ALK:</sub>
	Gy/Ge: 3a	SP <sub>2.Fach:</sub> 1e, 2c	B.A. <sub>AS:</sub> Kern 1b, Komp 1a
	BK: 3a		M.A. <sub>ALK:</sub>
	LPO 1994/2000:	M.A. <sub>AS:</sub>	
	LABG 2009		
<b>G:</b>	<b>101</b>	<b>HRG: 101</b>	<b>GyGe/BK: 101</b> <b>SP: 101</b>

#### Written and Oral Communications Courses (WOC)

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”.

<b>154410</b>	<b>WOC: Media Studies (2 Ü)</b>		
	Fr 14:15 – 15:45	R. 3.206	Bell
Modulzuordnungen:	LEHRAMTSTUDI/ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 402		
	MA LA:		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach:</sub> 3a	B.A. <sub>ALK:</sub> Kern: 1d Komp: 1c
	Gy/Ge: 3a	SP <sub>2.Fach:</sub> 1e, 2c, 3b	B.A. <sub>AS:</sub> Kern: 1b Komp: 1a
	BK: 3a		M.A. <sub>ALK:</sub>
	LPO 1994/2000:	M.A. <sub>AS:</sub>	
	LABG 2009		
<b>G:</b>	<b>102</b>	<b>HRG: 102</b>	<b>GyGe/BK: 102</b> <b>SP: 102</b>

<b>154411</b>	<b>WOC: US TV Crime Drama (2 Ü)</b>		
	Di 16:15 – 17:45	R. 3.207	Hill
Modulzuordnungen:	LEHRAMTSTUDI/ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 402		
	MA LA:		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach:</sub> 3a	B.A. <sub>ALK:</sub> Kern: 1d Komp: 1c
	Gy/Ge: 3a	SP <sub>2.Fach:</sub> 1e, 2c, 3b	B.A. <sub>AS:</sub> Kern: 1b Komp: 1a
	BK: 3a		M.A. <sub>ALK:</sub>
	LPO 1994/2000:	M.A. <sub>AS:</sub>	
	LABG 2009		
<b>G:</b>	<b>102</b>	<b>HRG: 102</b>	<b>GyGe/BK: 102</b> <b>SP: 102</b>

<b>154412</b>	<b>WOC: Slang (2 Ü)</b>		
	Mi 16:15 – 17:45	R. 3.207	Kerschen
Modulzuordnungen:	LEHRAMTSTUDI/ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 402		
	MA LA:		
	LPO 2003		
	GHR: 3a	SP <sub>1.Fach:</sub> 3a	B.A. <sub>ALK:</sub> Kern: 1d Komp: 1c
	Gy/Ge: 3a	SP <sub>2.Fach:</sub> 1e, 2c, 3b	B.A. <sub>AS:</sub> Kern: 1b Komp: 1a
	BK: 3a		M.A. <sub>ALK:</sub>
	LPO 1994/2000:	M.A. <sub>AS:</sub>	
	LABG 2009		
<b>G:</b>	<b>102</b>	<b>HRG: 102</b>	<b>GyGe/BK: 102</b> <b>SP: 102</b>

<b>154413</b>	<b>WOC: Crime (2 Ü)</b>		
	<b>Mo 16:15 – 17:45</b>	<b>R. 3.205</b>	<b>Dierich</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 402</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	<b>GHR: 3a</b>	<b>SP<sub>1.Fach:</sub> 3a</b>	<b>B.A.<sub>ALK:</sub> Kern: 1d Komp: 1c</b>
	<b>Gy/Ge: 3a</b>	<b>SP<sub>2.Fach:</sub> 1e, 2c, 3b</b>	<b>B.A.<sub>AS:</sub> Kern: 1b Komp: 1a</b>
	<b>BK: 3a</b>		<b>M.A.<sub>ALK:</sub></b>
	<b>LPO 1994/2000:</b>	<b>M.A.<sub>AS:</sub></b>	
	<b>LABG 2009</b>		
	<b>G: 102</b>	<b>HRG: 102</b>	<b>GyGe/BK: 102 SP: 102</b>

<b>154414</b>	<b>WOC: Independent Films (2 Ü)</b>		
	<b>Fr 14:15 – 15:45</b>	<b>R. U331</b>	<b>Dierich</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 402</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	<b>GHR: 3a</b>	<b>SP<sub>1.Fach:</sub> 3a</b>	<b>B.A.<sub>ALK:</sub> Kern: 1d Komp: 1c</b>
	<b>Gy/Ge: 3a</b>	<b>SP<sub>2.Fach:</sub> 1e, 2c, 3b</b>	<b>B.A.<sub>AS:</sub> Kern: 1b Komp: 1a</b>
	<b>BK: 3a</b>		<b>M.A.<sub>ALK:</sub></b>
	<b>LPO 1994/2000:</b>	<b>M.A.<sub>AS:</sub></b>	
	<b>LABG 2009</b>		
	<b>G: 102</b>	<b>HRG: 102</b>	<b>GyGe/BK: 102 SP: 102</b>

<b>154415</b>	<b>WOC: Sitcoms (2 Ü)</b>		
	<b>Mi 12:15 – 13:45</b>	<b>R. 3.208</b>	<b>Hamblock</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 402</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	<b>GHR: 3a</b>	<b>SP<sub>1.Fach:</sub> 3a</b>	<b>B.A.<sub>ALK:</sub> Kern: 1d Komp: 1c</b>
	<b>Gy/Ge: 3a</b>	<b>SP<sub>2.Fach:</sub> 1e, 2c, 3b</b>	<b>B.A.<sub>AS:</sub> Kern: 1b Komp: 1a</b>
	<b>BK: 3a</b>		<b>M.A.<sub>ALK:</sub></b>
	<b>LPO 1994/2000:</b>	<b>M.A.<sub>AS:</sub></b>	
	<b>LABG 2009</b>		
	<b>G: 102</b>	<b>HRG: 102</b>	<b>GyGe/BK: 102 SP: 102</b>

<b>154416</b>	<b>WOC: Films (2 Ü)</b>		
	<b>Mi 14:15 – 15:45</b>	<b>R. U331</b>	<b>Mulder</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 402</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	<b>GHR: 3a</b>	<b>SP<sub>1.Fach:</sub> 3a</b>	<b>B.A.<sub>ALK:</sub> Kern: 1d Komp: 1c</b>
	<b>Gy/Ge: 3a</b>	<b>SP<sub>2.Fach:</sub> 1e, 2c, 3b</b>	<b>B.A.<sub>AS:</sub> Kern: 1b Komp: 1a</b>
	<b>BK: 3a</b>		<b>M.A.<sub>ALK:</sub></b>
	<b>LPO 1994/2000:</b>	<b>M.A.<sub>AS:</sub></b>	
	<b>LABG 2009</b>		
	<b>G: 102</b>	<b>HRG: 102</b>	<b>GyGe/BK: 102 SP: 102</b>

<b>154417</b>	<b>WOC: Independent Films (2 Ü)</b>		
	<b>Fr 12:15 – 13:45</b>	<b>R. 3.208</b>	<b>Dierich</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 402</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	<b>GHR: 3a</b>	<b>SP<sub>1.Fach:</sub> 3a</b>	<b>B.A.<sub>ALK:</sub> Kern: 1d Komp: 1c</b>
	<b>Gy/Ge: 3a</b>	<b>SP<sub>2.Fach:</sub> 1e, 2c, 3b</b>	<b>B.A.<sub>AS:</sub> Kern: 1b Komp: 1a</b>
	<b>BK: 3a</b>		<b>M.A.<sub>ALK:</sub></b>
	<b>LPO 1994/2000:</b>	<b>M.A.<sub>AS:</sub></b>	
	<b>LABG 2009</b>		
	<b>G: 102</b>	<b>HRG: 102</b>	<b>GyGe/BK: 102 SP: 102</b>

<b>154418</b>	<b>WOC: US TV Crime Drama (2 Ü)</b>		
	<b>Do 12:15 – 13:45</b>	<b>R. 3.205</b>	<b>Hill</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 402</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	<b>GHR: 3a</b>	<b>SP<sub>1.Fach:</sub> 3a</b>	<b>B.A.<sub>ALK:</sub> Kern: 1d Komp: 1c</b>
	<b>Gy/Ge: 3a</b>	<b>SP<sub>2.Fach:</sub> 1e, 2c, 3b</b>	<b>B.A.<sub>AS:</sub> Kern: 1b Komp: 1a</b>
	<b>BK: 3a</b>		<b>M.A.<sub>ALK:</sub></b>
	<b>LPO 1994/2000:</b>	<b>M.A.<sub>AS:</sub></b>	
	<b>LABG 2009</b>		

	G: 102	HRG: 102	GyGe/BK: 102	SP: 102
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<b>154419</b>	<b>WOC: Short Stories (2 Ü)</b>			
	<b>Do 14:15 – 15:45</b>	<b>R. 3.205</b>	<b>Hill</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>ENGÄNGE:</b>			
	<b>BA LA: 402</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 3a	SP <sub>1.Fach:</sub> 3a	B.A. <sub>ALK:</sub> Kern: 1d Komp: 1c	
	Gy/Ge: 3a	SP <sub>2.Fach:</sub> 1e, 2c, 3b	B.A. <sub>AS:</sub> Kern: 1b Komp: 1a	
	BK: 3a		M.A. <sub>ALK:</sub>	
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>			
<b>LABG 2009</b>				
	G: 102	HRG: 102	GyGe/BK: 102	SP: 102

<b>154420</b>	<b>WOC: Media Studies (2 Ü)</b>			
	<b>Do 14:15 – 15:45</b>	<b>R. 3.208</b>	<b>Sanders</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>ENGÄNGE:</b>			
	<b>BA LA: 402</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 3a	SP <sub>1.Fach:</sub> 3a	B.A. <sub>ALK:</sub> Kern: 1d Komp: 1c	
	Gy/Ge: 3a	SP <sub>2.Fach:</sub> 1e, 2c, 3b	B.A. <sub>AS:</sub> Kern: 1b Komp: 1a	
	BK: 3a		M.A. <sub>ALK:</sub>	
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>			
<b>LABG 2009</b>				
	G: 102	HRG: 102	GyGe/BK: 102	SP: 102

#### Academic Writing (LABG 2009 & BA Angewandt ONLY)

You must successfully complete the WOC in-class essay before you can take an Academic Writing Course.

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.

<b>154421</b>	<b>Academic Writing: Comics (2Ü)</b>			
	<b>Mo 14:15 – 15:45</b>	<b>R. 3.207</b>	<b>Hamblock</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>ENGÄNGE:</b>			
	<b>BA LA:</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub> Kern: 8b Komp: 4c	
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> Komp:3a	
	BK:		M.A. <sub>ALK:</sub>	
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>			
<b>LABG 2009</b>				
	G:	HRG: 103	GyGe/BK: 103	SP:

<b>154422</b>	<b>Academic Writing: Contemporary American Poetry (2Ü)</b>			
	<b>Mi 12:15 – 13:45</b>	<b>R. 3.205</b>	<b>Mulder</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>ENGÄNGE:</b>			
	<b>BA LA:</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub> Kern: 8b Komp: 4c	
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> Komp:3a	
	BK:		M.A. <sub>ALK:</sub>	
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>			
<b>LABG 2009</b>				
	G:	HRG: 103	GyGe/BK: 103	SP:

<b>154423</b>	<b>Academic Writing: Gender Studies (2 Ü)</b>			
	<b>Fr 12:15 – 13:45</b>	<b>R. 3.207</b>	<b>Kerschen</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>ENGÄNGE:</b>			
	<b>BA LA:</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub> Kern: 8b Komp: 4c	
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> Komp:3a	
	BK:		M.A. <sub>ALK:</sub>	
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>			
<b>LABG 2009</b>				

	G:	HRG: 103	GyGe/BK: 103	SP:
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<b>154424</b>	<b>Academic Writing: Video Games (2 Ü)</b>			
	Fr 10:15 – 11:45	R. 3.207	Bell	
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA:			
	MA LA:			
	LPO 2003			
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub> Kern: 8b Komp: 4c	
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> Komp:3a	
	BK:		M.A. <sub>ALK:</sub>	
	LPO 1994/2000:	M.A. <sub>AS:</sub>		
	LABG 2009			
	G:	HRG: 103	GyGe/BK: 103	SP:

<b>154425</b>	<b>Academic Writing: Fantasy (2Ü)</b>			
	Fr 10:15 – 11:45	R. 3.206	Kerschen	
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA:			
	MA LA:			
	LPO 2003			
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub> Kern: 8b Komp: 4c	
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> Komp:3a	
	BK:		M.A. <sub>ALK:</sub>	
	LPO 1994/2000:	M.A. <sub>AS:</sub>		
	LABG 2009			
	G:	HRG: 103	GyGe/BK: 103	SP:

<b>154426</b>	<b>Academic Writing: Dystopian Visions (2 Ü)</b>			
	Mo 12:15 – 13:45	R. 3.207	Dierich	
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA:			
	MA LA:			
	LPO 2003			
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub> Kern: 8b Komp: 4c	
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> Komp:3a	
	BK:		M.A. <sub>ALK:</sub>	
	LPO 1994/2000:	M.A. <sub>AS:</sub>		
	LABG 2009			
	G:	HRG: 103	GyGe/BK: 103	SP:

<b>154427</b>	<b>Academic Writing: Film Adaptations (2 Ü)</b>			
	Do 12:15 – 13:45	R. 3.206	Mulder	
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA:			
	MA LA:			
	LPO 2003			
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub> Kern: 8b Komp: 4c	
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> Komp:3a	
	BK:		M.A. <sub>ALK:</sub>	
	LPO 1994/2000:	M.A. <sub>AS:</sub>		
	LABG 2009			
	G:	HRG: 103	GyGe/BK: 103	SP:

<b>154428</b>	<b>Academic Writing: The Gothic (2 Ü)</b>			
	Fr 12:15 – 13:45	R. 3.205	Bell	
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA:			
	MA LA:			
	LPO 2003			
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub> Kern: 8b Komp: 4c	
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> Komp:3a	
	BK:		M.A. <sub>ALK:</sub>	
	LPO 1994/2000:	M.A. <sub>AS:</sub>		
	LABG 2009			
	G:	HRG: 103	GyGe/BK: 103	SP:

<b>154429</b>	<b>Academic Writing: Problems in Philosophy (2 Ü)</b>			
	Mo 10:15 – 11:45	R. 3.207	Dierich	
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA:			
	MA LA:			
	LPO 2003			
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub> Kern: 8b Komp: 4c	
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> Komp:3a	
	BK:		M.A. <sub>ALK:</sub>	

	<b>LPO 1994/2000:</b>	M.A.AS:
	<b>LABG 2009</b>	
<b>G:</b>	<b>HRG: 103</b>	<b>GyGe/BK: 103</b> <b>SP:</b>

## 1./2. STUDIENPHASE

### Auslandsaufenthalt

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

### Project Design and Evaluation

<b>154430</b>	<b>Project Design and Evaluation (3 Ü)</b>		
			<b>Bell</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 403</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 4d	SP <sub>1.Fach:</sub> 4d	B.A. <sub>ALK:</sub>
	Gy/Ge: 4d	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 5c		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>	
	<b>LABG 2009</b>		
<b>G: 103</b>	<b>HRG: 104</b>	<b>GyGe/BK: 104</b>	<b>SP: 103</b>

<b>154431</b>	<b>Project Design and Evaluation (1 Ü)</b>		
			<b>Dierich</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 403</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 4d	SP <sub>1.Fach:</sub> 4d	B.A. <sub>ALK:</sub>
	Gy/Ge: 4d	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 5c		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>	
	<b>LABG 2009</b>		
<b>G: 103</b>	<b>HRG: 104</b>	<b>GyGe/BK: 104</b>	<b>SP: 103</b>

<b>154432</b>	<b>Project Design and Evaluation (1 Ü)</b>		
			<b>Mulder</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 403</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 4d	SP <sub>1.Fach:</sub> 4d	B.A. <sub>ALK:</sub>
	Gy/Ge: 4d	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 5c		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>	
	<b>LABG 2009</b>		
<b>G: 103</b>	<b>HRG: 104</b>	<b>GyGe/BK: 104</b>	<b>SP: 103</b>

<b>154433</b>	<b>Project Design and Evaluation (1 Ü)</b>		
			<b>Hamblock</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 403</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 4d	SP <sub>1.Fach:</sub> 4d	B.A. <sub>ALK:</sub>
	Gy/Ge: 4d	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 5c		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>	
	<b>LABG 2009</b>		
<b>G: 103</b>	<b>HRG: 104</b>	<b>GyGe/BK: 104</b>	<b>SP: 103</b>

## 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 (LPO2003, BML (LPO2005), MA Angewandt)

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.

<b>154434</b>	<b>Academic Writing I: Special Projects (2 Ü)</b>		
	<b>Do 14:15 – 15:45</b>	<b>R. 3.207</b>	<b>Kane</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b>		
	<b>MA LA: 1002</b>		
	<b>LPO 2003</b>		
	GHR: 5d	SP <sub>1.Fach</sub> : 5d	B.A. <sub>ALK</sub> :
	Gy/Ge: 8b	SP <sub>2.Fach</sub> : 3b	B.A. <sub>AS</sub> :
	BK: 8b		M.A. <sub>ALK</sub> : PO09: 1a
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> : PO09: 2b	
	<b>LABG 2009</b>		
<b>G:</b>		<b>HRG:</b>	<b>GyGe/BK:</b> <b>SP:</b>

<b>154435</b>	<b>Academic Writing II: Visual Narratives (2 Ü)</b>		
	<b>Do 16:15 – 17:45</b>	<b>R. 3.205</b>	<b>Bialock</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b>		
	<b>MA LA: 1002</b>		
	<b>LPO 2003</b>		
	GHR: 5d	SP <sub>1.Fach</sub> : 5d	B.A. <sub>ALK</sub> :
	Gy/Ge: 8b	SP <sub>2.Fach</sub> : 3b	B.A. <sub>AS</sub> :
	BK: 8b		M.A. <sub>ALK</sub> : PO09: 1a
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> : PO09: 2b	
	<b>LABG 2009</b>		
<b>G:</b>		<b>HRG:</b>	<b>GyGe/BK:</b> <b>SP:</b>

<b>154436</b>	<b>Academic Writing III: Slayer Studies (2 Ü)</b>		
	<b>Mi 10:15 – 11:45</b>	<b>R. 3.207</b>	<b>Bell</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b>		
	<b>MA LA: 1002</b>		
	<b>LPO 2003</b>		
	GHR: 5d	SP <sub>1.Fach</sub> : 5d	B.A. <sub>ALK</sub> :
	Gy/Ge: 8b	SP <sub>2.Fach</sub> : 3b	B.A. <sub>AS</sub> :
	BK: 8b		M.A. <sub>ALK</sub> : PO09: 1a
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> : PO09: 2b	
	<b>LABG 2009</b>		
<b>G:</b>		<b>HRG:</b>	<b>GyGe/BK:</b> <b>SP:</b>

### Translation

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

<b>154437</b>	<b>Translation German/English I (2 Ü)</b>		
	<b>Do 16:15 – 17:45</b>	<b>R. 3.206</b>	<b>Mulder</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 1001</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 5d	SP <sub>1.Fach</sub> : 5d	B.A. <sub>ALK</sub> : Kern: 8b Komp: 4c
	Gy/Ge: 8b	SP <sub>2.Fach</sub> : 3b	B.A. <sub>AS</sub> : Komp:3a
	BK: 8b		M.A. <sub>ALK</sub> : PO09: 1a
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> : PO09: 2b	
	<b>LABG 2009</b>		
<b>G:</b>	<b>701</b>	<b>HRG: 801</b>	<b>GyGe/BK: 901      SP: 701</b>

<b>154438</b>	<b>Translation German/English II (2 Ü)</b>		
	<b>Mi 10:15 – 11:45</b>	<b>R. 3.205</b>	<b>Hamblock</b>

Modulzuordnungen:	<b>LEHRAMTSTUDI ENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA:</b>			
	<b>MA LA: 1001</b>			
	<b>LPO 2003</b>			
	GHR: 5d	SP <sub>1.Fach</sub> : 5d	B.A. <sub>ALK</sub> : Kern: 8b Komp: 4c	
	Gy/Ge: 8b	SP <sub>2.Fach</sub> : 3b	B.A. <sub>AS</sub> : Komp:3a	
	BK: 8b		M.A. <sub>ALK</sub> : PO09: 1a	
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> : PO09: 2b		
<b>LABG 2009</b>				
<b>G: 701</b>	<b>HRG: 801</b>	<b>GyGe/BK: 901</b>	<b>SP: 701</b>	

<b>154439</b>	<b>Translation German/English III (2 Ü)</b>			
	<b>Di 16:00 – 17:30</b>	<b>R. 3.205</b>	<b>Hamblock</b>	
Modulzuordnungen:	<b>LEHRAMTSTUDI ENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA:</b>			
	<b>MA LA: 1001</b>			
	<b>LPO 2003</b>			
	GHR: 5d	SP <sub>1.Fach</sub> : 5d	B.A. <sub>ALK</sub> : Kern: 8b Komp: 4c	
	Gy/Ge: 8b	SP <sub>2.Fach</sub> : 3b	B.A. <sub>AS</sub> : Komp:3a	
	BK: 8b		M.A. <sub>ALK</sub> : PO09: 1a	
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> : PO09: 2b		
<b>LABG 2009</b>				
<b>G: 701</b>	<b>HRG: 801</b>	<b>GyGe/BK: 901</b>	<b>SP: 701</b>	

<b>154440</b>	<b>Translation German/English IV (2 Ü)</b>			
	<b>Fr 16:15 – 17:45</b>	<b>R. 3.205</b>	<b>Weise</b>	
Modulzuordnungen:	<b>LEHRAMTSTUDI ENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA:</b>			
	<b>MA LA: 1001</b>			
	<b>LPO 2003</b>			
	GHR: 5d	SP <sub>1.Fach</sub> : 5d	B.A. <sub>ALK</sub> : Kern: 8b Komp: 4c	
	Gy/Ge: 8b	SP <sub>2.Fach</sub> : 3b	B.A. <sub>AS</sub> : Komp:3a	
	BK: 8b		M.A. <sub>ALK</sub> : PO09: 1a	
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> : PO09: 2b		
<b>LABG 2009</b>				
<b>G: 701</b>	<b>HRG: 801</b>	<b>GyGe/BK: 901</b>	<b>SP: 701</b>	

### Englische Fachdidaktik

#### 1. STUDIENPHASE

<b>154301</b>	<b>Introduction to Teaching English as a Second/Foreign Language – Kurs A</b>			
	<b>Do 12:15 – 13:45</b>	<b>R. 0.215</b>	<b>Rossa</b>	
Modulzuordnungen:	<b>LEHRAMTSTUDI ENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA: 303</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 2c	SP <sub>1.Fach</sub> : 2c	B.A. <sub>ALK</sub> :	
	Gy/Ge: 2c	SP <sub>2.Fach</sub> : 2d	B.A. <sub>AS</sub> : Kern 2b Komp 2a	
	BK: 2c		M.A. <sub>ALK</sub> :	
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> :		
<b>LABG 2009</b>				
<b>G: 201</b>	<b>HRG: 201</b>	<b>GyGe/BK: 201</b>	<b>SP: 201</b>	

