

SoSe 2016

Anglistik/Amerikanistik



Aktuelle Informationen: www.iaawiki.tu-dortmund.de
Fachschaft Englisch

Institut für Anglistik und Amerikanistik
Einzelheiten zu den Veranstaltungen finden sich in den Anschlägen
am Schwarzen Brett, EF 50, 3. Etage, Foyer, Gebäudeteil B;
zu den amerikanistischen Veranstaltungen finden sich Anschläge in
EF 50, Gebäudeteil D, Erdgeschoss, gegenüber von 0.406

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Sommersemester 2016

Die Lehrveranstaltungen beginnen am 11.04.2016 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 eingesehen werden können!

Bitte beachten Sie, dass alle Lehrveranstaltungen des Instituts üblicherweise in englischer Sprache stattfinden.

Allgemeine Veranstaltungen

154703	Ringvorlesung Berufsfeld Kulturwissenschaften			
	Mi 16:15 – 17:45	R. 3.427	Berendt-Metzner / Heintges	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK: Kern 2c, 4s, 6c, Komp 3c	
	Gy/Ge:	SP 2.Fach:	B.A. AS: TG 5	
	BK:		M.A. ALK: 1a, 1b	
	LPO 1994/2000:		M.A. AS: TG 5	
	LABG 2009			
G:	HRG:	GvGe/BK:	SP:	

Diese Veranstaltung wird in Kooperation aller Institute der Fakultät veranstaltet und richtet sich an alle Studierenden der Fakultät. Die Gastvorträge der Reihe informieren über spezifische Praxisfelder der kulturellen Berufswelt.

Die erste Sitzung findet am 13.04.2016 in Hörsaal 3.427, Emil-Figge-Str. 50, statt.

Das Programm wird rechtzeitig vor Vorlesungsbeginn auf der TU-Homepage, der Fakultätshomepage, der Homepage der Angewandten Studiengänge und auf Aushängen in der Fakultät veröffentlicht.

155199	Kolloquium zum Berufsfeldpraktikum im Fach Englisch (LABG 2009)			
			alle Lehrenden	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP _{1.Fach} :	B.A. ALK:	
	Gy/Ge:	SP _{2.Fach} :	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G:		HRG:	GyGe/BK:	SP:

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 soll im außerschulischen Bereich (Ausnahme: Schulpraktika im Ausland) 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.

Weitere Informationen zu Ablauf und Organisation finden Sie im IAAwiki.

Englische Sprachwissenschaft

1. Studienphase

154101	Linguistics II – Kurs A (2 PS)			
	Mo 10:15 - 11:45	R. 3.206	Heimeroth	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 2a	SP 1.Fach: 2a	B.A. ALK:	
	Gy/Ge: 2a	SP 2.Fach: 2a	B.A. AS: PO09: Kern: 1c, Komp: 1b	
	BK: 2a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301	
154102	Linguistics II – Kurs B (2 PS)			
	Mo 12:15 - 13:45	R. 3.206	Heimeroth	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 2a	GHR: 2a	B.A. ALK:	
	Gy/Ge: 2a	Gy/Ge: 2a	B.A. AS: PO09: Kern: 1c, Komp: 1b	
	BK: 2a	BK: 2a	M.A. ALK:	
	LPO 1994/2000:		LPO 1994/2000:	
	LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301	
154103	Linguistics II – Kurs C (2 PS)			
	Mo 16:00 - 17:30	R. 3.208	B. Hamblock	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 2a	SP 1.Fach: 2a	B.A. ALK:	
	Gy/Ge: 2a	SP 2.Fach: 2a	B.A. AS: PO09: Kern: 1c, Komp: 1b	
	BK: 2a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301	
154104	Linguistics II – Kurs D (2 PS)			
	Di 12:15 - 13:45	R. 3.208	Fabricius	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 2a	SP 1.Fach: 2a	B.A. ALK:	
	Gy/Ge: 2a	SP 2.Fach: 2a	B.A. AS: PO09: Kern: 1c, Komp: 1b	
	BK: 2a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301	
154105	Linguistics II – Kurs E (2 PS)			
	Di 10:15 - 11:45	R. 3.208	Fabricius	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 2a	SP 1.Fach: 2a	B.A. ALK:	
	Gy/Ge: 2a	SP 2.Fach: 2a	B.A. AS: PO09: Kern: 1c, Komp: 1b	
	BK: 2a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301	