<b>154302</b>	<b>Introduction to Teaching English as a Second/Foreign Language – Kurs B</b>			
	<b>Mi 10:15 – 11:45</b>	<b>R. U331</b>	<b>Nold</b>	
Modulzuordnungen:	<b>LEHRAMTSTUDI ENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA: 303</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 2c	SP <sub>1.Fach</sub> : 2c	B.A. <sub>ALK</sub> :	
	Gy/Ge: 2c	SP <sub>2.Fach</sub> : 2d	B.A. <sub>AS</sub> : Kern 2b Komp 2a	
	BK: 2c		M.A. <sub>ALK</sub> :	
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> :		
<b>LABG 2009</b>				
<b>G: 201</b>	<b>HRG: 201</b>	<b>GyGe/BK: 201</b>	<b>SP: 201</b>	

<b>154303</b>	<b>Introduction to Teaching English as a Second/Foreign Language –Kurs C</b>			
	<b>Do 10:15-11:45</b>	<b>R. 0.220</b>	<b>Timpe</b>	
Modulzuordnungen:	<b>LEHRAMTSTUDI ENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA: 303</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			

	GHR: 2c	SP <sub>1.Fach</sub> : 2c	B.A. <sub>ALK</sub> :
	Gy/Ge: 2c	SP <sub>2.Fach</sub> : 2b	B.A. <sub>AS</sub> : Kern 2b Komp 2a
	BK: 2c		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> :	
	<b>LABG 2009</b>		
<b>G:</b>	<b>201</b>	<b>HRG:201</b>	<b>GyGe/BK: 201</b> <b>SP: 201</b>

<b>154304</b>	<b>Introduction to Teaching English as a Second/Foreign Language – Kurs D</b>		
	<b>Blockseminar 19. – 24.08.2013 Jeweils von 09:00 – 16:00</b>	<b>R. 3.208</b>	<b>Papenberg</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 2c	SP <sub>1.Fach</sub> : 2c	B.A. <sub>ALK</sub> :
	Gy/Ge: 2c	SP <sub>2.Fach</sub> : 2b	B.A. <sub>AS</sub> : Kern 2b Komp 2a
	BK: 2c		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> :	
	<b>LABG 2009</b>		
<b>G:</b>	<b>201</b>	<b>HRG: 201</b>	<b>GyGe/BK: 201</b> <b>SP: 201</b>

<b>154305</b>	<b>Introduction to Teaching English as a Second/Foreign Language – Kurs E</b>		
	<b>Fr 08:30 – 10:00</b>	<b>R. 3.208</b>	<b>Althoff</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 303</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 2c	SP <sub>1.Fach</sub> : 2c	B.A. <sub>ALK</sub> :
	Gy/Ge: 2c	SP <sub>2.Fach</sub> : 2b	B.A. <sub>AS</sub> : Kern 2b, Komp 2a
	BK: 4d, 5a, 5b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> :	
	<b>LABG 2009</b>		
<b>G:</b>	<b>201</b>	<b>HRG: 201</b>	<b>GyGe/BK: 201</b> <b>SP: 201</b>

Making the transition from language learner to language teacher requires students of English to look at the EFL-classroom from a new angle and to familiarize themselves with theoretically and empirically driven models, concepts, and approaches that are relevant for the field of teaching and learning English as a foreign language. The aim of this obligatory course is to introduce students to the disciplines "*Fachdidaktik Englisch*" and "Applied Linguistics" by providing a state-of-the-art review of relevant issues and current debates. These include the following:

- ◆ *Fremdsprachendidaktik* as an applied science
- ◆ The context of language teaching and learning: European and national language learning policies, e.g. educational standards (*Bildungsstandards*) and curricula,
- ◆ Explaining (second) language acquisition
- ◆ Learner variables and the roles of the teacher
- ◆ Principles and methodological options in language teaching
- ◆ Developing and assessing language skills and intercultural communicative competence
- ◆ Teaching vocabulary and grammar
- ◆ Language, literature and culture in the classroom
- ◆ Making use of media in the classroom

The course will be accompanied by a tutorial. Course requirements will be announced in the first session.

## 2. STUDIENPHASE

<b>154306</b>	<b>Diagnose &amp; Förderung (2 HS)</b>		
	<b>Blockseminar 22. - 26.7.2013 09:00 – 16:00</b>	<b>R. 3.306</b>	<b>Steffens</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 601</b>		
	<b>MA LA: 1101</b>		
	<b>LPO 2003</b>		
	GHR: 2d, 4a, 4b	SP <sub>1.Fach</sub> : 2d, 4a, 4d	B.A. <sub>ALK</sub> :
	Gy/Ge: 2d, 5a, 5b	SP <sub>2.Fach</sub> : 3a	B.A. <sub>AS</sub> :
	BK: 2d, 5a, 5b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> :	
	<b>LABG 2009</b>		
<b>G:</b>	<b>203</b>	<b>HRG: 203</b>	<b>GyGe/BK: 203</b> <b>SP: 203</b>

Teaching across the ability range is one of the major challenges for teachers in an increasingly inclusive school system. Thus, teachers of English need to know how to diagnose different linguistic and social abilities of their learners. Also, rich material needs to be developed in order to facilitate individual learning processes.

This seminar will be organized as project work. In four sessions at the beginning of term (probably in the Easter break), we will be meeting to get a theoretical overview of diagnosing and promoting learning processes. Project groups will then develop teaching material that allows for individualized learning in English according to the regulations of the curricula and relevant topics in school. Throughout the semester, the groups will be working on their own. In the final block (first week of the summer break), your results will be presented and discussed in class. The material developed should ideally function as a useful resource for your internships and work experiences at school. Students who study primary school or special needs (*Sonderpädagogik*) are especially welcome!

Further information on relevant literature can be found on the IAA wiki from January 2013 onwards.

Requirements: Active (!) participation in class, developing of teaching material, presentation in class, final report (15 pages).

<b>154307</b>	<b>Assessing and diagnosing L2 development: Focus on grammar (Diagnose und individuelle Förderung) (2 HS)</b>		
	<b>Mo 10:15 – 11:45</b>	<b>R. U 331</b>	<b>Rossa</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 601</b>		
	<b>MA LA: 1101</b>		
	<b>LPO 2003</b>		
	GHR:	SP1.Fach:	B.A.ALK:
	Gy/Ge:	SP2.Fach:	B.A.AS:
	BK:		M.A.ALK:
	LPO 1994/2000:	M.A.AS:	
	<b>LABG 2009</b>		
	<b>G: 203</b>	<b>HRG: 203</b>	<b>GyGe/BK: 203</b> <b>SP: 203</b>

Assessing the progress learners make in developing their second/foreign language has been an unlikely Cinderella in the field of research on TEFL for some time. However, with the perceived (re)turn to basing teaching on competences, standards and – at the same time – learner autonomy, language teachers are now required to become experts in diagnosing individual learners with regard to their L2 development and selecting and developing texts, media and tasks to support them in acquiring the “foreign” language system. This course will focus on the acquisition of L2 grammar, options in grammar teaching and on instruments for the diagnosis of L2 (grammar) development.

Credit requirements will be discussed in the first session.

<b>154308</b>	<b>Intercultural pragmatics in ELT (2HS) (auch PS für LABG 2009)</b>		
	<b>Do 8:30 - 10:00</b>	<b>R. 3.208</b>	<b>Timpe</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:601, 602, 603</b>		
	<b>MA LA:1101, 1102, 1104</b>		
	<b>LPO 2003</b>		
	GHR: 2d, 4a,4b	SP <sub>1.Fach</sub> : 4a,4b	B.A.ALK:
	Gy/Ge: 4d,5a,5b	SP <sub>2.Fach</sub> : 3a	B.A.AS: TG 4
	BK: 4d,5a,5b		M.A.ALK:
	LPO 1994/2000:	M.A.AS: TG 4	
	<b>LABG 2009</b>		
	<b>G: 202</b>	<b>HRG: 202</b>	<b>GyGe/BK: 202</b> <b>SP: 202</b>

When using a language in order to communicate, we do so always in a certain context which determines how we say something or perceive an utterance. This context-dependent use of language and the study thereof is called pragmatics. As an integral part of communicative language ability, pragmatics is thus often referred to as “the study of people’s comprehension and production of linguistic action in context” (Kapsar & Blum-Kulka, 1993, p. 3). Given the many different varieties of English, how can teachers promote such a central competence in their learners? What learning environments are needed in- and outside of the classroom to foster pragmatic competence?

In this class, we will first look at key pragmatic concepts such as implicatures, speech acts, routine formulae, and politeness principles in order to build a solid basis for what constitutes pragmatic competence. Then we will discuss research findings from the fields of interlanguage, cross-cultural, and intercultural pragmatics before discussing how pragmatic competence can be implemented into EFL teaching. In the context of pragmatic competence in ELT we will identify teaching objectives and deal with the question of how elements of pragmatic competence can be assessed. The aim of this class is to provide a comprehensive understanding of pragmatic competence and its role in the English language teaching. Students will develop their own teaching materials, which will be implemented in schools and evaluated in the context of small-scale research projects.

Further requirements will be announced in the first session.

In case of questions, please feel free to contact me via email ([veronika.timpe@tu-dortmund.de](mailto:veronika.timpe@tu-dortmund.de)).

<b>154309</b>	<b>Project work in the EFL classroom (2 HS) (auch PS für LABG 09)</b>		
	<b>Di 14:15 – 15:45</b>	<b>R. 0.220</b>	<b>Jansing</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 601, 602, 603</b>		
	<b>MA LA: 1101, 1102</b>		
	<b>LPO 2003</b>		

	GHR: 2d, 4a, 4b	SP <sub>1.Fach</sub> : 2d, 4a, 4b	B.A. <sub>ALK</sub> :
	Gy/Ge: 2d, 5a, 5b	SP <sub>2.Fach</sub> : 3a	B.A. <sub>AS</sub> : Kern 6bc Komp 4b
	BK: 2d, 5a, 5b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> : TG 4	
	<b>LABG 2009</b>		
<b>G:</b>	<b>202</b>	<b>HRG: 202</b>	<b>GyGe/BK: 202</b> <b>SP: 202</b>

Project work has been described as a versatile vehicle for fully integrated language and content teaching. In this course we will discuss its various features and configurations and how it relates to associated teaching practices such as cooperative learning or task-oriented activities. Special focus will be on the question of how to effectively integrate the language teaching component into project work and the content-based classroom. We will also review practical examples of project work at schools in Germany and abroad, such as Legutke's Airport Project or email contacts with partner schools abroad. Participants should be prepared to develop their own ideas for project work.

The requirements for credits will be announced in our first meeting.  
Reading materials will be made available through the EWS-Workspace for this course.

<b>154310</b>	<b>Teaching Film (2 HS)</b>		
	Di 10:15 – 11:45	R. 3.207	Rossa
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b> <b>BA LA: 601, 603 MA LA: 1101 LPO 2003</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	GHR: 2d, 4a, 4b	SP <sub>1.Fach</sub> : 2d, 4a, 4d	B.A. <sub>ALK</sub> :
	Gy/Ge: 2d, 5a, 5b	SP <sub>2.Fach</sub> : 3a	B.A. <sub>AS</sub> : TG 2, TG4
	BK: 2d, 5a, 5b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> : TG 2, TG 4	
	<b>LABG 2009</b>		
<b>G:</b>		<b>HRG:</b>	<b>GyGe/BK:</b> <b>SP:</b>

The benefits of using film in the foreign language classroom are obvious: films bring voices, characters, oral Englishes, cultures, drama, conflict, comic relief and stimulating topics to the classroom in a way that language learners tend to perceive as authentic and meaningful. In this course we will start by approaching film from perspectives outside the language teaching world: film and media studies. We will then explore the methodological options in "exploiting" films for language learning. Students will be required to work in groups to design a teaching sequence on a film of their choice. You should only register for the course, if you are willing and (most probably) able to take part in an excursion to *Internationales Filmfest Emden-Norderney* (5 – 9 June 2013), which will be the setting of three seminar sessions and thus part of the credit requirements.

<b>154311</b>	<b>Teaching literature in the context of the new German standards of education for Abitur-level (2 HS)</b>		
	Mi 16:00 – 17:30	R. U331	Nold
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b> <b>BA LA: 601, 602, 603 MA LA: 1101, 1102, 1104 LPO 2003</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	GHR: 2d, 4a, 4b	SP <sub>1.Fach</sub> : 2d, 4a, 4b	B.A. <sub>ALK</sub> :
	Gy/Ge: 2d, 5a, 5b	SP <sub>2.Fach</sub> : 3a	B.A. <sub>AS</sub> :
	BK: 2d, 5a, 5b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> :	
	<b>LABG 2009</b>		
<b>G:</b>	<b>202</b>	<b>HRG: 202</b>	<b>GyGe/BK: 202</b> <b>SP: 202</b>

In this class we will be dealing with the new standards of education *Fremdsprachen* for upper secondary level, compare them with the standards for lower secondary level and draw our conclusions with regard to EFL teaching and learning. This means there will be a major focus on competence orientation, on developing competences – keeping in mind and reflecting on the question what this means for the teaching of literature in our classes.

You will find the standards on the WWW, using the label *Bildungsstandards Fremdsprachen*.

In addition, we will also consider the requirements of NRW for *Abitur* 2013 (also available on WWW). In line with the curricular suggestions of our state and based on ideas supported by publications on the use of literature in EFL teaching and learning, we will get involved in two novels that have been declared set books by the NRW government. The novels are:

Paul Auster, *Moon Palace*  
Don DeLillo, *Falling Man*

Depending on the participants' interest we can also take into account a comedy by Shakespeare or a novel for somewhat younger students (Sek I).

Requirements of this class depend on the study program of the participants.

Topics: ecological issues, postcolonial India, Shakespeare and the Elizabethan world, utopia, dystopia  
Texts: Paul Auster: *Moon Palace*, Don DeLillo: *Falling Man*

<b>154312</b>	<b>Early second language acquisition (2 HS)</b>		
	Mi 10:15 - 11:45	R. 0.220	Strauß
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b> <b>BA LA: 601,602,603 MA LA:1101,1104 LPO 2003</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	GHR: 2d, 4a,4b	SP <sub>1.Fach</sub> : 2d, 4a,4b	B.A. <sub>ALK</sub> :
	Gy/Ge:2d,5a,5b,	SP <sub>2.Fach</sub> : 3a	B.A. <sub>AS</sub> : TG 2, TG 4

	BK: 2d,5a,5b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> : TG 2, TG 4	
	<b>LABG 2009</b>		
	<b>G:202</b>	<b>HRG: 202</b>	<b>GyGe/BK: 202</b>
			<b>SP: 202</b>

This seminar centers around our cooperation with the bilingual kindergarten 'Kleyer Sonnenkinder e.V.' in Dortmund-Kley and the FABIDO Tageseinrichtung für Kinder, Friedrich-Henkel-Weg, in Dortmund-Dorsfeld. Seminar participants will spend two sessions at the kindergarten exploring issues in early second language acquisition. In order to get to know the kindergarten and the children, you will 'immerse' yourself into kindergarten life as an English-speaking assistant teacher in the first of these two sessions. At a later stage, you will get the chance to plan and teach a mini-lesson in the kindergarten with your fellow students. This practical component will be complemented by plenary sessions on selected readings in the field of applied linguistics that are central to early second language acquisition and language teaching. We will also look at the school program of the Dortmund International Primary Schools (DIPS) and discuss how these four bilingual primary schools pursue the children's foreign language education.

The exact 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. Before you register for the class, ask yourself if you are really interested in participating in the daily routine of the kindergarten and if you enjoy interacting with little children. If you do, you will get the most out of this class!

<b>154313</b>	<b>Scaffolding communicative activities in the EFL classroom (2HS) (auch PS für LABG 2009)</b>		
	Fr 14:15 – 15:45 <i>Außer am 12.04. 2013</i>	R. 0.220	Kane
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 601, 602		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR:	SP <sub>1.Fach</sub> :	B.A. <sub>ALK</sub> :
	Gy/Ge:	SP <sub>2.Fach</sub> :	B.A. <sub>AS</sub> : TG 4
	BK:		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> : TG 4	
	<b>LABG 2009</b>		
	<b>G:202</b>	<b>HRG: 202</b>	<b>GyGe/BK: 202</b>
			<b>SP: 202</b>

"Scaffolding" is a metaphor which highlights the need for systematic, thought-through support for learners engaged in the difficult project of learning another language. This seminar focuses on techniques teachers and learners can use to foster and intensify communicative learning in the EFL classroom. The main emphasis will be on student-orientated methods such as co-operative learning, task-based learning and drama techniques. However, the seminar will also seek to show that the scaffolding concept can be applied to other areas such as skill acquisition. Topics such as bilingual education and the internet will also be referenced. The approach in the seminar will be hands-on.

Students will be expected to give presentations and collect portfolios which reflect the seminar's central ideas. Joining the seminar's eWS site will be essential.

Recommended introductory reading: Jim Cummins & Pauline Gibbons: *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Heinemann, 2002.

<b>154314</b>	<b>Analysis and Interpretation in Sekundarstufe II (2HS) (auch PS für LABG 2009)</b>		
	Mo 18:00 – 19:30	R. 3.208	Pentzek
Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 601, 602		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP <sub>1.Fach</sub> : 2d, 4a, 4b	B.A. <sub>ALK</sub> :
	Gy/Ge: 2d, 5a, 5b	SP <sub>2.Fach</sub> : 3a	B.A. <sub>AS</sub> :
	BK: 2d, 5a, 5b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> :	
	<b>LABG 2009</b>		
	<b>G:202</b>	<b>HRG: 202</b>	<b>GyGe/BK: 202</b>
			<b>SP: 202</b>

Analyzing and interpreting different kinds of media is essential in the English language classroom of Sekundarstufe II and a mandatory part of any class test or exam; students are expected to be skilled in that province. At the same time, the focus of English didactics has shifted from the media itself to various new methods of teaching. However, a considerable number of assistant teachers and even qualified teachers seem to struggle with these basic skills and depend on educational publishing companies to supply them with everything they need. Relying on this aid is becoming more and more difficult as modern classrooms require modern teaching materials that have to be processed by teachers themselves, especially with regard to the demands of the Zentralabitur. Thus, this class focuses on the analysis and interpretation of different media (film, fictional and non-fictional texts, advertisements, etc.), classroom reduction and reliability, research, structuring of units, generating classroom material, and development, assessment and correction of class tests.

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

The requirements for credits will be announced in our first meeting.

<b>154315</b>	<b>Teaching Literature and Culture to Advanced Students of English (2 HS)</b>		
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	<b>Blockseminar 22. - 26.07.2013 Jeweils 09:00 – 16:00</b>	<b>R. 3.112</b>	<b>Hein</b>
<b>Modulzu- ordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 501,601,602,801, 802,803</b>		
	<b>MA LA: 1101,1102,1301,1 302,1303</b>		
	<b>LPO 2003</b>		
	<b>GHR: 4a,4b,5c</b>	<b>SP<sub>1.Fach</sub>: 4a,4b</b>	<b>B.A.<sub>ALK</sub>:</b>
	<b>Gy/Ge: 4d,5a,5b, 6a,6b,7a,7b</b>	<b>SP<sub>2.Fach</sub>: 3a</b>	<b>B.A.<sub>AS</sub>: TG 4</b>
<b>BK: 4d,5a,5b</b>		<b>M.A.<sub>ALK</sub>:</b>	
<b>LPO 1994/2000: B3,C,E1</b>	<b>M.A.<sub>AS</sub>: TG 4</b>		
<b>LABG 2009</b>			
<b>G: 202</b>	<b>HRG: 202</b>	<b>GyGe/BK: 202</b>	<b>SP: 202</b>

This seminar is designed for students of English who are planning to become teachers of English for upper secondary level (Sekundarstufe II) as we are going to focus on the official requirements, curriculum, and guidelines for English lessons and central exams in our *Oberstufe*. On the basis of those requirements we are going to design lessons and units on various literary and cultural topics, such as "Shakespeare – a literary 'giant' in the 21st century," "Utopia and dystopia – exploring alternative worlds," and "Post-colonialism and migration: the post-colonial experience in India." Students will be asked to prepare chosen topics and present their concepts in class so that different methods and approaches can be analyzed and evaluated. Active participation in all sessions and the contribution of concrete ideas for teaching English literature and culture (as sketched above) are the central requirements for a successful attendance of this class.

<b>154316</b>	<b>Supporting language learning in the CLIL-classroom (Diagnose und individuelle Förderung) (2 HS)</b>		
	<b>Mo 12:15 -13:45</b>	<b>R. U 331</b>	<b>Rossa</b>
<b>Modulzu- ordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 601</b>		
	<b>MA LA: 1101</b>		
	<b>LPO 2003</b>		
	<b>GHR:</b>	<b>SP<sub>1.Fach</sub>:</b>	<b>B.A.<sub>ALK</sub>:</b>
	<b>Gy/Ge:</b>	<b>SP<sub>2.Fach</sub>:</b>	<b>B.A.<sub>AS</sub>:</b>
<b>BK:</b>		<b>M.A.<sub>ALK</sub>:</b>	
<b>LPO 1994/2000:</b>	<b>M.A.<sub>AS</sub>:</b>		
<b>LABG 2009</b>			
<b>G: 203</b>	<b>HRG: 203</b>	<b>GyGe/BK: 203</b>	<b>SP: 203</b>

With the perceived (re)turn to basing teaching on competences, standards and – at the same time – learner autonomy, language teachers are increasingly required to become experts in diagnosing individual learners with regard to their L2 development and selecting and developing texts, media and tasks to support them in acquiring the "foreign" language system. In *Content and Language Integrated Learning* (CLIL), a promising approach to language teaching that has been the focus of numerous research studies, the assessment and diagnosis of L2 abilities remains somewhat of an unresolved issue. This course will therefore try to explore how assessment procedures can be used to support L2 acquisition in CLIL classrooms.

Credit requirements will be discussed in the first session.

<b>154508</b>	<b>Teaching Cultural Studies (2 HS)</b>		
	<b>Di 16:00 -17:30</b>	<b>R. 3.206</b>	<b>Sedlmayr</b>
<b>Modulzu- ordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 501, 602, 603, 802, 803</b>		
	<b>MA LA 1102, 1302, 1303</b>		
	<b>LPO 2003</b>		
	<b>GHR: 4b, 5c</b>	<b>SP<sub>1.Fach</sub>: 4b, 5c</b>	<b>B.A.<sub>ALK</sub>:</b>
	<b>Gy/Ge: 5b, 6a, 6b</b>	<b>SP<sub>2.Fach</sub>: 3a, 4b</b>	<b>B.A.<sub>AS</sub>: TG 4, TG 5</b>
<b>BK: 5b, 6a, 6b</b>		<b>M.A.<sub>ALK</sub>:</b>	
<b>LPO 1994/2000: B3, E1</b>	<b>M.A.<sub>AS</sub>: TG 4, TG 5</b>		
<b>LABG 2009</b>			
<b>G:</b>	<b>HRG: 601</b>	<b>GyGe/BK: 601</b>	<b>SP:</b>

In the EFL classroom, the teaching of 'facts' about Britain (and the USA) is at least as important and central as the teaching of literature. In this seminar, we will therefore rethink the didactic relevance of Cultural Studies when it comes to imparting Landeskunde, have a look at school syllabi, and ponder possible teaching techniques. Apart from considering various significant thematic and methodical areas of Cultural Studies/Landeskunde, we will turn our attention specifically to questions concerning intercultural communicative competence.

Relevant material will be provided via EWS.

Course requirements will be announced in the first session.

**Theorie-Praxis-Modul**

<b>154317</b>	<b>Planung, Gestaltung und Reflexion von Englischunterricht (2HS) (TPM I&amp;II)</b>		
	<b>Mo 18:00 – 19:30</b>	<b>R. 0.220</b>	<b>Bücker</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b>		
	<b>MA LA:1103</b>		
	<b>LPO 2003</b>		
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub>
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK:		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
<b>G:</b>		<b>HRG:</b>	<b>GyGe/BK:</b> <b>SP:</b>

In dieser Veranstaltung wird auf das fachspezifische Schulpraktikum vorbereitet. Dabei geht es insbesondere um forschendes Lernen, 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. Ein weiterer Schwerpunkt bildet das Planen von Unterrichtsreihen und -stunden sowie die Auseinandersetzung mit fachdidaktischen Konzepten.

Die Seminaranforderungen werden in der ersten Sitzung bekannt gegeben. Im Falle weiterer Fragen, kontaktieren Sie mich bitte per Email unter [daniel.buecker@udo.edu](mailto:daniel.buecker@udo.edu).

<b>154318</b>	<b>Planung, Gestaltung und Reflexion von Englischunterricht (2HS) (TPM I&amp;II)</b>		
	<b>Do 16:15 – 17:45</b>	<b>R. 3.208</b>	<b>Witsch</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b>		
	<b>MA LA:1103</b>		
	<b>LPO 2003</b>		
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub>
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK:		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
<b>G:</b>		<b>HRG:</b>	<b>GyGe/BK:</b> <b>SP:</b>

Vor dem Hintergrund der aktuellen Vorgaben wie dem Kernlehrplan Sek I, den Vorgaben für das Zentralabitur (SekII) und aktueller fachdidaktischer Positionen sollen in diesem Theorie - Praxis Modul erste Perspektiven zur Planung, Gestaltung und Reflexion von Englischunterricht sowohl in der Sekundarstufe I als auch der Sekundarstufe II gewonnen werden.

#### Zusatzstudiengang Bilinguales Lernen und Lehren

<b>154316</b>	<b>Supporting language learning in the CLIL-classroom (Diagnose und individuelle Förderung) (2 HS)</b>		
	<b>Mo 12:15 -13:45</b>	<b>R. U 331</b>	<b>Rossa</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 601</b>		
	<b>MA LA: 1101</b>		
	<b>LPO 2003</b>		
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub>
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK:		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
<b>G: 203</b>	<b>HRG: 203</b>	<b>GyGe/BK: 203</b>	<b>SP: 203</b>

With the perceived (re)turn to basing teaching on competences, standards and – at the same time – learner autonomy, language teachers are increasingly required to become experts in diagnosing individual learners with regard to their L2 development and selecting and developing texts, media and tasks to support them in acquiring the “foreign” language system. In *Content and Language Integrated Learning* (CLIL), a promising approach to language teaching that has been the focus of numerous research studies, the assessment and diagnosis of L2 abilities remains somewhat of an unresolved issue. This course will therefore try to explore how assessment procedures can be used to support L2 acquisition in CLIL classrooms.

Credit requirements will be discussed in the first session.

<b>154319</b>	<b>N. N. (2 HS)</b>		
	<b>Do 16:15 -17:45</b>	<b>R. 0.220</b>	<b>N. N.</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 601</b>		
	<b>MA LA: 1101</b>		
	<b>LPO 2003</b>		
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub>
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK:		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
<b>G: 203</b>	<b>HRG: 203</b>	<b>GyGe/BK: 203</b>	<b>SP: 203</b>



<b>154308</b>	<b>Intercultural pragmatics in ELT (2HS) (auch PS für LABG 2009)</b>		
	<b>Do 8:30 - 10:00</b>	<b>R. 3.208</b>	<b>Timpe</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:601, 602, 603</b>		
	<b>MA LA:1101, 1102, 1104</b>		
	<b>LPO 2003</b>		
	<b>GHR: 2d, 4a,4b</b>	<b>SP<sub>1.Fach</sub>: 4a,4b</b>	<b>B.A.<sub>ALK</sub>:</b>
	<b>Gy/Ge: 4d,5a,5b</b>	<b>SP<sub>2.Fach</sub>: 3a</b>	<b>B.A.<sub>AS</sub>: TG 4</b>
	<b>BK: 4d,5a,5b</b>		<b>M.A.<sub>ALK</sub>:</b>
	<b>LPO 1994/2000:</b>	<b>M.A.<sub>AS</sub>:TG 4</b>	
	<b>LABG 2009</b>		
	<b>G: 202</b>	<b>HRG: 202</b>	<b>GyGe/BK: 202</b> <b>SP: 202</b>

When using a language in order to communicate, we do so always in a certain context which determines how we say something or perceive an utterance. This context-dependent use of language and the study thereof is called pragmatics. As an integral part of communicative language ability, pragmatics is thus often referred to as "the study of people's comprehension and production of linguistic action in context" (Kapsar & Blum-Kulka, 1993, p. 3). Given the many different varieties of English, how can teachers promote such a central competence in their learners? What learning environments are needed in- and outside of the classroom to foster pragmatic competence?

In this class, we will first look at key pragmatic concepts such as implicatures, speech acts, routine formulae, and politeness principles in order to build a solid basis for what constitutes pragmatic competence. Then we will discuss research findings from the fields of interlanguage, cross-cultural, and intercultural pragmatics before discussing how pragmatic competence can be implemented into EFL teaching. In the context of pragmatic competence in ELT we will identify teaching objectives and deal with the question of how elements of pragmatic competence can be assessed. The aim of this class is to provide a comprehensive understanding of pragmatic competence and its role in the English language teaching. Students will develop their own teaching materials, which will be implemented in schools and evaluated in the context of small-scale research projects.

Further requirements will be announced in the first session.

In case of questions, please feel free to contact me via email (veronika.timpe@tu-dortmund.de).

<b>154310</b>	<b>Teaching Film (2 HS)</b>		
	<b>Di 10:15 – 11:45</b>	<b>R. 3.207</b>	<b>Rossa</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 601, 603</b>		
	<b>MA LA: 1101</b>		
	<b>LPO 2003</b>		
	<b>GHR: 2d, 4a, 4b</b>	<b>SP<sub>1.Fach</sub>: 2d, 4a, 4d</b>	<b>B.A.<sub>ALK</sub>:</b>
	<b>Gy/Ge: 2d, 5a, 5b</b>	<b>SP<sub>2.Fach</sub>: 3a</b>	<b>B.A.<sub>AS</sub>: TG 2, TG4</b>
	<b>BK: 2d, 5a, 5b</b>		<b>M.A.<sub>ALK</sub>:</b>
	<b>LPO 1994/2000:</b>	<b>M.A.<sub>AS</sub>: TG 2, TG 4</b>	
	<b>LABG 2009</b>		
	<b>G:</b>	<b>HRG:</b>	<b>GyGe/BK:</b> <b>SP:</b>

The benefits of using film in the foreign language classroom are obvious: films bring voices, characters, oral Englishes, cultures, drama, conflict, comic relief and stimulating topics to the classroom in a way that language learners tend to perceive as authentic and meaningful. In this course we will start by approaching film from perspectives outside the language teaching world: film and media studies. We will then explore the methodological options in "exploiting" films for language learning. Students will be required to work in groups to design a teaching sequence on a film of their choice. You should only register for the course, if you are willing and (most probably) able to take part in an excursion to *Internationales Filmfest Emden-Norderney* (5 – 9 June 2013), which will be the setting of three seminar sessions and thus part of the credit requirements.

<b>154311</b>	<b>Teaching literature in the context of the new German standards of education for Abitur-level (2HS)</b>		
	<b>Mi 16:00 – 17:30</b>	<b>R. U331</b>	<b>Nold</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 601, 602, 603</b>		
	<b>MA LA:1101, 1102, 1104</b>		
	<b>LPO 2003</b>		
	<b>GHR: 2d, 4a, 4b</b>	<b>SP<sub>1.Fach</sub>: 2d, 4a, 4b</b>	<b>B.A.<sub>ALK</sub>:</b>
	<b>Gy/Ge: 2d, 5a, 5b</b>	<b>SP<sub>2.Fach</sub>: 3a</b>	<b>B.A.<sub>AS</sub>:</b>
	<b>BK: 2d, 5a, 5b</b>		<b>M.A.<sub>ALK</sub>:</b>
	<b>LPO 1994/2000:</b>	<b>M.A.<sub>AS</sub>:</b>	
	<b>LABG 2009</b>		
	<b>G: 202</b>	<b>HRG: 202</b>	<b>GyGe/BK: 202</b> <b>SP: 202</b>

In this class we will be dealing with the new standards of education *Fremdsprachen* for upper secondary level, compare them with the standards for lower secondary level and draw our conclusions with regard to EFL teaching and learning. This means there will be a major focus on competence orientation, on developing competences – keeping in mind and reflecting on the question what this means for the teaching of literature in our classes.

You will find the standards on the WWW, using the label *Bildungsstandards Fremdsprachen*.

In addition, we will also consider the requirements of NRW for *Abitur* 2013 (also available on WWW). In line with the curricular suggestions of our state and based on ideas supported by publications on the use

of literature in EFL teaching and learning, we will get involved in two novels that have been declared set books by the NRW government. The novels are:

Paul Auster, *Moon Palace*

Don DeLillo, *Falling Man*

Depending on the participants' interest we can also take into account a comedy by Shakespeare or a novel for somewhat younger students (Sek I).

Requirements of this class depend on the study program of the participants.

Topics: ecological issues, postcolonial India, Shakespeare and the Elizabethan world, utopia, dystopia

Texts: Paul Auster: *Moon Palace*, Don DeLillo: *Falling Man*

<b>154312</b>	<b>Early second language acquisition (2 HS)</b>			
	<b>Mi 10:15 - 11:45</b>	<b>R. 0.220</b>	<b>Strauß</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>BA LA: 601, 602, 603</b>			
	<b>MA LA: 1101, 1104</b>			
	<b>LPO 2003</b>			
	<b>GHR: 2d, 4a, 4b</b>	<b>SP<sub>1.Fach</sub>: 2d, 4a, 4b</b>	<b>B.A.<sub>ALK</sub>:</b>	
	<b>Gy/Ge: 2d, 5a, 5b,</b>	<b>SP<sub>2.Fach</sub>: 3a</b>	<b>B.A.<sub>AS</sub>: TG 2, TG 4</b>	
	<b>BK: 2d, 5a, 5b</b>		<b>M.A.<sub>ALK</sub>:</b>	
<b>LPO 1994/2000:</b>	<b>M.A.<sub>AS</sub>: TG 2, TG 4</b>			
<b>LABG 2009</b>				
	<b>G: 202</b>	<b>HRG: 202</b>	<b>GyGe/BK: 202</b>	<b>SP: 202</b>

This seminar centers around our cooperation with the bilingual kindergarten 'Kleyer Sonnenkinder e.V.' in Dortmund-Kley and the FABIDO Tageseinrichtung für Kinder, Friedrich-Henkel-Weg, in Dortmund-Dorstfeld. Seminar participants will spend two sessions at the kindergarten exploring issues in early second language acquisition. In order to get to know the kindergarten and the children, you will 'immerse' yourself into kindergarten life as an English-speaking assistant teacher in the first of these two sessions. At a later stage, you will get the chance to plan and teach a mini-lesson in the kindergarten with your fellow students. This practical component will be complemented by plenary sessions on selected readings in the field of applied linguistics that are central to early second language acquisition and language teaching. We will also look at the school program of the Dortmund International Primary Schools (DIPS) and discuss how these four bilingual primary schools pursue the children's foreign language education.

The exact 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. Before you register for the class, ask yourself if you are really interested in participating in the daily routine of the kindergarten and if you enjoy interacting with little children. If you do, you will get the most out of this class!

<b>154314</b>	<b>Analysis and Interpretation in Sekundarstufe II (2HS) (auch PS für LABG 2009)</b>			
	<b>Mo 18:00 – 19:30</b>	<b>R. 3.208</b>	<b>Pentzek</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>BA LA: 601, 602</b>			
	<b>MA LA: 1101, 1102</b>			
	<b>LPO 2003</b>			
	<b>GHR: 2d, 4a, 4b</b>	<b>SP<sub>1.Fach</sub>: 2d, 4a, 4b</b>	<b>B.A.<sub>ALK</sub>:</b>	
	<b>Gy/Ge: 2d, 5a, 5b</b>	<b>SP<sub>2.Fach</sub>: 3a</b>	<b>B.A.<sub>AS</sub>:</b>	
	<b>BK: 2d, 5a, 5b</b>		<b>M.A.<sub>ALK</sub>:</b>	
<b>LPO 1994/2000:</b>	<b>M.A.<sub>AS</sub>:</b>			
<b>LABG 2009</b>				
	<b>G: 202</b>	<b>HRG: 202</b>	<b>GyGe/BK: 202</b>	<b>SP: 202</b>

Analyzing and interpreting different kinds of media is essential in the English language classroom of Sekundarstufe II and a mandatory part of any class test or exam; students are expected to be skilled in that province. At the same time, the focus of English didactics has shifted from the media itself to various new methods of teaching. However, a considerable number of assistant teachers and even qualified teachers seem to struggle with these basic skills and depend on educational publishing companies to supply them with everything they need. Relying on this aid is becoming more and more difficult as modern classrooms require modern teaching materials that have to be processed by teachers themselves, especially with regard to the demands of the Zentralabitur. Thus, this class focuses on the analysis and interpretation of different media (film, fictional and non-fictional texts, advertisements, etc.), classroom reduction and reliability, research, structuring of units, generating classroom material, and development, assessment and correction of class tests.

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

The requirements for credits will be announced in our first meeting.

<b>154508</b>	<b>Teaching Cultural Studies (2 HS)</b>		
	<b>Di 16:00 -17:30</b>	<b>R. 3.206</b>	<b>Sedlmayr</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 501, 602, 603, 802, 803</b>		
	<b>MA LA 1102, 1302, 1303</b>		

	<b>LPO 2003</b>		
	GHR: 4b, 5c	SP <sub>1.Fach</sub> : 4b, 5c	B.A. <sub>ALK</sub> :
	Gy/Ge: 5b, 6a, 6b	SP <sub>2.Fach</sub> : 3a, 4b	B.A. <sub>AS</sub> : TG 4, TG 5
	BK: 5b, 6a, 6b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000: B3, E1</b>	M.A. <sub>AS</sub> : TG 4, TG 5	
	<b>LABG 2009</b>		
<b>G:</b>		<b>HRG: 601</b>	<b>GyGe/BK: 601</b> <b>SP:</b>

In the EFL classroom, the teaching of 'facts' about Britain (and the USA) is at least as important and central as the teaching of literature. In this seminar, we will therefore rethink the didactic relevance of Cultural Studies when it comes to imparting Landeskunde, have a look at school syllabi, and ponder possible teaching techniques. Apart from considering various significant thematic and methodical areas of Cultural Studies/Landeskunde, we will turn our attention specifically to questions concerning intercultural communicative competence.

Relevant material will be provided via EWS.

Course requirements will be announced in the first session.

### **Britische Literaturwissenschaft**

#### 1. STUDIENPHASE

<b>154201</b>	<b>Introduction to British Literary Studies, Group A (2 PS)</b>		
	<b>Di 08:30 – 10:00</b>	<b>R. 3.208</b>	<b>Laemmerhirt</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 101</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1a	SP <sub>1.Fach</sub> : 1a	B.A. <sub>ALK</sub> : Kern 2abc
	Gy/Ge: 1a	SP <sub>2.Fach</sub> : 1a	B.A. <sub>AS</sub> :
	BK: 1a		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> :	
	<b>LABG 2009</b>		
<b>G:</b>	<b>401</b>	<b>HRG: 401</b>	<b>GyGe/BK: 401</b> <b>SP: 401</b>

Within British Literary Studies the course introduces students to major issues of literary theory and criticism, literary history, genre poetics, textual analysis as well as academic working methods. The first part of the course will focus on thematic sessions on the various sub-disciplines in British Literary Studies outlined above including discussions of exemplary texts. The second part is organized in form of sessions with oral presentations by participants. Both the discussions in class and individual work on the term papers and oral presentations will introduce participants to a range of important works of British literature.

**The presuppositions for passing the course are a successful oral presentation and delivery of the term paper.**

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

Virginia Woolf: How should one read a book? (1925/32) (Reader)  
 Sir Philip Sidney: Excerpt from *The Defence of Poesy* (1595) (Reader)  
 W. Wordsworth & S.T. Coleridge: *Preface to Lyrical Ballads* (1802) (Reader)  
 Samuel Beckett: *Waiting for Godot* (1955)  
 William Shakespeare: Sonnet 73 (Reader)  
 James Joyce: "Eveline" (1914) (Reader)  
 Oscar Wilde: *The Picture of Dorian Gray* (1891)

#### **The texts discussed in oral presentations and term papers are:**

Rupert Brooke: *The Soldier* (1914/15) (Reader)  
 Siegfried Sassoon: *They* (1916/17); *Glory of Women* (1917/18) (Reader)  
 William Shakespeare: *Romeo and Juliet* (1597)  
 James Joyce: "The Sisters" (1914)  
 Virginia Wolfe: "The New Dress" (1927) (Reader)  
 Virginia Woolf: *To the Lighthouse* (1927)  
 Ian McEwan: *Enduring Love* (1997)

The longer texts are recommended for purchase.

#### **The set textbooks for the course (also recommended for purchase) are:**

**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]  
**Nünning, Vera und Ansgar (Hrsg.): *Methoden der literatur- und kulturwissenschaftlichen Textanalyse.***  
 Stuttgart und Weimar: J.B. Metzler, 2010 [ISBN 978-3-476-02162-5]

A **Reader** with the shorter primary texts and selected additional secondary literature will be available a week prior to the beginning of the course (Copypshop). 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!**

<b>154202</b>	<b>Introduction to British Literary Studies, Group B (2 PS)</b>		
	<b>Do 10:15 – 11:45</b>	<b>R. 3.208</b>	<b>Osterried</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 101</b>		
	<b>MA LA:</b>		

	<b>LPO 2003</b>		
	GHR: 1a	SP <sub>1.Fach</sub> : 1a	B.A. <sub>ALK</sub> : Kern 2abc
	Gy/Ge: 1a	SP <sub>2.Fach</sub> : 1a	B.A. <sub>AS</sub> :
	BK: 1a		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> :	
	<b>LABG 2009</b>		
	<b>G: 401</b>	<b>HRG: 401</b>	<b>GyGe/BK: 401</b> <b>SP: 401</b>

This course introduces students to the various facets of British Literary Studies (literary theory and history, genre poetics, textual analysis and interpretation, methodology). The course is a mixture of thematic sessions and “conference sessions” where participants are to give an oral presentation to be discussed in the plenum thereupon. This is the reading list obligatory to all participants:

(Poetry)

William Shakespeare, Sonnet 116  
Philip Sidney, Desire  
William Wordsworth, To the Cuckoo  
Wilfred Owen, Anthem for Doomed Youth

William Butler Yeats, An Irishman foresees his Death  
Wendy Cope, Lonely Hearts

(Drama)

**Oscar Wilde, The Importance of Being Earnest**

(Prose)

James Joyce, Eveline  
Michael Cunningham, Mister Brother  
**Ian McEwan, The Comfort of Strangers**

The longer texts in bold print are recommended for purchase. The remainder, namely the shorter texts together with some additional material, will be provided in the form of a Reader available at the start of term in the Copyshop.

The set textbooks for the course’s theoretical background are:

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

**Nünning, Vera und Ansgar (Hrsg.): Methoden der literatur- und kulturwissenschaftlichen Textanalyse. Stuttgart und Weimar: J.B. Metzler, 2010** [ISBN 978-3-476-02162-5; SEI 530/2; C 26489]

The presuppositions for passing the course are a successful oral presentation and delivery of the term paper (deadlines during the semester).

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 there on time!

<b>154203</b>	<b>Introduction to British Literary Studies, Group C (2 PS)</b>		
	<b>Mi 8:30 – 10:00</b>	<b>R. 3.205</b>	<b>Schlensag</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 101 MA LA LPO 2003</b>		
	GHR:1a	SP <sub>1.Fach</sub> : 1a	B.A. <sub>ALK</sub> : Kern: 2abc
	Gy/Ge: 1a	SP <sub>2.Fach</sub> : 1a	B.A. <sub>AS</sub> :
	BK: 1a		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> :	
	<b>LABG 2009</b>		
	<b>G: 401</b>	<b>HRG: 401</b>	<b>GyGe/BK: 401</b> <b>SP: 401</b>

This course, totally redesigned, introduces students to the various facets of British Literary Studies (literary theory and history, genre poetics, textual analysis and interpretation, methodology). The course is a mixture of thematic sessions and “conference sessions” where participants are to give an oral presentation to be discussed in the plenum thereupon.

This is the reading list obligatory to all participants:

**Set textbooks for the course’s theoretical background:**

Ansgar and Vera Nünning, An Introduction to the Study of English and American Literature, Stuttgart et al.: Ernst Klett 2007  
Ansgar und Vera Nünning, Methoden der literatur- und kulturwissenschaftlichen Textanalyse. Ansätze – Grundlagen – Modellanalysen, Stuttgart und Weimar: Metzler 2010

Books may be purchased or photocopied from the library.

**Compulsory Reading:**

Plays and novels are recommended for purchase. Shorter texts together with some additional material, will be provided in the form of a reader available at the start of term in the “Copyshop”.

Plays:

William Shakespeare: The Tempest, Penguin Popular Classics, 1994  
Sarah Kane: Phaedra’s Love, Methuen, 2002

<b>154204</b>	<b>Australian Literature and Culture</b>
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	<b>Mi 12:15 – 13:45</b>	<b>R. 3.206</b>	<b>Bell</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>ENGÄNGE:</b>		
	<b>BA LA: 103</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach:</sub> 1e	B.A. <sub>ALK:</sub> Kern 1c, 2b, Komp 1b
	Gy/Ge: 1e	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
BK: 1e		M.A. <sub>ALK:</sub>	
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
<b>G: 601</b>	<b>HRG: 403</b>	<b>GyGe/BK: 403</b>	<b>SP:</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.

<b>154205</b>	<b>'Ladies and gentlemen; I'm sorry to drag you from your desserts': Britishness in Film (2 PS)</b>		
	<b>Di 10:15 – 11:45</b>	<b>R. 3.205</b>	<b>Laemmerhirt</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>ENGÄNGE:</b>		
	<b>BA LA: 103</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach:</sub> 1e	
	Gy/Ge: 1e, 4b	SP <sub>2.Fach:</sub>	
BK: 1e, 4b			
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>E1</b>			
<b>LABG 2009</b>			
<b>G: 601</b>	<b>HRG: 403</b>		<b>G: 601</b>

What do you consider to be typically British? Britishness is an umbrella term that forges the idea that Great Britain is a rather homogenous state. However, especially in contemporary multinational Britain, the ideas of Britishness are more diverse and complex. This course seeks to critically examine movies, especially literally movie adaptations that have created, defined, and mythified a sense of Britishness on screen. We will examine how ideas of nationality, race, and gender are discussed and represented in novels and on screen.

#### **Movies that will be discussed include:**

Ang Lee: *Sense and Sensibility* (1995)  
 Oliver Parker: *Dorian Gray* (2009)  
 Guy Hamilton: *Goldfinger* (1964)  
 John Madden: *The Best Exotic Marigold Hotel* (2012)  
 Sharon Maguire: *Bridged Jones Diary* (2001)

#### **Books to be purchased and read:**

Jane Austen: *Sense and Sensibility* (1811)  
 Oscar Wilde: *The Picture of Dorian Gray* (1891)  
 Ian Fleming: *Goldfinger* (1959)  
 Deborah Moggach: *These Foolish Things* (2004)

**Course requirements:** Regular attendance, active participation and the punctual fulfillment of written assignments (essays and responses).