154106	Linguistics II – Kurs F (2 PS)			
	Fr 12:15 - 13:45	R. 3.206	Dierich	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 2a	SP ^{1.Fach} : 2a	B.A. ALK:	
	Gy/Ge: 2a	SP ^{2.Fach} : 2a	B.A. AS: PO09: Kern: 1c, Komp: 1b	
	BK: 2a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 301		HRG: 301	GyGe/BK: 301	SP: 301

154107	Linguistics II – Kurs G (2 PS)			
	Di 16:15 - 17:45	R. 3.208	Schwenner	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 2a	SP _{1.Fach} : 2a	B.A. ALK:	
	Gy/Ge: 2a	SP _{2.Fach} : 2a	B.A. AS: PO09: Kern: 1c, Komp: 1b	
	BK: 2a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 301		HRG: 301	GyGe/BK: 301	SP: 301

154108	Linguistics II – Kurs H (2 PS)			
	Di 12:15 - 13:45	R. 3.205	Sotkov	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 2a	SP _{1.Fach} : 2a	B.A. ALK:	
	Gy/Ge: 2a	SP _{2.Fach} : 2a	B.A. AS: PO09: Kern: 1c, Komp: 1b	
	BK: 2a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 301	HRG: 301	GyGe/BK: 301	SP: 301	

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

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

Additionally, a brief introduction to English as a world language will be provided, including some basics of sociolinguistics.

Credits will be awarded on the basis of a "portfolio", which will include:

- written work (assignments) for both semantics and pragmatics;
- a group or team project from a range of topics to be presented at the conclusion.

Each class will be supported by an EWS-Workspace (look them up under the name of your instructor in (<http://ews.tu-dortmund.de>), for which you are required to register immediately once you have got a place. **This registration is obligatory; admission to EWS spaces will be closed after two weeks.**

1./2. Studienphase

154109	Historical Dimensions of the English Language, Group A (2 S)			
	Mi 10:15 - 11:45	HG1/HS 3 (Campus Süd)	Rütten	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP ^{1.Fach} :	B.A. ALK:	
	Gy/Ge: 4a	SP ^{2.Fach} :	B.A. AS: PO09: Kern: 6b/c, 7b/c, Komp: 4a	
	BK: 4a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 1ab	
	LABG 2009			
G:	HRG:	GvGe/BK:	SP:	

154110	Historical Dimensions of the English Language, Group B (2 S)			
	Mo 08:30 - 10:00	R. 3.208	D. Hamblock	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP ^{1.Fach} :	B.A. ALK:	
	Gy/Ge: 4a	SP ^{2.Fach} :	B.A. AS: PO09: Kern: 6b/c, 7b/c, Komp: 4a	
	BK: 4a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 1ab	
	LABG 2009			
G:		HRG:	GyGe/BK:	SP:

154118	Historical Dimensions of the English Language, Group C (2 S)			
	Mo 14:15 - 15:45	R. 3.205	D. Hamblock	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP ^{1.Fach} :	B.A. ALK:	
	Gy/Ge: 4a	SP ^{2.Fach} :	B.A. AS: PO09: Kern: 6b/c, 7b/c, Komp: 4a	
	BK: 4a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 1ab	
	LABG 2009			
G:	HRG:	GyGe/BK:	SP:	

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 (<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.

Textbook required for Group A: Kohnen, Thomas. 2014. *Introduction to the History of English*. Frankfurt/Main: Peter Lang

2. Studienphase

154111	Language history and the classroom A (2 HS)			
	Do 10:15 - 11:45	R. U 331	Rütten	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 5a	SP ^{1.Fach} : 5a	B.A. ALK:	
	Gy/Ge: 8a,b	SP ^{2.Fach} : 4b	B.A. AS:	
	BK: 8a,b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
LABG 2009				
G: 603, 703		HRG: 603, 802	G: 603, 802	SP: 703

Why are spelling and pronunciation all mixed up in English? Why do we say "child" in the singular but "children" in the plural? Why must I use "do" in questions when it does not even mean anything? These and other questions often puzzle young learners of the English language.

Why do I need to learn about the history of the language when I never even teach the Great Vowel Shift, conditioned sound change, syncretism or grammaticalization at secondary school - or anywhere, for that matter? These questions puzzle university students.

This seminar intends to find meaningful answers to these and related issues. We investigate selected historical phenomena which have left their permanent mark on the English language and try to find useful ways of integrating our expert knowledge about them into the school curriculum to aid young learners'

acquisition processes of English. For successful participation in this course, attendance at the Linguistics Workshop in July is mandatory - for details please check iaawiki at the beginning of summer term.