Please make sure to purchase the books and start reading. Please watch the movies named above. A reader will be made available at the beginning of semester.

## 2. STUDIENPHASE

<b>154207</b>	<b>Shakespeare and His Age – Group A (2 V)</b>		
	<b>Di 12:15 – 13:45</b>	<b>R. 3.206</b>	<b>Bimberg</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>ENGÄNGE:</b>		
	<b>BA LA: 501, 801, 802</b>		
	<b>MA LA: 1301, 1302</b>		
	<b>LPO 2003</b>		
	GHR: 5a	SP <sub>1.Fach:</sub> 5a	B.A. <sub>ALK:</sub> Kern 6bc, 7a Komp 3bc
	Gy/Ge: 4b,6a,b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> TG 5 Vertiefung, Kern 8b Komp 3b
BK: 4b,6a,b		M.A. <sub>ALK:</sub> 1bc	
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub> TG 5, TG 7		
<b>B2, E 1</b>			
<b>LABG 2009</b>			
<b>G:</b>	<b>HRG: 601</b>	<b>GyGe/BK: 601, 701, 702</b>	<b>SP:</b>

<b>154208</b>	<b>Shakespeare and His Age – Group B (2 V)</b>		
	<b>Di 14:15 – 15:45</b>	<b>R. 3.206</b>	<b>Bimberg</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>ENGÄNGE:</b>		

	<b>BA LA: 501, 801, 802</b> <b>MA LA:1301, 1302</b> <b>LPO 2003</b>			
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> : Kern 6bc, 7a Komp 3bc	
	Gy/Ge: 4b, 6a,b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung, Kern 8b Komp 3b	
	BK: 4b,6a,b		M.A. <sub>ALK</sub> : 1bc	
	<b>LPO 1994/2000: B2, E 1</b> <b>LABG 2009</b>	M.A. <sub>AS</sub> :TG 5, TG 7		
<b>G:</b>		<b>HRG: 601</b>	<b>GyGe/BK: 601, 701, 702</b>	<b>SP:</b>

The lecture presents a survey of the

- ◆ socio-cultural context of Shakespeare's works
- ◆ his biography
- ◆ the canon of his works
- ◆ his adaptation of literary and non-literary models and sources
- ◆ the history of Elizabethan-Jacobean drama and theatre
- ◆ the ancient, medieval and Renaissance traditions of Shakespeare's theatre
- ◆ the relations between playwright and audience as well as between text and performance
- ◆ the development of early new/modern English
- ◆ issues of printing and editing Shakespeare's works
- ◆ the history of Shakespeare criticism and recent trends in scholarship and research

The lecture is complemented by the participants' reading of selected plays by Shakespeare:

*Romeo and Juliet*  
*A Midsummer Night's Dream*  
*The Tempest*

Recommended editions for purchase:

- ◆ Bantam Classics editions ed. by David Bevington
- ◆ The Worlds Classics editions

<b>154209</b>	<b>Female role behaviour in Shakespeare – Group A (2 HS)</b>				
	<b>Do 8:30 – 10:00</b>	<b>R. 3.206</b>	<b>Bimberg</b>		
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b> <b>ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>			
	<b>BA LA: 801, 802</b> <b>MA LA: 1301, 1302</b> <b>LPO 2003</b>				
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> : Kern 6abc, 7a, 8a Komp 3abc, 4b		
	Gy/Ge: 6a,b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung, Kern 8b Komp 3b		
	BK: 6a,b		M.A. <sub>ALK</sub> : 1abc		
	<b>LPO 1994/2000: B 2, E 1</b> <b>LABG 2009</b>	M.A. <sub>AS</sub> : TG 5, TG 7			
	<b>G:</b>		<b>HRG: 601</b>	<b>GyGe/BK: 601, 701, 702</b>	<b>SP:</b>

<b>154210</b>	<b>Female role behaviour in Shakespeare – Group B (2 HS)</b>				
	<b>Do 10:15 – 11:45</b>	<b>R. 3.206</b>	<b>Bimberg</b>		
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b> <b>ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>			
	<b>BA LA: 801, 802</b> <b>MA LA: 1301, 1302</b> <b>LPO 2003</b>				
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> : Kern 6abc, 7a, 8a Komp 3abc, 4b		
	Gy/Ge: 6a,b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung, Kern 8b Komp 3b		
	BK: 6a,b		M.A. <sub>ALK</sub> : 1abc		
	<b>LPO 1994/2000: B 2, E 1</b> <b>LABG 2009</b>	M.A. <sub>AS</sub> :TG 5, TG 7			
	<b>G:</b>		<b>HRG: 601</b>	<b>GyGe/BK: 601, 701, 702</b>	<b>SP:</b>

The first actresses arrived on the English stage during the Restoration only. King Charles II decreed that from 1660 on female parts in plays were to be acted by actresses. In the Elizabethan-Jacobean age female parts

of plays were still acted by men or boy actors. Yet Shakespeare did not regard the female parts among the dramatis personae as less important than or even inferior to their male counterparts. On the contrary, he created quite a number of fascinating dramatic heroines without which his plays would never have been that gripping.

In the course participants are invited to study not only the effectiveness of these characters on the stage and their important dramaturgical functions within various dramatic sub-genres, but also the way in which Shakespeare engaged in the contemporary socio-cultural discourse about women and norms of femininity. This relates to issues such as the relationship of the sexes, the social status of women, the contemporary system of social norms and values or the tensions between social duty and personal freedom in the Renaissance, a period of transition from the medieval period to early modernity. The plays in fact demonstrate a broad variety of female role behaviour ranging from conventional/traditional to unorthodox/emancipator stances. Participants will study issues of identity and gender and explore the interface of social reality, dramatic/artistic/theatrical conception, gender and genre, dramatic representation and ideology.

The course offers a methodological cross-over between literary studies (analysis and interpretation of dramas as printed texts) and theatre studies (the study of the performance and production of plays in the theatre). This means that aspects of staging will play an important role. This will be achieved through performance criticism (the 'implied production' already inherent within a dramatic text, the production potential of drama, and the analysis of actual performances). In other words, the study of the historical performance practice and of modern stage and film adaptations complements the picture gained from literary studies. Video presentations will be integrated into the course.

Potential participants are asked to study the following texts prior to the course (recommended for purchase):

As You Like It	Romeo and Juliet
The Taming of the Shrew	King Lear
Twelfth Night	The Merchant of Venice

Recommended editions for purchase:

Bantam Classics editions ed. by David Bevington  
The Worlds Classics editions  
Deutsch-englische Studienausgabe

A 'Reader' with additional materials (secondary literature) will be available a week prior to the beginning of the course. You can purchase it at the copyshop and are expected to have it with you in all the sessions.

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

'aktive Teilnahme' (Referat und Ausarbeitung')

Project  
term paper  
portfolio

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

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

154211 Literature and culture of 1930s and 1940s Britain (2 HS)				
	Mo 14:15 – 15:45	R. 3.205	Kane	
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA 801 MA LA 1301, 1302			
	LPO 2003			
	GHR: 5c	SP <sub>1.Fach</sub> : 5c	B.A.ALK: Kern: 6bc, 7a Komp: 3bc	
	Gy/Ge: 6a, 6b	SP <sub>2.Fach</sub> :	B.A.AS: TG5 Vertiefung	
	BK: 6a, 6b		M.A.ALK: 1bc	
	LPO 1994/2000:	M.A.AS: TG5		
	LABG 2009			
G:	HRG: 601	GyGe/BK: 601	SP:	

The decades leading up to and including the Second World War are characterised by extreme political and social turmoil. The intellectual landscape is correspondingly fissured and polarised, and cultural responses range from left-wing or right-wing political activism to unabashed religious mysticism. The seminar examines some of the major events in the period such as the Spanish Civil War and the Second World War itself, as well as the role of poetry, art and film during the period. We will be reading poets such as W.H. Auden and T.S. Eliot, autobiographical testimonies such as George Orwell's *Homage to Catalonia* and *The Road to Wigan Pier*, novels such as Evelyn Waugh's *Vile Bodies* and *Brideshead Revisited* and Graham Greene's *The End of the Affair* and *Brighton Rock*. Films will include *In Which We Serve* (dir. David Lean, Noel Coward), and *A Matter of Life and Death* (dir. Emeric Pressburger, Michael Powell). The complete programme will be available on the seminar's ewe website.

154212 British Religious Poetry (2 HS)				
	Di 14:15 – 15:45	R. 3.208	Kane	
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA 801 MA LA 1301, 1302			
	LPO 2003			
	GHR: 5c	SP <sub>1.Fach</sub> : 5c	B.A.ALK: Kern: 6bc, 7a Komp: 3bc	
	Gy/Ge: 6a, 6b	SP <sub>2.Fach</sub> :	B.A.AS: TG 5 Vertiefung, Kern 8b Komp 3b	
	BK: 6a, 6b		M.A.ALK: 1bc	

	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> :TG5, TG 7		
	<b>LABG 2009</b>			
	<b>G:</b>	<b>HRG: 601</b>	<b>GyGe/BK: 601</b>	<b>SP:</b>

The aim of this seminar is, on the one hand, to understand religious poetry as part of its social context and, on the other hand, as a subjective project undertaken by individuals attempting to confer meaning on their lives. The approach taken here will interpret the term "religious" to refer to patterns of experience both within and without the conventional framework of religious thought so that, for instance, romantic views of nature can also be thought of as expressing religious attitudes, and heterodox poets such as Blake can be viewed as being intensely religious. The body of texts discussed is also intended to serve as an introduction to some of the major poets in the language.

Texts to be discussed will include the following:

Chaucer The Man of Law's Tale, poems by Donne and other Metaphysical poets, Pope An Essay on Man, Blake Songs of Innocence and Experience, The Marriage of Heaven and Hell, Wordsworth Tintern Abbey, Shelley Adonais, and poems by Emily Brontë, Tennyson, Hopkins, and T.S. Eliot.

Students will be expected to read the texts and to develop presentations and projects. They should sign up for the associated ews site.

<b>154213</b>	<b>Venice as a literary setting (2 HS)</b>				
	<b>Fr 12:15 – 13.45</b>	<b>R. 3.206</b>	<b>Osterried</b>		
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>			
	<b>BA LA: 501, 801, 802, 803 MA LA: 1301, 1302, 1302</b>				
	<b>LPO 2003</b>				
	GHR: 5c	SP <sub>1.Fach</sub> : 5c	B.A. <sub>ALK</sub> : Kern 6bc 7ac Komp 3bc		
	Gy/Ge: 7a, b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG5 Vertiefung		
	BK: 7a, b	M.A. <sub>ALK</sub> : 1bc			
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> : TG5			
	<b>LABG 2009</b>				
	<b>G:</b>	<b>HRG: 601</b>	<b>GyGe/BK: 601</b>	<b>SP:</b>	

"Who would not, were it for the first time or after a long period of weaning, have had to fight an evanescent tremble, some furtive timidity and sinking at the heart, upon going aboard a Venetian gondola?" (Thomas Mann, Der Tod in Venedig, Fischer: Frankfurt am Main 1980: p. 31, my translation OP)

In this Hauptseminar, we shall explore Venice as a literary setting with the main focus famous modern and postmodern narratives, and additionally on one Renaissance play for more differentiation. The twentieth-century representations of Venice stress the cityscape's oscillation between beautiful romanticism and death or decay. The starting point will be what most readers will think of first as soon as Venetian literary discourse is concerned: Thomas Mann's novella Der Tod in Venedig (1912) in conjunction with excerpts from Luchino Visconti's filmic adaptation (1970). We shall interpret the original by also comparing the latest American translation by Jefferson P. Swales with it. This comparative approach will train our sensitivity for stylistics since any translation definitely results in the interpretation of the work.

In contrast to Mann's philosophical-aesthetic tale, Daphne du Maurier's Don't Look Now (1970) and Ian McEwan's The Comfort of Strangers (1981) may be considered Venetian thrillers at a first glance with the symbolism of Venice as a supernatural space only becoming obvious at a second. Again, as two congenial filmic adaptations of these highly visual books exist (Nicolas Roeg 1973/ Paul Schrader 1990), we shall view excerpts from these to see whether the reader-response oriented images on our mind are comparable to those actually realised by the directors. Thus, a variety of readings will enrich our discussions. Last but not least the 'flashback' to Shakespeare's dark comedy The Merchant of Venice (1600) will provide a facet of Venice totally different from 20th century fiction: Venice, far from being romantically or emotionally laden, represents the centre of materialist business life, which Venice actually was in the bard's day. With this, we shall round off our picture, for, although the centre of world's business has moved to the Wall Street, Venice's view even nowadays is sharply influenced by business and the tourist industry: A number of travel essays and poems will illustrate the shift from beauty to materialised beauty.

The tasks to accomplish for getting credits in the different syllabi will be outlined in the first session such as presentation+response paper for active participation, written assignment+oral presentation, project work, Klausur (Written test).

Students are supposed to purchase whatever **German** edition of Thomas Mann's Der Tod in Venedig and of course **English** editions of du Maurier's Don't Look Now, McEwan's The Comfort of Strangers and Shakespeare's The Merchant of Venice. (A Reader to be available at the start of term in the Copyshop will contain the Mann translation into English, the travel essays, some poetry and a number of secondary sources on the topic of cultural geography).

<b>154215</b>	<b>Aesthetics of Irrationality – The Gothic in literature and the Arts (2 HS)</b>			
	<b>Di 10:15 – 11:45</b>	<b>R. 3.208</b>	<b>Schlensag</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>BA LA: 501, 801, 802, 803 MA LA: 1301, 1302, 1303</b>			
	<b>LPO 2003</b>			
	GHR: 5c	SP <sub>1.Fach</sub> : 5c	B.A. <sub>ALK</sub> : 6c,7abc, Komp 3c,4a	
	Gy/Ge: 7ab	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung, Kern 8b Komp 3b	
	BK: 7ab	M.A. <sub>ALK</sub> : 1abc,2bc		
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> : TG5, TG 7		
	<b>B3, E1</b>			
	<b>LABG 2009</b>			
	<b>G:</b>	<b>HRG: 601</b>	<b>GyGe/BK: 601, 701, 702</b>	<b>SP:</b>



This seminar will trace the aesthetics of irrationality in literature and the fine arts that have inspired writers and painters alike. Our critical investigation will start in the second half of the 18th century when Horace Walpole's published "The Castle of Otranto" and founded the Gothic Novel as a literary genre. Next we will consider the Orientalism of "Vathek" by William Beckford, one of the most eccentric writers of his time, and last but not least finish our discussion with the more philosophical inclinations of Mary Shelley's 19th century novel "Frankenstein".

One may regard the Gothic as a phenomenon spanning the arts and therefore indicative of a "Zeitgeist" rebelling against the rationalism of the 18th century. Authors of the Gothic novel moved away from the Neo-classic ideals of order and reason and towards the inviting shades of a more mysterious interpretation of life. They opened up new psychological areas of experience for the novel which are manifested in their contemplation of the possibilities of the numinous, the abnormal or monstrous. In a similar manner painters discovered the architectural equivalent to the sublime horror of the Gothic novel in their depiction of Gothic architecture, picturesque landscapes, and irrational prisons scenes.

In the seminar we will discuss novels as being representative for a particular genre and, notwithstanding the differences between the work of such individual authors as Walpole, Beckford and Shelley, we shall identify recurring motifs that should be understood in a general cultural context.

Our discussion will be based on the following edition: Three Gothic Novels: The Castle of Otranto, Vathek, Frankenstein, Peter Fairclough (Ed.) with an Introductory Essay by Mario Praz, London: Penguin Classics 1986.

#### MASTERSTUDIENGÄNGE LEHRAMT

154207		Shakespeare and His Age – Group A (2 V)		
	Di 12:15 – 13:45	R. 3.206	Bimberg	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA: 501, 801, 802 MA LA:1301, 1302 LPO 2003			
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> : Kern 6bc, 7a Komp 3bc	
	Gy/Ge: 4b,6a,b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung, Kern 8b Komp 3b	
	BK: 4b,6a,b		M.A. <sub>ALK</sub> : 1bc	
	LPO 1994/2000: B2, E 1 LABG 2009	M.A. <sub>AS</sub> : TG 5, TG 7		
	G:	HRG: 601	GyGe/BK: 601, 701, 702	SP:

154208		Shakespeare and His Age – Group B (2 V)		
	Di 14:15 – 15:45	R. 3.206	Bimberg	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA: 501, 801, 802 MA LA:1301, 1302 LPO 2003			
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> : Kern 6bc, 7a Komp 3bc	
	Gy/Ge: 4b, 6a,b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung, Kern 8b Komp 3b	
	BK: 4b,6a,b		M.A. <sub>ALK</sub> : 1bc	
	LPO 1994/2000: B2, E 1 LABG 2009	M.A. <sub>AS</sub> :TG 5, TG 7		
	G:	HRG: 601	GyGe/BK: 601, 701, 702	SP:

The lecture presents a survey of the

- ◆ socio-cultural context of Shakespeare's works
- ◆ his biography
- ◆ the canon of his works
- ◆ his adaptation of literary and non-literary models and sources
- ◆ the history of Elizabethan-Jacobean drama and theatre
- ◆ the ancient, medieval and Renaissance traditions of Shakespeare's theatre
- ◆ the relations between playwright and audience as well as between text and performance
- ◆ the development of early new/modern English
- ◆ issues of printing and editing Shakespeare's works
- ◆ the history of Shakespeare criticism and recent trends in scholarship and research

The lecture is complemented by the participants' reading of selected plays by Shakespeare:

*Romeo and Juliet*  
*A Midsummer Night's Dream*  
*The Tempest*

Recommended editions for purchase:

- ◆ Bantam Classics editions ed. by David Bevington
- ◆ The Worlds Classics editions

154209		Female role behaviour in Shakespeare – Group A (2 HS)		
	Do 8:30 – 10:00	R. 3.206	Bimberg	
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA: 801, 802 MA LA: 1301, 1302			
	LPO 2003			
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> : Kern 6abc, 7a, 8a Komp 3abc, 4b	
	Gy/Ge: 6a,b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung, Kern 8b Komp 3b	
	BK: 6a,b		M.A. <sub>ALK</sub> : 1abc	
	LPO 1994/2000: B 2, E 1 LABG 2009	M.A. <sub>AS</sub> : TG 5, TG 7		
G:		HRG: 601	GyGe/BK: 601, 701, 702	SP:

154210		Female role behaviour in Shakespeare – Group B (2 HS)		
	Do 10:15 – 11:45	R. 3.206	Bimberg	
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA: 801, 802 MA LA: 1301, 1302			
	LPO 2003			
	GHR: 5a	SP <sub>1.Fach</sub> : 5a	B.A. <sub>ALK</sub> : Kern 6abc, 7a, 8a Komp 3abc, 4b	
	Gy/Ge: 6a,b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung, Kern 8b Komp 3b	
	BK: 6a,b		M.A. <sub>ALK</sub> : 1abc	
	LPO 1994/2000: B 2, E 1 LABG 2009	M.A. <sub>AS</sub> : TG 5, TG 7		
G:		HRG: 601	GyGe/BK: 601, 701, 702	SP:

The first actresses arrived on the English stage during the Restoration only. King Charles II decreed that from 1660 on female parts in plays were to be acted by actresses. In the Elizabethan-Jacobean age female parts of plays were still acted by men or boy actors. Yet Shakespeare did not regard the female parts among the dramatis personae as less important than or even inferior to their male counterparts. On the contrary, he created quite a number of fascinating dramatic heroines without which his plays would never have been that gripping.

In the course participants are invited to study not only the effectiveness of these characters on the stage and their important dramaturgical functions within various dramatic sub-genres, but also the way in which Shakespeare engaged in the contemporary socio-cultural discourse about women and norms of femininity. This relates to issues such as the relationship of the sexes, the social status of women, the contemporary system of social norms and values or the tensions between social duty and personal freedom in the Renaissance, a period of transition from the medieval period to early modernity. The plays in fact demonstrate a broad variety of female role behaviour ranging from conventional/traditional to unorthodox/emancipator stances. Participants will study issues of identity and gender and explore the interface of social reality, dramatic/artistic/theatrical conception, gender and genre, dramatic representation and ideology.

The course offers a methodological cross-over between literary studies (analysis and interpretation of dramas as printed texts) and theatre studies (the study of the performance and production of plays in the theatre). This means that aspects of staging will play an important role. This will be achieved through performance criticism (the 'implied production' already inherent within a dramatic text, the production potential of drama, and the analysis of actual performances). In other words, the study of the historical performance practice and of modern stage and film adaptations complements the picture gained from literary studies. Video presentations will be integrated into the course.

Potential participants are asked to study the following texts prior to the course (recommended for purchase):

As You Like It	Romeo and Juliet
The Taming of the Shrew	King Lear
Twelfth Night	The Merchant of Venice

Recommended editions for purchase:

- Bantam Classics editions ed. by David Bevington
- The Worlds Classics editions
- Deutsch-englische Studienausgabe

A 'Reader' with additional materials (secondary literature) will be available a week prior to the beginning of the course. You can purchase it at the copyshop and are expected to have it with you in all the sessions.

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

'aktive Teilnahme' („Referat und Ausarbeitung“)

Project  
term paper  
portfolio

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

154211 Literature and culture of 1930s and 1940s Britain (2 HS)			
	<b>Mo 14:15 – 15:45</b>	<b>R. 3.205</b>	<b>Kane</b>
Modulzuordnungen:	<b>LEHRAMTSTUDI ENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	<b>BA LA 801 MA LA 1301, 1302</b>		
	<b>LPO 2003</b>		
	GHR: 5c	SP <sub>1.Fach</sub> : 5c	B.A. <sub>ALK</sub> : Kern: 6bc, 7a Komp: 3bc
	Gy/Ge: 6a, 6b	SP <sub>2.Fach</sub> :	B.A. <sub>AS</sub> : TG5 Vertiefung
	BK: 6a, 6b		M.A. <sub>ALK</sub> : 1bc
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> :TG5	
	<b>LABG 2009</b>		
	<b>G:</b>	<b>HRG: 601</b>	<b>GyGe/BK: 601</b> <b>SP:</b>

The decades leading up to and including the Second World War are characterised by extreme political and social turmoil. The intellectual landscape is correspondingly fissured and polarised, and cultural responses range from left-wing or right-wing political activism to unabashed religious mysticism. The seminar examines some of the major events in the period such as the Spanish Civil War and the Second World War itself, as well as the role of poetry, art and film during the period. We will be reading poets such as W.H. Auden and T.S. Eliot, autobiographical testimonies such as George Orwell's *Homage to Catalonia* and *The Road to Wigan Pier*, novels such as Evelyn Waugh's *Vile Bodies* and *Brideshead Revisited* and Graham Greene's *The End of the Affair* and *Brighton Rock*. Films will include *In Which We Serve* (dir. David Lean, Noel Coward), and *A Matter of Life and Death* (dir. Emeric Pressburger, Michael Powell). The complete programme will be available on the seminar's ews website.

154212 British Religious Poetry (2 HS)			
	<b>Di 14:15 – 15:45</b>	<b>R. 3.208</b>	<b>Kane</b>
Modulzuordnungen:	<b>LEHRAMTSTUDI ENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	<b>BA LA 801 MA LA 1301, 1302</b>		
	<b>LPO 2003</b>		
	GHR: 5c	SP <sub>1.Fach</sub> : 5c	B.A. <sub>ALK</sub> : Kern: 6bc, 7a Komp: 3bc
	Gy/Ge: 6a, 6b	SP <sub>2.Fach</sub> :	B.A. <sub>AS</sub> : TG 5 Vertiefung, Kern 8b Komp 3b
	BK: 6a, 6b		M.A. <sub>ALK</sub> : 1bc
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> :TG5, TG 7	
	<b>LABG 2009</b>		
	<b>G:</b>	<b>HRG: 601</b>	<b>GyGe/BK: 601</b> <b>SP:</b>

The aim of this seminar is, on the one hand, to understand religious poetry as part of its social context and, on the other hand, as a subjective project undertaken by individuals attempting to confer meaning on their lives. The approach taken here will interpret the term "religious" to refer to patterns of experience both within and without the conventional framework of religious thought so that, for instance, romantic views of nature can also be thought of as expressing religious attitudes, and heterodox poets such as Blake can be viewed as being intensely religious. The body of texts discussed is also intended to serve as an introduction to some of the major poets in the language.

Texts to be discussed will include the following:

Chaucer The Man of Law's Tale, poems by Donne and other Metaphysical poets, Pope An Essay on Man, Blake Songs of Innocence and Experience, The Marriage of Heaven and Hell, Wordsworth Tintern Abbey, Shelley Adonais, and poems by Emily Brontë, Tennyson, Hopkins, and T.S. Eliot.

Students will be expected to read the texts and to develop presentations and projects. They should sign up for the associated ews site.

154213 Venice as a literary setting (2 HS)			
	<b>Fr 12:15 – 13.45</b>	<b>R. 3.206</b>	<b>Osterried</b>
Modulzuordnungen:	<b>LEHRAMTSTUDI ENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	<b>BA LA: 501, 801, 802, 803 MA LA:1301, 1302, 1302</b>		
	<b>LPO 2003</b>		
	GHR: 5c	SP <sub>1.Fach</sub> : 5c	B.A. <sub>ALK</sub> : Kern 6bc 7ac Komp 3bc
	Gy/Ge:7a, b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG5 Vertiefung
	BK: 7a, b		M.A. <sub>ALK</sub> : 1bc
	<b>LPO 1994/2000:</b>	M.A. <sub>AS</sub> : TG5	
	<b>LABG 2009</b>		
	<b>G:</b>	<b>HRG: 601</b>	<b>GyGe/BK: 601</b> <b>SP:</b>

"Who would not, were it for the first time or after a long period of weaning, have had to fight an evanescent tremble, some furtive timidity and sinking at the heart, upon going aboard a Venetian gondola?" (Thomas Mann, *Der Tod in Venedig*, Fischer: Frankfurt am Main 1980: p. 31, my translation OP)

In this Hauptseminar, we shall explore Venice as a literary setting with the main focus famous modern and postmodern narratives, and additionally on one Renaissance play for more differentiation. The twentieth-century representations of Venice stress the cityscape's oscillation between beautiful romanticism and death or decay. The starting point will be what most readers will think of first as soon as Venetian literary discourse is concerned: Thomas Mann's novella *Der Tod in Venedig* (1912) in conjunction with excerpts from Luchino Visconti's filmic adaptation (1970). We shall interpret the original by also comparing the latest American translation by Jefferson P. Swales with it. This comparative approach will train our sensitivity for stylistics since any translation definitely results in the interpretation of the work.

In contrast to Mann's philosophical-aesthetic tale, Daphne du Maurier's *Don't Look Now* (1970) and Ian McEwan's *The Comfort of Strangers* (1981) may be considered Venetian thrillers at a first glance with the symbolism of Venice as a supernatural space only becoming obvious at a second. Again, as two congenial filmic adaptations of these highly visual books exist (Nicolas Roeg 1973/ Paul Schrader 1990), we shall view excerpts from these to see whether the reader-response oriented images on our mind are comparable to those actually realised by the directors. Thus, a variety of readings will enrich our discussions. Last but not least the 'flashback' to Shakespeare's dark comedy *The Merchant of Venice* (1600) will provide a facet of Venice totally different from 20th century fiction: Venice, far from being romantically or emotionally laden, represents the centre of materialist business life, which Venice actually was in the bard's day. With this, we shall round off our picture, for, although the centre of world's business has moved to the Wall Street, Venice's view even nowadays is sharply influenced by business and the tourist industry: A number of travel essays and poems will illustrate the shift from beauty to materialised beauty.

The tasks to accomplish for getting credits in the different syllabi will be outlined in the first session such as presentation+response paper for active participation, written assignment+oral presentation, project work, Klausur (Written test).

Students are supposed to purchase whatever **German** edition of Thomas Mann's *Der Tod in Venedig* and of course **English** editions of du Maurier's *Don't Look Now*, McEwan's *The Comfort of Strangers* and Shakespeare's *The Merchant of Venice*. (A Reader to be available at the start of term in the Copyshop will contain the Mann translation into English, the travel essays, some poetry and a number of secondary sources on the topic of cultural geography).

154215	Aesthetics of Irrationality – The Gothic in literature and the Arts (2 HS)		
	Di 10:15 – 11:45	R. 3.208	Schlensag
Modulzuordnungen:	LEHRAMTSTUDI/ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 501, 801, 802, 803 MA LA: 1301, 1302, 1303 LPO 2003		
	GHR: 5c	SP <sub>1.Fach</sub> : 5c	B.A.ALK: 6c,7abc, Komp 3c,4a
	Gy/Ge: 7ab	SP <sub>2.Fach</sub> : 4b	B.A.AS: TG 5 Vertiefung, Kern 8b Komp 3b
	BK: 7ab		M.A.ALK: 1abc,2bc
	LPO 1994/2000: B3, E1	M.A.AS: TG5, TG 7	
	LABG 2009		
G:	HRG: 601	GyGe/BK: 601, 701, 702	SP:

This seminar will trace the aesthetics of irrationality in literature and the fine arts that have inspired writers and painters alike. Our critical investigation will start in the second half of the 18th century when Horace Walpole's published "The Castle of Otranto" and founded the Gothic Novel as a literary genre. Next we will consider the Orientalism of "Vathek" by William Beckford, one of the most eccentric writers of his time, and last but not least finish our discussion with the more philosophical inclinations of Mary Shelley's 19th century novel "Frankenstein".

One may regard the Gothic as a phenomenon spanning the arts and therefore indicative of a "Zeitgeist" rebelling against the rationalism of the 18th century. Authors of the Gothic novel moved away from the Neo-classic ideals of order and reason and towards the inviting shades of a more mysterious interpretation of life. They opened up new psychological areas of experience for the novel which are manifested in their contemplation of the possibilities of the numinous, the abnormal or monstrous. In a similar manner painters discovered the architectural equivalent to the sublime horror of the Gothic novel in their depiction of Gothic architecture, picturesque landscapes, and irrational prisons scenes.

In the seminar we will discuss novels as being representative for a particular genre and, notwithstanding the differences between the work of such individual authors as Walpole, Beckford and Shelley, we shall identify recurring motifs that should be understood in a general cultural context.

Our discussion will be based on the following edition: *Three Gothic Novels: The Castle of Otranto, Vathek, Frankenstein*, Peter Fairclough (Ed.) with an Introductory Essay by Mario Praz, London: Penguin Classics 1986.

### **Britische Kulturwissenschaft**

#### 1. STUDIENPHASE

154501	Introduction to Cultural Studies – Group A (2 PS)		
	Di 12:15 – 13:45	R. 3.208	Sedlmayr
Modulzuordnungen:	LEHRAMTSTUDI/ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 102 MA LA: LPO 2003		
	GHR: 1b	SP <sub>1.Fach</sub> : 1b	B.A.ALK: Kern 2abc
	Gy/Ge: 1b	SP <sub>2.Fach</sub> : 1b	B.A.AS:

	BK: 1b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b> <b>E1</b>	M.A. <sub>AS</sub> :	
	<b>LABG 2009</b>		
<b>G:</b>	<b>402</b>	<b>HRG: 402</b>	<b>GyGe/BK: 402</b> <b>SP: 402</b>

<b>154502</b>	<b>Introduction to Cultural Studies – Group B (2 PS)</b>		
	<b>Do 08:30 – 10:00</b>	<b>R. 3.205</b>	<b>Sedlmayr</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 102</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1b	SP <sub>1.Fach</sub> : 1b	B.A. <sub>ALK</sub> : Kern 2abc
	Gy/Ge: 1b	SP <sub>2.Fach</sub> : 1b	B.A. <sub>AS</sub> :
	BK: 1b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b> <b>E1</b>	M.A. <sub>AS</sub> :	
	<b>LABG 2009</b>		
<b>G:</b>	<b>402</b>	<b>HRG: 402</b>	<b>GyGe/BK: 402</b> <b>SP: 402</b>

<b>154503</b>	<b>Introduction to Cultural Studies – Group C (2 PS)</b>		
	<b>Mi 10:15 – 11:45</b>	<b>R. 3.208</b>	<b>Lenz</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 102</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1b	SP <sub>1.Fach</sub> : 1b	B.A. <sub>ALK</sub> : Kern 2abc
	Gy/Ge: 1b	SP <sub>2.Fach</sub> : 1b	B.A. <sub>AS</sub> :
	BK: 1b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b> <b>E1</b>	M.A. <sub>AS</sub> :	
	<b>LABG 2009</b>		
<b>G:</b>	<b>402</b>	<b>HRG: 402</b>	<b>GyGe/BK: 402</b> <b>SP: 402</b>

<b>154504</b>	<b>Introduction to Cultural Studies – Group D (2 PS)</b>		
	<b>Mo 12:15 – 13:45</b>	<b>R. 3.208</b>	<b>Espinoza Garrido</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 102</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1b	SP <sub>1.Fach</sub> : 1b	B.A. <sub>ALK</sub> : Kern 2abc
	Gy/Ge: 1b	SP <sub>2.Fach</sub> : 1b	B.A. <sub>AS</sub> :
	BK: 1b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b> <b>E1</b>	M.A. <sub>AS</sub> :	
	<b>LABG 2009</b>		
<b>G:</b>	<b>402</b>	<b>HRG: 402</b>	<b>GyGe/BK: 402</b> <b>SP: 402</b>

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.

<b>154505</b>	<b>Of Grand Tours and Package Tours: Cultures of Tourism (2 PS)</b>		
	<b>Do 12:15 – 13:45</b>	<b>R. 3.208</b>	<b>Hologa</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 103</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach</sub> : 1e	B.A. <sub>ALK</sub> : Kern 2abc, 3bc, 4a Komp 2ad
	Gy/Ge: 1e, 4b	SP <sub>2.Fach</sub> :	B.A. <sub>AS</sub> :
	BK: 1e, 4b		M.A. <sub>ALK</sub> :
	<b>LPO 1994/2000:</b> <b>E1</b>	M.A. <sub>AS</sub> :	
	<b>LABG 2009</b>		
<b>G:</b>	<b>601</b>	<b>HRG: 403</b>	<b>GyGe/BK: 403</b> <b>SP:</b>

This course will consider historical and contemporary practices of tourism and travelling as meaning-making practices with the help of various case studies and theoretical approaches (Marxism, cultural geography, sociology, questions of class, gender, identity and difference, etc.). A special focus will be on particular forms of tourism, such as 'thanatourism', ecotourism, heritage tourism, backpacking, sex tourism or city trips to specific destinations, such as Edinburgh, as well as the effects of tourism on local cultures and the (Western) traveller him-/herself. A 'reader' will be available by the beginning of the semester, course requirements will be announced in the first session.

An introductory reading:

Urry, John & Jonas Larsen (2011, 3rd rev. ed.) *The Tourist Gaze 3.0*. Sage.

MacCannell, Dean (1999) *The Tourist: A New Theory of the Leisure Class*. University of California Press.

Holden, Andrew (2005) *Tourism Studies and the Social Sciences*. Routledge.

<b>154506</b>	<b>Representing Post-War History: <i>Our Friends in the North</i> (2 PS)</b>		
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	<b>Di 16:00 – 18:30</b>	<b>R. 3.208</b>	<b>Piskurek</b>
<b>Modulzu- ordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 103</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach:</sub> 1e	B.A. <sub>ALK:</sub> Kern 2bc, 3c Komp 2d
	Gy/Ge: 1e, 4b	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 1e, 4b		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000: E1</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
	<b>G: 601</b>	<b>HRG: 403</b>	<b>GyGe/BK: 403</b> <b>SP:</b>

This class makes an ambitious attempt: to study British post-war history with the help of Peter Flannery's epic television drama *Our Friends in the North* (1995). The series follows three men and a woman from Newcastle over the course of nine episodes, each of which is set in a specific year from 1964 to 1995. Partly based on real events and persons, the show vividly covers Britain's post-war political, cultural and social life via the intertwined life stories of the four protagonists, and –despite being fiction– thus is an excellent starting point to explore how Britain became what it is today.

We will discuss Flannery's original 1982 'history play', which served as the basis for the television adaptation, as well as the nine episodes from the television drama. Students are expected to consult various historical sources in order to prepare interactive presentations to accompany our discussion of the fictional texts.

Screenings of the nine 60-minute episodes will take place right after class, which is why the class runs until 6.30.

Course requirements will be discussed in the first session.

<b>154507</b>	<b>Tradition and Modernity in Indian Fiction (2 PS)</b>		
	<b>Do 16:00-17:30</b>	<b>R. 3.207</b>	<b>Braunstein</b>
<b>Modulzu- ordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 103</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach:</sub> 1e	B.A. <sub>ALK:</sub> Kern 1c, 2b, 3 abc, Komp 1b, 2cd
	Gy/Ge: 1e, 4b	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 1e, 4b		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000: B 5, E 3</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
	<b>G: 601</b>	<b>HRG: 403</b>	<b>GyGe/BK: 403</b> <b>SP:</b>

During the summer term we will read four short novels by Anglophone Indian writers spanning the period 1935-1999. These will include *Untouchable* by Mulk Raj Anand, *The Guide*, by R.K. Narayan, Bharati Mukherjee's *Jasmine* and Anita Desai's *Fasting, Feasting*. In addition to learning about India's culture and history we will investigate to what extent Indian writing still reflects evidence of its colonial heritage or can be viewed as entertainingly subversive. Course requirements will be discussed in the first session.

<b>154204</b>	<b>Australian Literature and Culture</b>		
	<b>Mi 12:15 – 13:45</b>	<b>R. 3.206</b>	<b>Bell</b>
<b>Modulzu- ordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 103</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach:</sub> 1e	B.A. <sub>ALK:</sub> Kern 1c, 2b, 3c; Komp 1b, 2d
	Gy/Ge: 1e	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 1e		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
	<b>G: 601</b>	<b>HRG: 403</b>	<b>GyGe/BK: 403</b> <b>SP:</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.

<b>154205</b>	<b>'Ladies and gentlemen; I'm sorry to drag you from your desserts': Britishness in Film (2 PS)</b>		
	<b>Di 10:15 – 11:45</b>	<b>R. 3.205</b>	<b>Laemmerhirt</b>
<b>Modulzu- ordnungen:</b>	<b>LEHRAMTSTUDI ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 103</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1e	SP <sub>1.Fach:</sub> 1e	
	Gy/Ge: 1e, 4b	SP <sub>2.Fach:</sub>	
	BK: 1e, 4b		
<b>LPO 1994/2000: E1</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
	<b>G: 601</b>	<b>HRG: 403</b>	<b>G: 403</b>

What do you consider to be typically British? Britishness is an umbrella term that forges the idea that Great Britain is a rather homogenous state. However, especially in contemporary multinational Britain, the ideas of Britishness are more diverse and complex. This course seeks to critically examine movies, especially literary movie adaptations that have created, defined, and mythified a sense of Britishness on screen. We will examine how ideas of nationality, race, and gender are discussed and represented in novels and on screen.

**Movies that will be discussed include:**

Ang Lee: Sense and Sensibility (1995)  
 Oliver Parker: Dorian Gray (2009)  
 Guy Hamilton: Goldfinger (1964)  
 John Madden: The Best Exotic Marigold Hotel (2012)  
 Sharon Maguire: Bridged Jones Diary (2001)

**Books to be purchased and read:**

Jane Austen: Sense and Sensibility (1811)  
 Oscar Wilde: The Picture of Dorian Gray (1891)  
 Ian Fleming: Goldfinger (1959)  
 Deborah Moggach: These Foolish Things (2004)

Course requirements: Regular attendance, active participation and the punctual fulfillment of written assignments (essays and responses).

Please make sure to purchase the books and start reading. Please watch the movies named above. A reader will be made available at the beginning of semester.

2. STUDIENPHASE

154508	Teaching Cultural Studies (2 HS)		
	Di 16:00 -17:30	R. 3.206	Sedlmayr
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 501, 602, 603, 802, 803 MA LA 1102, 1302, 1303		
	LPO 2003		
	GHR: 4b, 5c	SP <sub>1.Fach</sub> : 4b, 5c	B.A. <sub>ALK</sub> :
	Gy/Ge: 5b, 6a, 6b	SP <sub>2.Fach</sub> : 3a, 4b	B.A. <sub>AS</sub> : TG 4, TG 5
	BK: 5b, 6a, 6b		M.A. <sub>ALK</sub> :
	LPO 1994/2000: B3, E1 LABG 2009	M.A. <sub>AS</sub> : TG 4, TG 5	
G:	HRG: 601	GyGe/BK: 601	SP:

In the EFL classroom, the teaching of 'facts' about Britain (and the USA) is at least as important and central as the teaching of literature. In this seminar, we will therefore rethink the didactic relevance of Cultural Studies when it comes to imparting Landeskunde, have a look at school syllabi, and ponder possible teaching techniques. Apart from considering various significant thematic and methodical areas of Cultural Studies/Landeskunde, we will turn our attention specifically to questions concerning intercultural communicative competence.

Relevant material will be provided via EWS.

Course requirements will be announced in the first session.

154509	Body Language: Contemporary Representations of the Body (2 HS)		
	Mi 16:00 -17:30	R. 3.306	Sedlmayr
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 501, 801, 802, 803 MA LA: 1301, 1302, 1303		
	LPO 2003		
	GHR: 5c	SP <sub>1.Fach</sub> : 5c	B.A. <sub>ALK</sub> : Kern 6abc, 7bc
	Gy/Ge: 6a, 6b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung, Kern 8b, Komp 3b
	BK: 6a, 6b		M.A. <sub>ALK</sub> : 1abc, 2c
	LPO 1994/2000: B3, E1 LABG 2009	M.A. <sub>AS</sub> : TG 5, TG 7	
G:	HRG: 601	GyGe/BK: 601, 701, 702	SP:

In recent times, questions concerning the body have attracted considerable interest in both literary and cultural studies, so much so that the notion of a veritable 'body turn' is now current. Since the emergence of postmodern and poststructuralist theory, the body has become a decidedly ambivalent site of investigation. On the one hand, it still figures as the touchstone of 'reality', of genuine feelings like pain and pleasure, and so of 'authenticity'. On the other hand, it has been radically robbed of its 'naturalness': the 'body' as nothing but a culturally inscribed projection space.

In the seminar, we will consider various theoretical and literary texts that give us an insight into the debate. Amongst others, topics covered will include 'normal v abnormal bodies', 'body technologies', 'body ethics', the 'body in consumer culture'.

Relevant material will be provided via EWS. Apart from that, you must have a copy of the following novel:

McEwan, Ian. On Chesil Beach. London: Vintage, 2008. [ISBN: 9780099512790]

Course requirements will be announced in the first session.

154510		Ethnicity in Britain Today (2 HS)		
	Do 10:15 – 11:45	R. 3.207	Sedlmayr	
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA: 501, 801, 802, 803 MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP <sub>1.Fach</sub> : 5c	B.A. <sub>ALK</sub> : Kern 6abc, 7abc Komp 3abc, 4a	
	Gy/Ge: 6a, 6b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung	
	BK: 6a, 6b		M.A. <sub>ALK</sub> : 3ac, 1b	
	LPO 1994/2000: E1 LABG 2009	M.A. <sub>AS</sub> : TG 5		
G:	HRG: 601	GyGe/BK: 601, 701, 702	SP:	

To talk about ethnicity is not easy, not least because there seems to be no universally accepted definition of the term. Often, it serves as an all too crude means of separating 'them' from 'us'. As the sociologist David Mason notes, in Britain, "[t]he term 'ethnic' is frequently used as a synonym for those thought of as culturally different". In other words, white Britons, for reasons of identity formation and assertion, tend to put the label 'ethnic' on so-called 'others' while apparently ignoring their own 'ethnicity'. Having said that, it is necessary to immediately question the loaded reference to colour in the phrase "white Britons". When referring to 'ethnicities' or 'ethnic minorities', does (or should) that only include people whose recent origins lie in former colonies on the Indian subcontinent, in the Caribbean or Africa? What about the growing population of people whose roots are in Poland, the Ukraine, etc.?

In this seminar, we will have to deal with such questions of definition while considering in which ways ethnic variety expresses itself culturally. We will scrutinise relevant films, TV series, pieces of art and literature, but also a range of theoretical texts, in order to shed some light on the richness and the intricacies of ethnic life in Britain.

Relevant material will be provided via EWS.

Suggested introductory reading:

David Mason. Race and Ethnicity in Modern Britain. 2nd ed. Oxford: Oxford UP, 2000.

Course requirements will be announced in the first session.

154511		Shop Till You Drop: Consumer Culture (2 HS)		
	Mo 10:15 – 11:45	R. 3.205	Schlensag	
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA: 501, 802, 803 MA LA: 1302, 1303			
	LPO 2003			
	GHR: 5c	SP <sub>1.Fach</sub> : 5c	B.A. <sub>ALK</sub> : Kern 6abc, 7bc, 8a Komp 3abc, 4ab	
	Gy/Ge: 6a, 6b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung, Kern 8b Komp 3b	
	BK: 6a, 6b		M.A. <sub>ALK</sub> : 1ab, 3b	
	LPO 1994/2000: E1 LABG 2009	M.A. <sub>AS</sub> : TG 5, TG 7		
G:	HRG: 601	GyGe/BK: 601, 701, 702	SP:	

Andy Warhol is famously quoted to have said: "A day without shopping is a day lost". Looking at today's society we observe that Warhol's assumption seems to have become a truism for most consumers. Especially in the days of post-industrialism with its decisive shift to service-based industries in Western societies the images and sites of consumption seem limitless and confusingly diverse: Holiday resorts, theme parks, music videos, fitness centres, department stores, shopping malls, cinema, advertisement and, of course, its new varieties brought forward by the digitalization of all these commodities and sites. It has become increasingly difficult to find conceptualizations to rationalize the complexity of "going shopping".

Consequently, historians and scholars of Cultural Studies are still puzzled by the difficulties of understanding consumerism: When did it all begin? What are its material and economic implications? Is it possible to distinguish clearly between "real" and "pseudo-individual", "true" and "false" needs?

This class aims at analysing the historicity of consumer culture and the ways individuals may construct "meaning" or "values" in the process of consumption. We will approach these issues by studying a broad range of theoretical texts and also by studying concrete examples of consumerism. Following Stuart Hall we shall see how the key-terms of the circuit of culture (identity, regulation, consumption, production) are negotiated in today's consumer society while taking into account the changes of the practical and symbolic value of people's material life from the seventeenth century onwards.

A reader with theoretical texts will be provided at the beginning of the semester.

Assignments will be discussed during the first meeting.

154512		Fascism and Anti-Fascism in British Culture (2 HS)		
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	<b>Blockseminar</b> <b>25.- 30.07.2013,</b> <b>09:00-13:00</b>	<b>R. 3.206</b>	<b>Viol</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b> <b>BA LA:</b> 501, 801, 802, 803 <b>MA LA:</b> 1301, 1302, 1303 <b>LPO 2003</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	GHR: 5c	SP <sub>1.Fach:</sub> 5C	B.A. <sub>ALK:</sub> Kern 6b, 7b Komp 3b
	Gy/Ge: 6a, 6b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> TG 5 Vertiefung, Kern 8b Komp 3b
	BK: 6a, 6b		M.A. <sub>ALK:</sub> 1b, 2c
	<b>LPO 1994/2000:</b> <b>B3, E1</b>	M.A. <sub>AS:</sub> TG 5, TG 7	
	<b>LABG 2009</b>		
	<b>G:</b>	<b>HRG: 601</b>	<b>GyGe/BK: 601</b>

The history of British fascism is longer, and its political influence stronger, than many would like to believe. In this seminar we will look at the different forms of British fascism, analysing the political programmes, methods, and 'achievements' of different movements and parties, from the British Brothers League (1901) and BUF (1932) to the current BNP. We will study how the individual groups represented themselves and analyse how British culture and politics constructed and/or responded to the fascist threat. This will involve a reading of political, literary, filmic, and musical texts that deal with fascism in one way or another.

Students must read/watch the following texts:

Aldous Huxley: Point Counter Point (1928)  
Kazuo Ishiguro: The Remains of the Day (1989) or Jonathan Coe: The Closed Circle (2004)

This Is England (D/Sc: Shane Meadows; 2006)  
Mosley (Channel 4; 1998)

The first part of the course will consist in intensive e-learning work to be completed before our five-day workshop in July. Throughout the summer term we will use the Electronic Workspace platform to communicate: study questions will be posted and will have to be answered; research and presentation projects will have to be developed and discussed. Those who wish to obtain the full credits must take part in both the virtual and the real classroom work.

Workshop sessions:

25/7, 9am-1pm  
26/7, 9am-1pm  
27/7, 9am-1pm  
29/7, 9am-1pm  
30/7, 9am-1pm

<b>158010</b>	<b>Britannien in Antike und Mittelalter (2 HS)</b>		
	<b>Di 16:15 – 17:45</b>	<b>R. 3.306</b>	<b>Beck/Franke</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b> <b>BA LA:</b> 802 <b>MA LA:</b> 1302 <b>LPO 2003</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub> Kern 6abc Komp 3abc
	Gy/Ge: 6a, 6b	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub> TG 5 Vertiefung
	BK: 6a, 6b		M.A. <sub>ALK:</sub> 1b
	<b>LPO 1994/2000:</b> <b>E1</b>	M.A. <sub>AS:</sub> TG 5	
	<b>LABG 2009</b>		
	<b>G:</b>	<b>HRG: 601</b>	<b>GyGe/BK: 601</b>

Spricht man heute von England, schweifen die Gedanken häufig zu fish 'n' chips, Fußball und Regenschirmen. Dass die Geschichte Groß-Britanniens in römischer und mittelalterlicher Zeit jedoch äußerst spannende Aspekte vorhält, soll in diesem Seminar gezeigt werden. Ausgehend von der römischen Eroberung großer Teile der britischen Inseln über die angel-sächsischen und normannischen Invasionen sowie die wikingischen Einfälle und Reichsgründungen im Mittelalter werden zentrale Ereignisse und Aspekte der römischen und mittelalterlichen Geschichte der Britischen Inseln in einem epochenübergreifenden Zugriff thematisiert.

Literatur:

Hobbs, Richard / Jackson, Ralph, Das römische Britannien, London 2010.  
Salway, Peter, Roman Britain, a very short introduction, Oxford [u.a.] 2000.  
Salway, Peter, Roman Britain (The Oxford history of England 1,A), Oxford 1982  
Krieger, Karl-Friedrich: Geschichte Englands von den Anfängen bis zum 15. Jahrhundert (Geschichte Englands, Bd. 1), 4., aktualisierte Auflage, München 2009.  
Sarnowsky, Jürgen, England im Mittelalter, Darmstadt 2002.  
Bei diesem Seminar handelt es sich um ein Angebot des Historischen Instituts, welches für Anglistik-Studenten geöffnet wird. Die Anmeldung läuft direkt über Herrn Erik Beck: [erik.beck@uni-dortmund.de](mailto:erik.beck@uni-dortmund.de). Da die Veranstaltung in deutscher Sprache gehalten wird, ist sie nur für Module wählbar, in denen weitere Veranstaltungen zur Britischen Literatur und Kultur gewählt werden.

154508	Teaching Cultural Studies (2 HS)		
	Di 16:00 -17:30	R. 3.206	Sedlmayr
Modulzuordnungen:	<b>LEHRAMTSTUDI ENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	<b>BA LA:</b> 501, 602, 603, 802, 803		
	<b>MA LA:</b> 1102, 1302, 1303		
	<b>LPO 2003</b>		
	GHR: 4b, 5c	SP <sub>1.Fach:</sub> 4b, 5c	B.A. <sub>ALK:</sub>
	Gy/Ge: 5b, 6a, 6b	SP <sub>2.Fach:</sub> 3a, 4b	B.A. <sub>AS:</sub> TG 4, TG 5
	BK: 5b, 6a, 6b	M.A. <sub>ALK:</sub>	
<b>LPO 1994/2000: B3, E1</b>	M.A. <sub>AS:</sub> TG 4, TG 5		
<b>LABG 2009</b>			
<b>G:</b>	<b>HRG: 601</b>	<b>GyGe/BK: 601</b>	<b>SP:</b>

In the EFL classroom, the teaching of 'facts' about Britain (and the USA) is at least as important and central as the teaching of literature. In this seminar, we will therefore rethink the didactic relevance of Cultural Studies when it comes to imparting Landeskunde, have a look at school syllabi, and ponder possible teaching techniques. Apart from considering various significant thematic and methodical areas of Cultural Studies/Landeskunde, we will turn our attention specifically to questions concerning intercultural communicative competence.

Relevant material will be provided via EWS.

Course requirements will be announced in the first session.

154509	Body Language: Contemporary Representations of the Body (2 HS)		
	Mi 16:00 -17:30	R. 3.306	Sedlmayr
Modulzuordnungen:	<b>LEHRAMTSTUDI ENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	<b>BA LA:</b> 501, 801, 802, 803		
	<b>MA LA:</b> 1301, 1302, 1303		
	<b>LPO 2003</b>		
	GHR: 5c	SP <sub>1.Fach:</sub> 5c	B.A. <sub>ALK:</sub> Kern 6abc, 7bc
	Gy/Ge: 6a, 6b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> TG 5 Vertiefung, Kern 8b, Komp 3b
	BK: 6a, 6b	M.A. <sub>ALK:</sub> 1abc, 2c	
<b>LPO 1994/2000: B3, E1</b>	M.A. <sub>AS:</sub> TG 5, TG 7		
<b>LABG 2009</b>			
<b>G:</b>	<b>HRG: 601</b>	<b>GyGe/BK: 601, 701, 702</b>	<b>SP:</b>

In recent times, questions concerning the body have attracted considerable interest in both literary and cultural studies, so much so that the notion of a veritable 'body turn' is now current. Since the emergence of postmodern and poststructuralist theory, the body has become a decidedly ambivalent site of investigation. On the one hand, it still figures as the touchstone of 'reality', of genuine feelings like pain and pleasure, and so of 'authenticity'. On the other hand, it has been radically robbed of its 'naturalness': the 'body' as nothing but a culturally inscribed projection space.

In the seminar, we will consider various theoretical and literary texts that give us an insight into the debate. Amongst others, topics covered will include 'normal v abnormal bodies', 'body technologies', 'body ethics', the 'body in consumer culture'.

Relevant material will be provided via EWS. Apart from that, you must have a copy of the following novel:

McEwan, Ian. On Chesil Beach. London: Vintage, 2008. [ISBN: 9780099512790]

Course requirements will be announced in the first session.

154510	Ethnicity in Britain Today (2 HS)		
	Do 10:15 – 11:45	R. 3.207	Sedlmayr
Modulzuordnungen:	<b>LEHRAMTSTUDI ENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	<b>BA LA:</b> 501, 801, 802, 803		
	<b>MA LA:</b> 1301, 1302, 1303		
	<b>LPO 2003</b>		
	GHR: 5c	SP <sub>1.Fach:</sub> 5c	B.A. <sub>ALK:</sub> Kern 6abc, 7abc Komp 3abc, 4a
	Gy/Ge: 6a, 6b	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> TG 5 Vertiefung
	BK: 6a, 6b	M.A. <sub>ALK:</sub> 3ac, 1b	
<b>LPO 1994/2000: E1</b>	M.A. <sub>AS:</sub> TG 5		
<b>LABG 2009</b>			
<b>G:</b>	<b>HRG: 601</b>	<b>GyGe/BK: 601, 701, 702</b>	<b>SP:</b>

To talk about ethnicity is not easy, not least because there seems to be no universally accepted definition of the term. Often, it serves as an all too crude means of separating 'them' from 'us'. As the sociologist David Mason notes, in Britain, "[t]he term 'ethnic' is frequently used as a synonym for those thought of as culturally different". In other words, white Britons, for reasons of identity formation and assertion, tend to put the label 'ethnic' on so-called 'others' while apparently ignoring their own 'ethnicity'. Having said that, it is necessary to immediately question the loaded reference to colour in the phrase "white Britons". When referring to 'ethnicities' or 'ethnic minorities', does (or should) that only include people whose recent origins lie in former

colonies on the Indian subcontinent, in the Caribbean or Africa? What about the growing population of people whose roots are in Poland, the Ukraine, etc.?

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Course requirements will be announced in the first session.

154511		Shop Till You Drop: Consumer Culture (2 HS)		
	Mo 10:15 – 11:45	R. 3.205	Schlensag	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA: 501, 802, 803			
	MA LA: 1302, 1303			
	LPO 2003			
	GHR: 5c	SP <sub>1.Fach</sub> : 5c	B.A. <sub>ALK</sub> : Kern 6abc, 7bc, 8a Komp 3abc, 4ab	
	Gy/Ge: 6a, 6b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung, Kern 8b Komp 3b	
	BK: 6a, 6b		M.A. <sub>ALK</sub> : 1ab, 3b	
LPO 1994/2000: E1	M.A. <sub>AS</sub> : TG 5, TG 7			
LABG 2009				
G:		HRG: 601	GyGe/BK: 601, 701, 702	SP:

Andy Warhol is famously quoted to have said: "A day without shopping is a day lost". Looking at today's society we observe that Warhol's assumption seems to have become a truism for most consumers. Especially in the days of post-industrialism with its decisive shift to service-based industries in Western societies the images and sites of consumption seem limitless and confusingly diverse: Holiday resorts, theme parks, music videos, fitness centres, department stores, shopping malls, cinema, advertisement and, of course, its new varieties brought forward by the digitalization of all these commodities and sites. It has become increasingly difficult to find conceptualizations to rationalize the complexity of "going shopping".

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A reader with theoretical texts will be provided at the beginning of the semester.

Assignments will be discussed during the first meeting.

154512		Fascism and Anti-Fascism in British Culture (2 HS)		
	Blockseminar 25.- 30.07.2013, 09:00-13:00	R. 3.206	Viol	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	BA LA: 501, 801, 802, 803			
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP <sub>1.Fach</sub> : 5c	B.A. <sub>ALK</sub> : Kern 6b, 7b Komp 3b	
	Gy/Ge: 6a, 6b	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung, Kern 8b Komp 3b	
	BK: 6a, 6b		M.A. <sub>ALK</sub> : 1b, 2c	
LPO 1994/2000: B3, E1	M.A. <sub>AS</sub> : TG 5, TG 7			
LABG 2009				
G:		HRG: 601	GyGe/BK: 601	SP:

The history of British fascism is longer, and its political influence stronger, than many would like to believe. In this seminar we will look at the different forms of British fascism, analysing the political programmes, methods, and 'achievements' of different movements and parties, from the British Brothers League (1901) and BUF (1932) to the current BNP. We will study how the individual groups represented themselves and analyse how British culture and politics constructed and/or responded to the fascist threat. This will involve a reading of political, literary, filmic, and musical texts that deal with fascism in one way or another.

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This Is England (D/Sc: Shane Meadows; 2006)  
 Mosley (Channel 4; 1998)

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Workshop sessions:

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 26/7, 9am-1pm  
 27/7, 9am-1pm  
 29/7, 9am-1pm  
 30/7, 9am-1pm

158010		Britannien in Antike und Mittelalter (2 HS)	
	Di 16:15 – 17:45	R. 3.306	Beck/Franke
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 802		
	MA LA: 1302		
	LPO 2003		
	GHR:	SP <sub>1.Fach</sub> :	B.A. <sub>ALK</sub> : Kern 6abc Komp 3abc
	Gy/Ge: 6a, 6b	SP <sub>2.Fach</sub> :	B.A. <sub>AS</sub> : TG 5 Vertiefung
	BK: 6a, 6b		M.A. <sub>ALK</sub> : 1b
LPO 1994/2000: E1	M.A. <sub>AS</sub> : TG 5		
LABG 2009			
G:	HRG: 601	GyGe/BK: 601	SP:

Spricht man heute von England, schweifen die Gedanken häufig zu fish 'n' chips, Fußball und Regenschirmen. Dass die Geschichte Groß-Britanniens in römischer und mittelalterlicher Zeit jedoch äußerst spannende Aspekte vorhält, soll in diesem Seminar gezeigt werden. Ausgehend von der römischen Eroberung großer Teile der britischen Inseln über die angel-sächsische und normannische Invasionen sowie die wikingischen Einfälle und Reichsgründungen im Mittelalter werden zentrale Ereignisse und Aspekte der römischen und mittelalterlichen Geschichte der Britischen Inseln in einem epochenübergreifenden Zugriff thematisiert.

Literatur:

Hobbs, Richard / Jackson, Ralph, Das römische Britannien, London 2010.  
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 Sarnowsky, Jürgen, England im Mittelalter, Darmstadt 2002.

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## Amerikanistik

### 1. STUDIENPHASE

154601		Introduction to American Literary and Cultural History – Gruppe A (2 PS)	
	Di 08:30 – 10:00	R. 0.406	Klemm
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 202		
	MA LA:		
	LPO 2003		
	GHR: 1c	SP <sub>1.Fach</sub> : 1c	B.A. <sub>ALK</sub> : Kern 2abc
	Gy/Ge: 1c	SP <sub>2.Fach</sub> : 1c	B.A. <sub>AS</sub> :
	BK: 1c		M.A. <sub>ALK</sub> :
LPO 1994/2000: B4, E2	M.A. <sub>AS</sub> :		
LABG 2009			
G: 502	HRG: 502	GyGe/BK: 502	SP: 502

154602		Introduction to American Literary and Cultural History – Gruppe B (2 PS)	
	Di 12:15 – 13:45	R. 0.406	Klemm
Modulzuordnungen:	LEHRAMTSTUDI ENGÄNGE:	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 202		
	MA LA:		
	LPO 2003		
	GHR: 1c	SP <sub>1.Fach</sub> : 1c	B.A. <sub>ALK</sub> : Kern 2abc
	Gy/Ge: 1c	SP <sub>2.Fach</sub> : 1c	B.A. <sub>AS</sub> :
	BK: 1c		M.A. <sub>ALK</sub> :

	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS</sub> :		
	<b>LABG 2009</b>			
	<b>G:</b> 502	<b>HRG:</b> 502	<b>GyGe/BK:</b> 502	<b>SP:</b> 502

<b>154603</b>	<b>Introduction to American Literary and Cultural History – Gruppe C (2 PS)</b>			
	<b>Do 12:15 – 13:45</b>	<b>R. 0.406</b>	<b>Klemm</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>ENGÄNGE:</b>			
	<b>BA LA:</b> 202			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 1c	SP <sub>1.Fach:</sub> 1c	B.A. <sub>ALK:</sub> Kern 2abc	
	Gy/Ge: 1c	SP <sub>2.Fach:</sub> 1c	B.A. <sub>AS:</sub>	
	BK: 1c		M.A. <sub>ALK:</sub>	
	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>		
	<b>LABG 2009</b>			
	<b>G:</b> 502	<b>HRG:</b> 502	<b>GyGe/BK:</b> 502	<b>SP:</b> 502

<b>154604</b>	<b>Introduction to American Literary and Cultural History – Gruppe D (2 PS)</b>			
	<b>Di 10:15 – 11:45</b>	<b>R. 0.406</b>	<b>Theis</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>ENGÄNGE:</b>			
	<b>BA LA:</b> 202			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 1c	SP <sub>1.Fach:</sub> 1c	B.A. <sub>ALK:</sub> Kern 2abc	
	Gy/Ge: 1c	SP <sub>2.Fach:</sub> 1c	B.A. <sub>AS:</sub>	
	BK: 1c		M.A. <sub>ALK:</sub>	
	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>		
	<b>LABG 2009</b>			
	<b>G:</b> 502	<b>HRG:</b> 502	<b>GyGe/BK:</b> 502	<b>SP:</b> 502

<b>154605</b>	<b>Introduction to American Literary and Cultural History – Gruppe E (2 PS)</b>			
	<b>Mo 10:15-11:45</b>	<b>R. 0.406</b>	<b>Ogihara-Schuck</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>ENGÄNGE:</b>			
	<b>BA LA:</b> 202			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 1c	SP <sub>1.Fach:</sub> 1c	B.A. <sub>ALK:</sub> Kern 2abc	
	Gy/Ge: 1c	SP <sub>2.Fach:</sub> 1c	B.A. <sub>AS:</sub>	
	BK: 1c		M.A. <sub>ALK:</sub>	
	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>		
	<b>LABG 2009</b>			
	<b>G:</b> 502	<b>HRG:</b> 502	<b>GyGe/BK:</b> 502	<b>SP:</b> 502

<b>154606</b>	<b>Introduction to American Literary and Cultural History – Gruppe F (2 PS)</b>			
	<b>Mi 14:15 – 15:45</b>	<b>R. 0.406</b>	<b>Laemmerhirt</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>ENGÄNGE:</b>			
	<b>BA LA:</b> 202			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 1c	SP <sub>1.Fach:</sub> 1c	B.A. <sub>ALK:</sub> Kern 2abc	
	Gy/Ge: 1c	SP <sub>2.Fach:</sub> 1c	B.A. <sub>AS:</sub>	
	BK: 1c		M.A. <sub>ALK:</sub>	
	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>		
	<b>LABG 2009</b>			
	<b>G:</b> 502	<b>HRG:</b> 502	<b>GyGe/BK:</b> 502	<b>SP:</b> 502

<b>154607</b>	<b>Introduction to American Literary and Cultural History – Gruppe G (2 PS)</b>			
	<b>Fr 08:30 – 10:00</b>	<b>R. 0.406</b>	<b>Furlanetto</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>ENGÄNGE:</b>			
	<b>BA LA:</b> 202			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 1c	SP <sub>1.Fach:</sub> 1c	B.A. <sub>ALK:</sub> Kern 2abc	
	Gy/Ge: 1c	SP <sub>2.Fach:</sub> 1c	B.A. <sub>AS:</sub>	
	BK: 1c		M.A. <sub>ALK:</sub>	
	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>		
	<b>LABG 2009</b>			
	<b>G:</b> 502	<b>HRG:</b> 502	<b>GyGe/BK:</b> 502	<b>SP:</b> 502

<b>154608</b>	<b>Introduction to American Literary and Cultural History – Gruppe H (2 PS)</b>			
	<b>Fr 12:15 – 13:45</b>	<b>R. 0.406</b>	<b>Furlanetto</b>	

<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>ENGÄNGE:</b>			
	<b>BA LA:</b> 202			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 1c	SP <sub>1.Fach:</sub> 1c	B.A. <sub>ALK:</sub> Kern 2abc	
	Gy/Ge: 1c	SP <sub>2.Fach:</sub> 1c	B.A. <sub>AS:</sub>	
	BK: 1c	M.A. <sub>ALK:</sub>		
<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>			
<b>LABG 2009</b>				
<b>G:</b> 502	<b>HRG:</b> 502	<b>GyGe/BK:</b> 502	<b>SP:</b> 502	

<b>154609</b>	<b>Introduction to American Literary and Cultural History – Gruppe I (2 PS)</b>			
	<b>Di 18:00 – 19:30</b>	<b>R. 0.406</b>	<b>Schwarz</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>ENGÄNGE:</b>			
	<b>BA LA:</b> 202			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 1c	SP <sub>1.Fach:</sub> 1c	B.A. <sub>ALK:</sub> Kern 2abc	
	Gy/Ge: 1c	SP <sub>2.Fach:</sub> 1c	B.A. <sub>AS:</sub>	
	BK: 1c	M.A. <sub>ALK:</sub>		
<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>			
<b>LABG 2009</b>				
<b>G:</b> 502	<b>HRG:</b> 502	<b>GyGe/BK:</b> 502	<b>SP:</b> 502	

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 I are parallel courses covering the same material.

<b>154610</b>	<b>America and Europe in the Transatlantic Imagination (2 PS)</b> <b>Block 05.06. – 17.07.2013</b>			
	<b>Mi 08:30-11:45</b>	<b>R. 0.420</b>	<b>Baarsen</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>ENGÄNGE:</b>			
	<b>BA LA:</b> 203			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 1f	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> Kern 1c, 2b, 3a Komp 1b, 2c	
	Gy/Ge: 1f, 4c	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>	
	BK: 1f, 4c	M.A. <sub>ALK:</sub>		
<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>			
<b>LABG 2009</b>				
<b>G:</b> 602	<b>HRG:</b> 503	<b>GyGe/BK:</b> 503	<b>SP:</b>	

One common witticism has it that America was invented in Europe before it was discovered (Edmundo O'Gorman). However that may be, America has captivated Europeans' imaginations and continues to do so. Far from being mere physical places then, Europe and America, almost instantly, evoke a plethora of ideas, images, and opinions. In this course, we will ask ourselves: How have Europeans perceived America and vice versa? What are some of these images? Where do they come from? What makes them tick, and stick? We will explore these questions from a transatlantic perspective by looking at a host of texts (ranging from the literary to the political), working our way from America's colonial period up till the present. We will excavate the rhetorics behind these representations, and investigate what purposes they may have. All texts will be made available on the Electronic Workspace.

<b>154611</b>	<b>Gender and Violence in "No Country for Old Men" (2 PS)</b> <b>Block: 02.- 05.05.2013</b>			
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	02.05. 14:15-17:30 Makeyeva 03.05. 14:15 - 1 8 : 1 5 R . 0 . 4 0 6 04.05. 09:00 - 1 7 : 3 0 R . 0 . 4 0 6 05.05. 09:00 - 1 7 : 3 0 R . 0 4 0 6	R. 0.420 R. 0.406 R. 0.406 R. 0.406	Makeyeva Twardowska
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Modulzuordnungen:	<b>LEHRAMTSTUDI ENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA: 203</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 1f	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> Kern 2ac, 3bc Komp 2d	
	Gy/Ge: 1f, 4c	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>	
	BK: 1f, 4c		M.A. <sub>ALK:</sub>	
<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>			
<b>LABG 2009</b>				
<b>G: 602</b>	<b>HRG: 503</b>	<b>GyGe/BK: 503</b>	<b>SP:</b>	

The major purpose of this 'Blockseminar' is to explore the cultural perceptions of race, ethnicity, gender roles and violence in the 2005 novel *No Country for Old Men* by Cormac McCarthy, and the 2007 film of the same name, directed by Joel and Ethan Coen.

The students should read the book *No Country for Old Men* by Cormac McCarthy before attending the class. We will watch the movie in the beginning of the class. The last day of the course will be dedicated to the student research presentations (20 min each). Students' active participation in class discussions is essential to a successful completion of the course.

<b>154612</b>	<b>Urban Narratives (2 PS)</b>			
	<b>Mo 12:15 -13:45</b>	<b>R. 0.420</b>	<b>Mikó</b>	
Modulzuordnungen:	<b>LEHRAMTSTUDI ENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA: 203</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR: 1f	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> Kern 1c, 2abc Komp 1b	
	Gy/Ge: 1f, 4c	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>	
	BK: 1f, 4c		M.A. <sub>ALK:</sub>	
<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>			
<b>LABG 2009</b>				
<b>G: 602</b>	<b>HRG: 503</b>	<b>GyGe/BK: 503</b>	<b>SP:</b>	

Among the many literary narratives are those that have to do with the concept and experience of urban life. By now, over half of the world live in cities and the wave of urbanization is without precedent. This course will examine how New York City became what it is today: a metropolis of skyscrapers and a landscape of

modernity. We will take several snapshots of the city that together define its modern landscape. While doing so, we will rediscover the original setting in which the modern metropolis was first imagined and elaborated on. The course will capture a long urban moment—from the turn of the 20<sup>th</sup> century until the Great Depression.

To fully understand the complexity of the city's metropolitan transformation, it is necessary to study the history and cultural history of the period in which each literary work was set. Therefore the classes will have a threefold structure: we will examine the historical, the cultural as well as the literary background of the texts.

<b>154613</b>	<b>ASI - Architectural Scene Investigation: Profiling the American Metropolis (2 PS)</b>		
	<b>Mi 10:15 – 11:45</b>	<b>R. 0.406</b>	<b>te Reh</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>ENGÄNGE:</b>		
	<b>BA LA: 203</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1f	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> Kern 2c, 3c, 4a Komp 2ad
	Gy/Ge: 1f, 4c	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 1f, 4c		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
<b>G: 602</b>	<b>HRG: 503</b>	<b>GyGe/BK: 503</b>	<b>SP:</b>

American metropolises have always been subject to a specific, sometimes changing, imagery. These metaphors are a result of an ongoing interaction between the architectural setting and specific urban narratives. In this semester we will investigate New York City. Using their sharp minds and analytical skills to piece together clues to a complex picture of New York City, the course attendants will work on the basis of a criminal profiler. Together, the course investigators will collect and analyze the urban, social, and historical evidence to decipher and track down New York City's metropolitan profile.

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

<b>154614</b>	<b>Film and Television in a Transatlantic Context (2 PS)</b>		
	<b>Block: 06.06. – 18.07.2013</b>		
	<b>Do 8:30 - 11:45</b>	<b>R. 0.406</b>	<b>Danneil</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>ENGÄNGE:</b>		
	<b>BA LA: 203</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1f	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> Kern 2c, 3ac Komp 2c
	Gy/Ge: 1f, 4c	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 1f, 4c		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
<b>G: 602</b>	<b>HRG: 503</b>	<b>GyGe/BK: 503</b>	<b>SP:</b>

As participants of the corporate media systems and as consumers of transnational television- and film products, we are treated as a homogeneous group of a global audience on the one hand. On the other, there are several examples throughout all kinds of visual media genres, which can be considered as globalized adaptations matched for us as local peer groups.

In terms of such media texts, there are various recognizable cultural shifts that attest the complexity of the mediation of generic content, its standards and conventional borders. Where for example lie the differences in terms of reception? How are cross-media conglomerates organized to reach the biggest possible audience? Or to which extent does the audience have a voice in what is shown and what not in times of media convergence?

In this seminar, we will encounter a variety of genres such as Soaps, Sitcoms, Crime Series, Dramedies, or animated formats etc. across national demarcations. Besides theoretical basics, we will approach the vast field through creative tasks and project work. Within this summer school program, you are required to actively participate regularly in the screenings, in group discussions and practical activities i.e. group work. A reader will be available in the beginning of June.

Warning: Seminar contains films and footage with explicit material. Eine Teilnahme erfordert Volljährigkeit (18).

<b>154615</b>	<b>American Jewish and German Jewish Literature from 1890-1933, Gruppe A (2 PS)</b>		
	<b>Block: 09.04. – 28.05.2013</b>		
	<b>Di 08:30 – 11:45</b>	<b>R. 0.420</b>	<b>Slodounik</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>ENGÄNGE:</b>		
	<b>BA LA: 203</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1f	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> Kern 1c, 2b, 3a Komp 1b, 2c
	Gy/Ge: 1f, 4c	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 1f, 4c		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
<b>G: 602</b>	<b>HRG: 503</b>	<b>GyGe/BK: 503</b>	<b>SP:</b>

This course will explore American Jewish and German Jewish literature from the late nineteenth century and early twentieth century until the National Socialist take-over. Texts will include a range of genres—fiction, autobiography, drama, and poetry. This course is designed as an introduction to the topic. No previous knowledge is required. Questions that will guide our analysis include: What similar themes and topics do both American Jewish and German Jewish literature address? How do they vary? Other topics we will focus on are the portrayal of Eastern European Jewry and Western European Jewry, particularly



the use of Yiddish, and the cultural narrative of immigration, whether from Eastern to Western Europe or from Europe to America. Primary texts will include: Mary Antin, *The Promised Land*; Franz Kafka, "Josefine, die Sangerin oder Das Volk der Mause," "Rede ber die jiddische Sprache," "In der Strafkolonie," "Bericht fr eine Akademie"; Arthur Schnitzler, *Professor Bernhardt*; Else Lasker-Schler, *Hebraische Balladen*, and selected readings by Joseph Roth, Henry Roth, Anzia Yezierska, and Sholem Aleichem.

Rebekah Slodounik is guest lecturer from the University of Virginia.

<b>154616</b>	<b>American Jewish and German Jewish Literature from 1890-1933, Gruppe B (2 PS)</b>		
	<b>Block: 04.06. – 16.07.2013</b>		
	<b>Di 08:30 – 11:45</b>	<b>R. 0.420</b>	<b>Slodounik</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGANGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 203</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1f	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> Kern 1c, 2b, 3a Komp 1b, 2c
	Gy/Ge: 1f, 4c	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 1f, 4c		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>	
	<b>LABG 2009</b>		
	<b>G: 602</b>	<b>HRG: 503</b>	<b>GyGe/BK: 503</b> <b>SP:</b>

This course will explore American Jewish and German Jewish literature from the late nineteenth century and early twentieth century until the National Socialist take-over. Texts will include a range of genres—fiction, autobiography, drama, and poetry. This course is designed as an introduction to the topic. No previous knowledge is required. Questions that will guide our analysis include: What similar themes and topics do both American Jewish and German Jewish literature address? How do they vary? Other topics we will focus on are the portrayal of Eastern European Jewry and Western European Jewry, particularly the use of Yiddish, and the cultural narrative of immigration, whether from Eastern to Western Europe or from Europe to America. Primary texts will include: Mary Antin, *The Promised Land*; Franz Kafka, "Josefine, die Sangerin oder Das Volk der Mause," "Rede ber die jiddische Sprache," "In der Strafkolonie," "Bericht fr eine Akademie"; Arthur Schnitzler, *Professor Bernhardt*; Else Lasker-Schler, *Hebraische Balladen*, and selected readings by Joseph Roth, Henry Roth, Anzia Yezierska, and Sholem Aleichem.

Rebekah Slodounik is guest lecturer from the University of Virginia.

<b>154617</b>	<b>Road to Heaven or Highway to Hell: The Car in American Culture (2 PS)</b>		
	<b>Mo 16:00 – 17:30</b> <b>Mo 17:30 – 19:00</b> <b>(Film)</b>	<b>R. 0.406</b>	<b>Emann</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGANGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 203</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1f	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> Kern 2c, 3c Komp 2d
	Gy/Ge: 1f, 4c	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 1f, 4c		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>	
	<b>LABG 2009</b>		
	<b>G: 602</b>	<b>HRG: 503</b>	<b>GyGe/BK: 503</b> <b>SP:</b>

U.S. American culture is strongly characterized by its craving for mobility. And 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, songs 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.

<b>154618</b>	<b>Representations of Dortmund – A Project Seminar (2 PS)</b>		
	<b>Block: 06.06. – 18.07.2013</b>		
	<b>Do 14:15 – 17:45</b>	<b>R. 0.420</b>	<b>Emann</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGANGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 203</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub> Kern 2bc 3ac, Komp 2ad
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK:		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>	
	<b>LABG 2009</b>		
	<b>G: 602</b>	<b>HRG: 503</b>	<b>GyGe/BK: 503</b> <b>SP:</b>

When we think about cities we may have certain images in our minds, for instance, Paris being 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 are used to create a certain image. For this we will look at a large variety of material such as traveling guides or PR texts, both of Dortmund but also other cities to compare it with. Participants are expected to prepare for this course by collecting material about specific cities – if possible Dortmund – in all shapes & 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.

This Blockseminar is particularly recommended for students of the "Angewandte Sprachwissenschaften" / "Angewandte Literatur- und Kulturwissenschaften."

<b>154619</b>	<b>Christian Political Movements Outside the Religious Right: Red Letter Christians, Progressive Evangelicals and Social Justice Congregations (2 PS)</b> <b>Block Juni 2013</b>		
	20.6. 16:00 - 20:00 21.6. 14:00 - 18:00 22.6. 11:00 - 17:00 27.6. 16:00 - 20:00 28.6. 14:00 - 18:00	R. 0.406	Lutz
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b> 203		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1f	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> Kern 1c, 2b Komp 1b
	Gy/Ge: 1f, 4c	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 1f, 4c		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
<b>G:</b> 602	<b>HRG:</b> 503	<b>GyGe/BK:</b> 503	<b>SP:</b>

Christian political movements in the US often seem to be equated with the Religious Right as represented by politicians like former President George W. Bush, but the political positions of American Christians are not as uniform as they might appear.

In this class we will look at the approaches of Christians outside the Religious Right (e.g. Tony Campolo, David Gushee, Richard Mouw, Ron Sider, Glenn Stassen and Jim Wallis) to prominent issues such as abortion, capital punishment, education, global warming, health care, poverty and war. We will explore how both the Religious Right and Christian political movements outside the Religious Right justify their views on these issues through biblical passages.

Sessions will take place on June 20 (4-8pm), 21 (2-6pm), 22 (11am to 5pm), 27 (4-8pm) and 28 (2-6pm).

<b>154620</b>	<b>Diaspora and Literature (2 PS)</b>		
	Di 16:00 – 17:30	R. 0.406	Sniezyk
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b> 203		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1f	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> Kern 1c, 2abc Komp 1b
	Gy/Ge: 1f, 4c	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 1f, 4c		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
<b>G:</b> 602	<b>HRG:</b> 503	<b>GyGe/BK:</b> 503	<b>SP:</b>

The twentieth and twenty-first centuries have seen a considerable increase in people's mobility which has influenced how we imagine home and nation. In these times, diaspora has come to mean both forced and voluntary dispersal of a people from a homeland to which they often maintain sentimental, nostalgic, and cultural attachments. Diaspora thus always signifies a transgression of boundaries as well as reconceptualization of imagined spaces such as home and categories of belonging. This course will explore different notions of diaspora and displacement as well as the imaginative and theoretical appeal of "diaspora" as a critical category. Topics will include nation, home, migration, exile and refugee, post-colonialism, transnationalism, travel and terror. We will read texts written by diasporic communities in the United States as well as variety of important theoretical texts by scholars such as Gayatri Chakravorty Spivak, Robin Cohen, and Benedict Anderson. A reader will be made available at the beginning of the semester.

<b>154621</b>	<b>Gendering the Internet: the mommy blog (2 PS)</b> <b>Block 10.04. – 29.05.2013</b>		
	Mi 8:30 - 11:45	R. 0.420	Tielens
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b> 203		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR: 1f	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> Kern 3bc Komp 2d
	Gy/Ge: 1f, 4c	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK: 1f, 4c		M.A. <sub>ALK:</sub>
<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>			
<b>G:</b> 602	<b>HRG:</b> 503	<b>GyGe/BK:</b> 503	<b>SP:</b>

Mommy blogging is a phenomenon of the blog world, attracting a vast number of participants and readers. It is a contested practice and often not seen as part of a legitimate parenting or writing discourse. However, the practice of mommy blogging should be seen as a deliberate social engagement and provides a unique look at the (constructed) realities of parenthood and parent identity.

In this course, we will subject popular mommy blogs to close readings in order to examine ideas of gender, race, and class, as well as the rhetoric surrounding mothers online. We will witness blog identities in action as we see women (and a few men) negotiating parenthood online in a public-private manner. All this will provide us a window on the construction of motherhood in contemporary (American) life. Credits will be awarded on the basis of individual and group projects. A reader will be made available to you. Please be advised this is a block seminar and will take place from 10.04-29.05.

<b>154622</b>	<b>Postwar: Germany and Europe in a Transatlantic Context (2 PS)</b> <b>Block: 03.06. -15.07.2013</b>		
	<b>Mo 14:15 -17:45</b>	<b>R. 0.420</b>	<b>Hildenhagen</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 203</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	<b>GHR:</b>	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub> Kern 2abc, 3a Komp 2c
	<b>Gy/Ge:</b>	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	<b>BK:</b>		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>	
	<b>LABG 2009</b>		
	<b>G:</b>	<b>HRG:</b>	<b>GyGe/BK:</b> <b>SP:</b>

This course is a part of the TU Dortmund University summer program and is open to all international students, both participants of the summer program and regular exchangees. As a seminar in the intercultural classroom format, it is also open to German students, especially of the Angewandte Studiengänge. The seminar is based on Tony Judt's seminal book *Postwar: A History of Europe since 1945*, published in 2005. Using this text, students will enter into a dialogue with the instructor and each other regarding the development of Germany and Europe in the past sixty years and investigate their transatlantic and transnational context(s).

*This course is especially recommended for international students and students of the Angewandte Studiengänge.*

<b>154637</b>	<b>Friends, allies, role models? Germany and the U.S. (2 PS)</b> <b>Blockseminar 26.05. - 03.06.2013</b>		
	<b>27.05.: 17:00-20:00</b> <b>28.05.: 17:00-20:00</b> <b>29.05.: 17:00-20:00</b> <b>30.05.: 10:00-14:30</b> <b>31.05.: Projekt</b> <b>03.06.: 14:00-19:00</b>	<b>IBZ Raum 2 &amp; 3</b>	<b>Klemm/ Steitz</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA: 203</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	<b>GHR: 1f</b>	SP <sub>1.Fach:</sub> 1f	B.A. <sub>ALK:</sub> Kern 2bc, 3a, Komp 2c
	<b>Gy/Ge: 1f, 4c</b>	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	<b>BK: 1f, 4c</b>		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub>	
	<b>LABG 2009</b>		
	<b>G: 602</b>	<b>HRG: 503</b>	<b>GyGe/BK: 503</b> <b>SP:</b>

Together with a group of students from the University of Virginia we will explore as well as contribute to the long history of German-American relationships. By analyzing various examples from the areas of culture, literature, history, politics and economics, we will compare German and American approaches to challenges such as education, the multiethnic society or climate change. We will see in how far these approaches are culturally marked and how the exchange of ideas, products and people has influenced both cultures and the images of each other.

This course is designed as an intercultural classroom project. In addition to exchanging our views and ideas, you will conduct a research project together with an American student and present the results to the group during the last session. The course is recommended for students committed to cultural exchange.

Please note that there will be one meeting before the visitors from Virginia join us. There is no registration via the EWS for this class. To register, please write an e-mail to sibylle.klemm@udo.edu.

<b>154623</b>	<b>Intensivseminar (2 PS; zugangsbeschränkt)</b>		
	<b>Mi 18:00 - 19:30</b>	<b>R. 0.406</b>	<b>Gunzenhäuser</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	<b>GHR:</b>	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub>
	<b>Gy/Ge:</b>	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	<b>BK:</b>		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>	
	<b>LABG 2009</b>		
	<b>G:</b>	<b>HRG:</b>	<b>GyGe/BK:</b> <b>SP:</b>

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.

(078808)	<b>Culture and Technology (3 PS)</b> Nur für Studierende technischer Studiengänge		
	Maschinenbau	Erdogdu	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		
	<b>BA LA:</b>		
	<b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR:	SP <sub>1.Fach</sub> :	B.A.ALK:
	Gy/Ge:	SP <sub>2.Fach</sub> :	B.A.AS:
	BK:	M.A.ALK:	
	<b>LPO 1994/2000:</b>	M.A.AS:	
	<b>LABG 2009</b>		
	<b>G:</b>	<b>HRG:</b>	<b>GyGe/BK:</b> <b>SP:</b>

You will find the description in LSF (Number 078808).

## 2. STUDIENPHASE

<b>154624</b>	<b>You think this is funny? Comedy 1800-2013 (2 HS)</b>		
	<b>Mo 14:15 – 15:45</b> and film <b>screening Di</b> <b>16:00 – 18:00</b>	<b>R. 0.406</b>  <b>R. 0.420</b>	<b>Gunzenhäuser</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		
	<b>BA LA:</b> 502, 901, 902, 903		
	<b>MA LA:</b> 1401, 1402, 1403		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach</sub> : 5b	B.A.ALK: Kern 6abc, 7ab, 8ab, Komp 3abc, 4abc
	Gy/Ge: 6c, 6d, 7c, 7d	SP <sub>2.Fach</sub> : 4b	B.A.AS: TG 5 Vertiefung, Kern 8b Komp 3b
	BK: 6c, 6d, 7c, 7d	M.A.ALK: 1abc, 2abc, lab	
	<b>LPO 1994/2000:</b> B4, E2	M.A.AS: TG 5, TG 7	
	<b>LABG 2009</b>		
	<b>G:</b>	<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702 <b>SP:</b>

We will read theories of comedy and wit, discuss the history of comical genres, and analyze specific examples of American comedies from a range of genres, such as drama or local color writing, and in different media, from the visual arts to film and tv.

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

This is a project seminar. The theory will be made use of in an individual project. Every student will analyze a text and contribute to an extensive group presentation. You will design your own project which will be introduced, discussed, and developed cooperatively, with the whole seminar group.

<b>154625</b>	<b>The Whiteboard in Cultural and Media Studies (2 HS)</b>		
	<b>Di 14:15 – 15:45</b> and film <b>screening Di</b> <b>16:00 – 18:00</b>	<b>R. 0.420</b>	<b>Gunzenhäuser</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		
	<b>BA LA:</b> 502, 902, 903		
	<b>MA LA:</b> 1402, 1403		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach</sub> : 5b	B.A.ALK: Kern 7b, 8a Komp 3a, 4b
	Gy/Ge: 7c, 7d	SP <sub>2.Fach</sub> : 4b	B.A.AS: TG 5 Vertiefung
	BK: 7c, 7d	M.A.ALK: 2abc, lb	
	<b>LPO 1994/2000:</b> B4, E2	M.A.AS: TG 5	
	<b>LABG 2009</b>		
	<b>G:</b>	<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702 <b>SP:</b>

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.

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.

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

<b>154626</b>	<b>Digital Media (2 HS)</b>		
	<b>Do 10:15 – 11:45</b> and film <b>screening Di</b> <b>16:00 – 18:00</b>	<b>R. 0.420</b>	<b>Gunzenhäuser</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>		
	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		

	<b>BA LA:</b> 502, 902, 903 <b>MA LA:</b> 1402, 1403 <b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> Kern 6ac, 7bc, 8a Komp 3ac, 4ab
	Gy/Ge: 7c, 7d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> TG 5 Vertiefung, Kern 8b Komp 3b
	BK: 7c, 7d		M.A. <sub>ALK:</sub> 1a, 2abc, 1b
	<b>LPO 1994/2000:</b> B4, E2 <b>LABG 2009</b>	M.A. <sub>AS:</sub> TG 5, TG 7	
<b>G:</b>		<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702 <b>SP:</b>

We will read theory on digital media as new media and discuss fears and hopes connected to them. Within this theoretical framework, students will develop projects in their fields of interest such as cooperative writing, digitalization in film, computer games, or social media.

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

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

<b>154627</b>	<b>The Other Walt Whitman: Journalism, Short Fiction, and Non-Fiction by America's Poet (2 HS)</b>		
	<b>Mi 16:15 - 17:45</b>	<b>R. 0.406</b>	<b>Bialock</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b> <b>BA LA:</b> 502, 901, 903 <b>MA LA:</b> 1401, 1403 <b>LPO 2003</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> Kern 6bc, 7a, Komp 3bc
	Gy/Ge: 6c, 6d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> TG 5 Vertiefung
	BK: 6c, 6d		M.A. <sub>ALK:</sub> 1bc, 2a
	<b>LPO 1994/2000:</b> B4, E2 <b>LABG 2009</b>	M.A. <sub>AS:</sub> TG 5	
<b>G:</b>		<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702 <b>SP:</b>

Walt Whitman is best known for *Leaves of Grass*. However, Whitman also wrote newspaper articles on nineteenth-century social reform movements (among other topics), a temperance novel, short stories, and accounts of his volunteer work in the nation's Civil War hospitals. It is on these "other" texts—everything but Whitman's poetry—that we will focus in this course. We will read widely in Whitman's prose writings as well as his correspondence and even his notebooks when possible. We will pay particular attention to the historical, cultural, and political contexts from which his writing emerged. We will also examine the social spaces—like Pfaff's beer cellar—that Whitman visited and how the communities of men and women he met there as well as the men he would later meet in the hospitals shaped both his fiction and non-fiction writings.

Course Readings may include, but are not limited to: *Franklin Evans* (temperance novel), "Death in the School Room" (short fiction), "The Tomb-Blossoms" (short fiction) "The Child's Champion" (short fiction), "The Boy-Lover" (short fiction), "One Wicked Impulse" (short fiction), "A Legend of Life and Love" (short fiction), selections of Whitman's Journalism, excerpts from *Memoranda During the War* (non-fiction prose), from *Specimen Days* (non-fiction prose) and from Whitman's Notebooks and Civil War Correspondence *Stephanie Bialock is guest lecturer from the University of Iowa.*

<b>154628</b>	<b>Gender and Sexuality in Nineteenth- and Early-Twentieth-Century American Literature (2 HS)</b>		
	<b>Do 12:15 - 13:45</b>	<b>R. 0.420</b>	<b>Bialock</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b> <b>BA LA:</b> 502, 901, 902, 903 <b>MA LA:</b> 1401, 1402, 1403 <b>LPO 2003</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> Kern 6abc, 7a Komp 3abc
	Gy/Ge: 6c, 6d, 7c, 7d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> TG 5 Vertiefung, Kern 8b Komp 3b
	BK: 6c, 6d, 7c, 7d		M.A. <sub>ALK:</sub> 1abc, 2a
	<b>LPO 1994/2000:</b> B4, E2 <b>LABG 2009</b>	M.A. <sub>AS:</sub> TG 5, TG 7	
<b>G:</b>		<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702 <b>SP:</b>

This course focuses on literature written by American authors of the nineteenth-century, but it also includes one play written in the early-twentieth-century and several turn-of-the-century works. In this course, we will examine several genres and traditions in American literature, including humorous sketches, poetry, sentimental fiction, and the slave narrative. We will pay particular attention to how authors and, by extension, their literary characters adhere to, complicate, question, and reinvent traditional male and female gender roles. We will also consider the authors' representations of friendships and expressions of love and romance, including both marriage and same-sex relationships. We will discuss issues such as gender expectations for women and men, the relationship between mother and child, and the history and

representation of sexuality. We will also investigate the historical, cultural, political, and geographical milieus in which each text was produced, and, when possible, we will study the publication history of the texts we read. In doing so, we will attempt to discover how nineteenth- and early-twentieth century Americans thought about gender, how they understood and defined their sexualities, and how intersections of race and class with gender and sexuality impacted the lives and the literature of the period.

Course readings may include, but are not limited to: Davy Crockett's *Almanacks*; Walt Whitman "Calamus," "Children of Adam," and "To a Common Prostitute"; the "Ellen Eyre" Letters and Newspaper Articles and selected biographical information and journalism from the men and women who patronized Pfaff's Beer Cellar; selections from *Glances Backward: An Anthology of American Homosexual Writing*; Bret Harte, "Tennessee's Partner"; Selected Poems from Emily Dickinson; Excerpts from Harriet Beecher Stowe; *Uncle Tom's Cabin* Kate Chopin, "Desiree's Baby"; Henry James, *Turn of the Screw*; Sophie Treadwell, *Machinal*

Stephanie Blalock is guest lecturer from the University of Iowa.

<b>154629</b>	<b>The Noir Decade: The 1940s in America (2 HS)</b>			
	<b>Mi 08:30 – 10:00</b>	<b>R. 0.406</b>	<b>Laemmerhirt</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>BA LA:</b> 502, 902, 903			
	<b>MA LA:</b> 1402, 1403			
	<b>LPO 2003</b>			
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> Kern 6bc, 7a Komp 3bc	
	Gy/Ge: 7c, 7d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> TG 5 Vertiefung	
	BK: 7c, 7d		M.A. <sub>ALK:</sub> 1b, 2ab	
	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub> TG 5		
<b>LABG 2009</b>				
<b>G:</b>	<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702	<b>SP:</b>	

In American Studies, the 1940s can be called a "lost" or "dark" decade, as this time is first and foremost associated with World War II. Although the United States only participated for four years in this war, it is considered the most defining event of the 40s that has shaped the American nation. Nevertheless, the 1940s as a decade was not only influenced by war, but it was a time of contradictions at the home: While Americans had to endure social crisis and hardships from the 1930s to the early 1940s, they enjoyed full employment, good wages, and new opportunities (especially for women and African Americans) during the war years. However, social gains for women and African Americans were again put to a halt and were almost reversed in the immediate postwar years when new domestic tensions and fears arose.

This course will explore these tensions of the 1940s in America by examining the history as well as the literature and popular culture of this decade. We will closely examine popular music, Captain America comics, Hollywood movies, theater plays, and novels in order to investigate how they reflect political and social issues of this unique decade.

Books to be purchased and read: Richard Wright: *Native Son* (1940); John Steinbeck: *The Moon Is Down* (1943); Tennessee Williams: *A Streetcar Named Desire* (1947) and Norman Mailer: *The Naked and the Dead* (1948).

Movies that will be discussed in detail include: *The Great Dictator* (1940), *Rebecca* (1940), *Casablanca* (1943), and *The Big Sleep* (1946). Screenings will be offered during the semester.

Please make sure to purchase the books and start reading! A reader will be made available at the beginning of semester.

<b>154630</b>	<b>"One way ticket to freedom"—The Great Migration in American Literature and Culture (2 HS)</b>			
	<b>Mo 12:15 - 13:45</b>	<b>R. 0.406</b>	<b>Sattler</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>BA LA:</b> 502, 902, 903			
	<b>MA LA:</b> 1402, 1403			
	<b>LPO 2003</b>			
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> Kern 6bc, 7ac, 8a, Komp 3bc, 4ab	
	Gy/Ge: 7c, 7d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> TG 5 Vertiefung	
	BK: 7c, 7d		M.A. <sub>ALK:</sub> 1b, 3abc, 1b	
	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub> TG 5		
<b>LABG 2009</b>				
<b>G:</b>	<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702	<b>SP:</b>	

The term "Great Migration" refers to the movement of roughly 6 million African Americans from the rural South to the Northern and Midwestern industrial hubs (Detroit, Chicago, Cleveland, New York City), as well as the Western United States in hope of a better life and an opportunity at living the American Dream.

In this class focusing on the Great Migration in African American history as well as on its significance and memory in contemporary America, we begin our journey from South to North on the Gullah Islands of South Carolina, where, in 1902, the family portrayed in Julie Dash's 1991 movie *Daughters of the Dust* is about to depart to the mainland and then on to the North. Our readings lead us via industrial centers of the 1920's and 1930's to more contemporary portrayals and studies of the Great Migration.

A reader will be made available by the beginning of the semester. Participants are asked to purchase Toni Morrison's *Song of Solomon* (1977).

<b>154631</b>	<b>The Unsinkable Narrative? The Titanic in the American Imagination (2 HS)</b>			
	<b>Di 12:15 - 13:45</b>	<b>R. 0.420</b>	<b>Erdogdu</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		

	<b>BA LA:</b> 502, 902, 903 <b>MA LA:</b> 1402, 1403 <b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach</sub> : 5b	B.A. <sub>ALK</sub> : Kern 6bc, 7abc Komp 3bc, 4a
	Gy/Ge: 7c, 7d	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung
	BK: 7c, 7d		M.A. <sub>ALK</sub> : 1bc, 2abc, 3ac
	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS</sub> : TG 5	
	<b>LABG 2009</b>		
<b>G:</b>		<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702 <b>SP:</b>

When it was built and launched, the Titanic was declared to be unsinkable. In the night of 14 April 1912, during her maiden voyage, the Titanic struck an iceberg and began sinking bow-first. Over 1500 passengers died. The Titanic disaster has been a prominent theme in North American culture ever since. In the hundred years following the disaster, the sinking of the Titanic has often been read as a cautionary tale of technological hubris. In this class, we will explore various legends and narratives of the Titanic and we will study the significance that issues of gender, race, and class play in these texts. We will start by examining Morgan Robertson's *Futility, or the Wreck of the Titan* (1898), a novella that actually precedes the Titanic but appears to foreshadow it. A few other sources we will look at include Walter Lord's 1955 book *A Night to Remember*, James Cameron's blockbuster *Titanic* (1997), and Billeh Nickerson's poetry collection *Impact: The Titanic Poems* (2012). We will also look at *Shine and the Titanic*, an example of the African American toast tradition.

<b>154632</b>	<b>The Puritan Legacy in American Culture (2 HS)</b>		
	<b>Fr 10:15 – 11:45</b>	<b>R. 0.406</b>	<b>Ogihara-Schuck</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b> <b>BA LA:</b> 502, 901, 902, 903 <b>MA LA:</b> 1401, 1402, 1403 <b>LPO 2003</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	GHR: 5b	SP <sub>1.Fach</sub> : 5b	B.A. <sub>ALK</sub> : Kern 6abc, 7ac Komp 3abc, 4a
	Gy/Ge: 6c, 6d, 7c, 7d	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A. <sub>ALK</sub> : 1ab, 2a
	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS</sub> : TG 5	
	<b>LABG 2009</b>		
<b>G:</b>		<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702 <b>SP:</b>

It is striking that many facets of current American society can be traced to 17<sup>th</sup>-century Puritanism. The principles of equality and liberty, that have characterized American politics, were enacted in 17<sup>th</sup>-century New England's Puritan churches before the Enlightenment. The idea of compulsory public education originated from the Puritans' recognition of literacy as the significant means of nurturing true Christians. Their literal reading of the Bible is embraced today by evangelicals who constitute a part of the American scene. On a broader level, the prevailing notion of American exceptionalism, the belief that America is an unprecedented, unique nation entitled by God to spread democracy and liberty all over the world, overlaps with the Puritanical belief in their status as being divinely chosen.

This course examines Puritan influence on American culture in the realm of 19<sup>th</sup>- and 20<sup>th</sup>-century American literature. In stories written more than two hundred years after the arrival of Puritans in North America, how did American authors respond to the Puritan past and the then contemporary Puritan legacy? How did gender, class, and race influence this interaction? How did the manifestation of Puritanism in American society change? Among the texts we will be reading are: Washington Irving's *Rip Van Winkle* (1819), Henry James' *Daisy Miller* (1878), H. L. Mencken's "Puritanism as a Literary Force" (1915), and Arthur Miller's *The Crucible* (1953).

Aside from deepening your knowledge and thought, this course enables you to become familiar with American literature and culture. Your ability to critically analyze cultural texts and express your opinions both through class discussions and short essays will be developed.

<b>154633</b>	<b>Realism – Naturalism – Premodernism: Late 19th Century Literature, Culture, and Media (2 HS)</b>		
	<b>Di 14:15 – 15:45</b>	<b>R. 0.406</b>	<b>Nitzsche</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b> <b>BA LA:</b> 502, 901, 902, 903 <b>MA LA:</b> 1401, 1402, 1403 <b>LPO 2003</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	GHR: 5b	SP <sub>1.Fach</sub> : 5b	B.A. <sub>ALK</sub> : Kern 6bc, 7a Komp 3bc
	Gy/Ge: 6c, 6d, 7c, 7d	SP <sub>2.Fach</sub> : 4b	B.A. <sub>AS</sub> : TG 5 Vertiefung, Kern 8b Komp 3b
	BK: 6c, 6d, 7c, 7d		M.A. <sub>ALK</sub> : 1b, 2abc
	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS</sub> : TG 5, TG 7	
	<b>LABG 2009</b>		
<b>G:</b>		<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702 <b>SP:</b>

The decades between the end of the Civil War and the beginning of the 20th century are probably the most intriguing period in American cultural and literary history: industrialization changed American everyday lives, urbanization transformed the American landscape, shifting immigration patterns impacted the country's ethnic composition, and the development of photography challenged notions of "reality" in fundamental ways. What were the consequences of these developments for American culture?

This seminar aims at exploring these transformation processes and how they are represented in a wide variety of literary, cultural, and media texts. First, students will analyze some of the major issues, debates, and narratives, such as the urban condition, gender, class, and ethnic identities, and situate them in the wider artistic and intellectual framework of the American society and culture towards the end of the 19th century. Students will then investigate the complex interrelations of the concepts "realism," "naturalism," "Gilded Age," and "Progressive Era" before examining some of the key texts by writers, such as Stephen Crane, Theodore Dreiser, Charlotte Perkins Gilman, Jacob Riis, Mark Twain, as well as some popular dime novels of that era.

<b>154634</b>	<b>Dark Romanticism and its Creative Reception in American Popular Culture ( 2 HS)</b>		
	<b>Do 14:15 - 15:45</b>	<b>R. 0.406</b>	<b>Pfeiler</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b> 502, 901, 902, 903 <b>MA LA:</b> 1401, 1402, 1403		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> Kern 6abc, 7abc Komp 3abc
	Gy/Ge: 6c, 6d, 7c, 7d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> TG 5 Vertiefung, Kern 8b Komp 3b
	BK: 6c, 6d, 7c, 7d		M.A. <sub>ALK:</sub> 1ab, 2abc
	<b>LPO 1994/2000:</b> B4, E2 <b>LABG 2009</b>	M.A. <sub>AS:</sub> TG 5, TG 7	
<b>G:</b>	<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702	<b>SP:</b>

In this seminar we will focus on texts from Romantic literature, such as Washington Irving's "The Legend of Sleepy Hollow", Edgar Allan Poe's "The Raven" and "The Tell-Tale Heart", Nathaniel Hawthorne's *The Scarlet Letter* as well as Herman Melville's "Bartleby, the Scrivener" and *Moby-Dick*. We will explore how the characters in these texts are concerned with themselves and the cosmos and struggle—if not fail—in their attempt to decipher it. We will deal with narratives and expressions of the self, subjectivity and individuality in the 19th century as well as how they are adapted and appropriated in contemporary media. As such, we will evaluate the status of these texts within a larger literary, cultural, historical and medial scope in the USA. In our analysis of modern and postmodern adaptations of these Romantic texts, you will be working with several theoretical concepts from adaptation studies. Students who wish to sign up for this class as a project seminar, will produce their own creative adaptation or appropriation and present them in class. There will be occasional film screenings as well as assigned home-viewings on the Internet. A reader for this class will be made available at the beginning of the semester.

<b>154635</b>	<b>Oberseminar (2 OS; zugangsbeschränkt)</b>		
	<b>Mi 12:30 – 14:00</b>	<b>R. 0.406</b>	<b>Gunzenhäuser</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b> <b>MA LA:</b>		
	<b>LPO 2003</b>		
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub>
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>
	BK:		M.A. <sub>ALK:</sub>
	<b>LPO 1994/2000:</b> <b>LABG 2009</b>	M.A. <sub>AS:</sub>	
<b>G:</b>	<b>HRG:</b>	<b>GyGe/BK:</b>	<b>SP:</b>

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

#### MASTERSTUDIENGÄNGE LEHRAMT

<b>154624</b>	<b>You think this is funny? Comedy 1800-2013 (2 HS)</b>		
	<b>Mo 14:15 – 15:45 and film screening Di 16:00 – 18:00</b>	<b>R. 0.406</b>  <b>R. 0.420</b>	<b>Gunzenhäuser</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b> 502, 901, 902, 903 <b>MA LA:</b> 1401, 1402, 1403		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> Kern 6abc, 7ab, 8ab, Komp 3abc, 4abc
	Gy/Ge: 6c, 6d, 7c, 7d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> TG 5 Vertiefung, Kern 8b Komp 3b
	BK: 6c, 6d, 7c, 7d		M.A. <sub>ALK:</sub> 1abc, 2abc, 1ab
	<b>LPO 1994/2000:</b> B4, E2 <b>LABG 2009</b>	M.A. <sub>AS:</sub> TG 5, TG 7	
<b>G:</b>	<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702	<b>SP:</b>

We will read theories of comedy and wit, discuss the history of comical genres, and analyze specific examples of American comedies from a range of genres, such as drama or local color writing, and in different media, from the visual arts to film and tv.

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



This is a project seminar. The theory will be made use of in an individual project. Every student will analyze a text and contribute to an extensive group presentation. You will design your own project which will be introduced, discussed, and developed cooperatively, with the whole seminar group.

<b>154626</b>	<b>Digital Media (2 HS)</b>		
	<b>Do 10:15 – 11:45 and film screening Di 16:00 – 18:00</b>	<b>R. 0.420</b>	<b>Gunzenhäuser</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b> 502, 902, 903		
	<b>MA LA:</b> 1402, 1403		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> Kern 6ac, 7bc, 8a Komp 3ac, 4ab
	Gy/Ge: 7c, 7d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> TG 5 Vertiefung, Kern 8b Komp 3b
	BK: 7c, 7d		M.A. <sub>ALK:</sub> 1a, 2abc, 1b
<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub> TG 5, TG 7		
<b>LABG 2009</b>			
<b>G:</b>	<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702	<b>SP:</b>

We will read theory on digital media as new media and discuss fears and hopes connected to them. Within this theoretical framework, students will develop projects in their fields of interest such as cooperative writing, digitalization in film, computer games, or social media.

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

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

<b>154627</b>	<b>The Other Walt Whitman: Journalism, Short Fiction, and Non-Fiction by America's Poet (2 HS)</b>		
	<b>Mi 16:15 - 17:45</b>	<b>R. 0.406</b>	<b>Bialock</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b> 502, 901, 903		
	<b>MA LA:</b> 1401, 1403		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> Kern 6bc, 7a, Komp 3bc
	Gy/Ge: 6c, 6d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> TG 5 Vertiefung
	BK: 6c, 6d		M.A. <sub>ALK:</sub> 1bc, 2a
<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS:</sub> TG 5		
<b>LABG 2009</b>			
<b>G:</b>	<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702	<b>SP:</b>

Walt Whitman is best known for *Leaves of Grass*. However, Whitman also wrote newspaper articles on nineteenth-century social reform movements (among other topics), a temperance novel, short stories, and accounts of his volunteer work in the nation's Civil War hospitals. It is on these "other" texts—everything but Whitman's poetry—that we will focus in this course. We will read widely in Whitman's prose writings as well as his correspondence and even his notebooks when possible. We will pay particular attention to the historical, cultural, and political contexts from which his writing emerged. We will also examine the social spaces—like Pfaff's beer cellar—that Whitman visited and how the communities of men and women he met there as well as the men he would later meet in the hospitals shaped both his fiction and non-fiction writings.

Course Readings may include, but are not limited to: *Franklin Evans* (temperance novel), "Death in the School Room" (short fiction), "The Tomb-Blossoms" (short fiction) "The Child's Champion" (short fiction), "The Boy-Lover" (short fiction), "One Wicked Impulse" (short fiction), "A Legend of Life and Love" (short fiction), selections of Whitman's Journalism, excerpts from *Memoranda During the War* (non-fiction prose), from *Specimen Days* (non-fiction prose) and from Whitman's Notebooks and Civil War Correspondence  
*Stephanie Bialock is guest lecturer from the University of Iowa.*

<b>154634</b>	<b>Dark Romanticism and its Creative Reception in American Popular Culture (2 HS)</b>		
	<b>Do 14:15 - 15:45</b>	<b>R. 0.406</b>	<b>Pfeiler</b>
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDI/ENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>	
	<b>BA LA:</b> 502, 901, 902, 903		
	<b>MA LA:</b> 1401, 1402, 1403		
	<b>LPO 2003</b>		
	GHR: 5b	SP <sub>1.Fach:</sub> 5b	B.A. <sub>ALK:</sub> Kern 6abc, 7abc Komp 3abc
	Gy/Ge: 6c, 6d, 7c, 7d	SP <sub>2.Fach:</sub> 4b	B.A. <sub>AS:</sub> TG 5 Vertiefung, Kern 8b Komp 3b
	BK: 6c, 6d, 7c, 7d		M.A. <sub>ALK:</sub> 1ab, 2abc

	<b>LPO 1994/2000:</b> B4, E2	M.A. <sub>AS</sub> : TG 5, TG 7		
	<b>LABG 2009</b>			
<b>G:</b>		<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702	<b>SP:</b>

In this seminar we will focus on texts from Romantic literature, such as Washington Irving's "The Legend of Sleepy Hollow", Edgar Allan Poe's "The Raven" and "The Tell-Tale Heart", Nathaniel Hawthorne's *The Scarlet Letter* as well as Herman Melville's "Bartleby, the Scrivener" and *Moby-Dick*. We will explore how the characters in these texts are concerned with themselves and the cosmos and struggle—if not fail—in their attempt to decipher it. We will deal with narratives and expressions of the self, subjectivity and individuality in the 19th century as well as how they are adapted and appropriated in contemporary media. As such, we will evaluate the status of these texts within a larger literary, cultural, historical and medial scope in the USA. In our analysis of modern and postmodern adaptations of these Romantic texts, you will be working with several theoretical concepts from adaptation studies. Students who wish to sign up for this class as a project seminar, will produce their own creative adaptation or appropriation and present them in class. There will be occasional film screenings as well as assigned home-viewings on the Internet. A reader for this class will be made available at the beginning of the semester.

<b>154636</b>	<b>Picturing a Metropolis: Cities in a Global Media Context (2 HS)</b>			
	<b>Di 18:00 – 19:30</b> and film screening <b>Di</b> <b>16:00 – 18:00</b>	<b>R. 0.420</b>	<b>Gunzenhäuser</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>BA LA:</b> <b>MA LA:</b> 1401, 1402, 1403			
	<b>LPO 2003</b>			
	<b>GHR:</b> 5b	<b>SP<sub>1.Fach</sub>:</b> 5b	<b>B.A.<sub>ALK</sub>:</b>	
	<b>Gy/Ge:</b> 6c, 6d, 7c, 7d	<b>SP<sub>2.Fach</sub>:</b> 4b	<b>B.A.<sub>AS</sub>:</b>	
	<b>BK:</b> 6c, 6d, 7c, 7d		<b>M.A.<sub>ALK</sub>:</b> 2abc, lab	
	<b>LPO 1994/2000:</b> B4, E2	<b>M.A.<sub>AS</sub>:</b> TG 5		
	<b>LABG 2009</b>			
<b>G:</b>		<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702	<b>SP:</b>

Cities are being constructed in many US-American texts: as uncanny, exciting, threatening, treacherous, nostalgic, as soundscape, science-fiction scenario, or allegory. We will examine the relationship between different media and the city across time and genres. How is the city portrayed? What is its function? How do individual characters position themselves within the cityscape?

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

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

#### PROMOTIONSSTUDIENGANG AMERIKANISTIK

<b>154636</b>	<b>Picturing a Metropolis: Cities in a Global Media Context (2 HS)</b>			
	<b>Di 18:00 – 19:30</b> and film screening <b>Di</b> <b>16:00 – 18:00</b>	<b>R. 0.420</b>	<b>Gunzenhäuser</b>	
<b>Modulzuordnungen:</b>	<b>LEHRAMTSTUDIENGÄNGE:</b>	<b>Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften</b>		
	<b>BA LA:</b> <b>MA LA:</b> 1401, 1402, 1403			
	<b>LPO 2003</b>			
	<b>GHR:</b> 5b	<b>SP<sub>1.Fach</sub>:</b> 5b	<b>B.A.<sub>ALK</sub>:</b>	
	<b>Gy/Ge:</b> 6c, 6d, 7c, 7d	<b>SP<sub>2.Fach</sub>:</b> 4b	<b>B.A.<sub>AS</sub>:</b>	
	<b>BK:</b> 6c, 6d, 7c, 7d		<b>M.A.<sub>ALK</sub>:</b> 2abc, lab	
	<b>LPO 1994/2000:</b> B4, E2	<b>M.A.<sub>AS</sub>:</b> TG 5		
	<b>LABG 2009</b>			
<b>G:</b>		<b>HRG:</b> 602	<b>GyGe/BK:</b> 602, 701, 702	<b>SP:</b>

Cities are being constructed in many US-American texts: as uncanny, exciting, threatening, treacherous, nostalgic, as soundscape, science-fiction scenario, or allegory. We will examine the relationship between different media and the city across time and genres. How is the city portrayed? What is its function? How do individual characters position themselves within the cityscape?

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

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

#### BERUFSFELDPRAKTIKUM IM FACH ENGLISCH (LABG 2009)

<b>155199</b>	<b>Kolloquium zum Berufsfeldpraktikum im Fach Englisch (LABG 2009)</b>			
			<b>alle Lehrenden</b>	

Modulzuordnungen:	<b>LEHRAMTSTUDIENGÄNGE:</b>	Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften		
	<b>BA LA:</b>			
	<b>MA LA:</b>			
	<b>LPO 2003</b>			
	GHR:	SP <sub>1.Fach:</sub>	B.A. <sub>ALK:</sub>	
	Gy/Ge:	SP <sub>2.Fach:</sub>	B.A. <sub>AS:</sub>	
	BK:		M.A. <sub>ALK:</sub>	
	<b>LPO 1994/2000:</b>	M.A. <sub>AS:</sub>		
<b>LABG 2009</b>				
<b>G:</b>	<b>HRG:</b>	<b>GyGe/BK:</b>	<b>SP:</b>	

Das Berufsfeldpraktikum beleuchtet erste berufliche Perspektiven im Fach Englisch innerhalb der Bereiche Sprache, Literatur und Kultur, sowie deren Vermittlung. Es zeigt exemplarisch auf, wie professionelle fachspezifische Kompetenzen in verschiedenen Berufsfeldern angewandt werden.

Das Praktikum im Fach Englisch kann sowohl im schulischen als auch im außerschulischen Bereich absolviert werden; eine Praktikumsstelle im Ausland, um das Berufsfeldpraktikum mit dem „Stay Abroad“ aus Modul 1 zu verbinden, wird empfohlen.

Auf der Basis einer forschenden Lernhaltung unterstützt das Kolloquium die Studierenden bei der Reflexion eigener Interessenslagen und der Auswahl von geeigneten Praktikumsstellen. Als optionale Ergänzung dient die Ringvorlesung „Berufsfeld Kulturwissenschaften“ der Fakultät 15.

Weitere Informationen zu Ablauf und Organisation finden Sie im IAA Wiki.