154112	Language history and the classroom B (2 HS)			
	Do 14:15 - 15:45	R. U 331	Rütten	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1201, 1202, 1203			
	LPO 2003			
	GHR: 5a	SP _{1.Fach:} 5a	B.A. ALK:	
	Gy/Ge: 8a,b	SP _{2.Fach:} 4b	B.A. AS:	
	BK: 8a,b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 603, 703		HRG: 603, 802	G: 603, 802	SP: 703

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154113	Cognitive Linguistics (2 HS)			
	Mo 16:15 - 17:45	R. 0.220	Bücker	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1201, 1202, 1203			
	LPO 2003			
	GHR: 5a	SP _{1.Fach:} 5a	B.A. ALK:	
	Gy/Ge: 8a,b	SP _{2.Fach:} 4b	B.A.AS: PO09: Kern 7b/c, 8c; Komp: 4a	
	BK: 8a,b		M.A. ALK:	
	LPO 1994/2000:		M.A.AS: 1a, 2ab, 3ab	
	LABG 2009			
G: 603, 703		HRG: 603, 802	G: 603, 802	SP: 703

The label "Cognitive Linguistics" has been given to an approach to the study of language that began in the 1970s and has become increasingly productive 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 immediately once you get a place in this seminar.

154114	Psycholinguistics (2 HS)		
	Di 16:00 - 19:00 (14-tägig)	R. 0.220	Dornbusch
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA: 1201, 1202, 1203		
	LPO 2003		
	GHR: 5a	SP _{1.Fach} : 5a	B.A. ALK:
	Gy/Ge: 8a,b	SP _{2.Fach} : 4b	B.A. AS: PO09: Kern 7b/c, 8c; Komp: 4a
	BK: 8a,b		M.A. ALK:

	LPO 1994/2000:	M.A. AS: 1a, 2ab, 3ab		
	LABG 2009			
	G: 603, 703	HRG: 603, 802	G: 603, 802	SP: 703

Psycholinguistics is the branch of linguistics which is concerned with the relationship between language and the human mind. How is language stored in our brain? Which experimental paradigms can be used to investigate word processing in our mind? Which factors influence the speed of word processing? In this course we attempt to answer these (and some other) questions by discussing selected psycholinguistic studies on language processing with special emphasis on visual and auditory word recognition. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register immediately if you get a place in this seminar.

154115	Translation: Theory & Practice (2 HS)			
	Mo 10:15 - 11:45	R. 3.208	D. Hamblock	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1201, 1202, 1203			
	LPO 2003			
	GHR: 5a	SP 1.Fach: 5a	B.A. ALK:	
	Gy/Ge: 8a,b	SP 2.Fach: 4b	B.A. AS: PO09: Kern 7b/c, 8c; Komp: 4a	
	BK: 8a,b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 1a, 2ab, 3ab	
	LABG 2009			
G: 603, 703		HRG: 603, 802	G: 603, 802	SP: 703

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.

The exact requirements for credits will be discussed in our first session. The seminar will be supported by EWS (<http://ews.tu-dortmund.de>) for which you should register immediately once you have got a place in either of these seminars.

Please note: This is not a translation course for Sprachpraxis!

154116	Syntax (2 HS)			
	Mi 10:15 - 11:45	R. 3.206	Heimeroth	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1201, 1202, 1203			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. ALK:	
	Gy/Ge: 8a,b	SP _{2.Fach} : 4b	B.A. AS: PO09: Kern 7bc, 8c; Komp:4a	
	BK: 8a,b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 1a, 3ab	
LABG 2009				
G: 603, 703		HRG: 603, 802	G: 603, 802	SP: 703

This course will build on the concepts and theoretical frameworks of syntax established in Linguistics I. These frameworks are then contrasted with more recent approaches that take a different perspective on syntax. The vantage points of these approaches are basic human cognitive processes and the primacy of language use. Here, not only words, but also syntactic structures are seen as symbolic units. We will discuss the basic tenets of these approaches and will look at a number of these structural symbolic units in detail. Moreover, students will have ample opportunity to practice syntactic analysis.

154117	Linguistics Projects (1 K)			
	n. V.		Rütten	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1203			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. ALK:	
	Gy/Ge: 8a,b	SP _{2.Fach} : 4b	B.A. AS: PO09	
	BK: 8a,b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
	G:	HRG:	GvGe/BK: 701, 702	SP:

This course is not devised as a regular seminar with weekly meetings. There will be a plenary meeting for all participants near the beginning of the semester in which project teams will be formed and – ideally – topics for projects will be offered and chosen. Also, a general introduction to project work will be provided. After the formation of the project groups, these will be welcome to seek advice individually by appointment with me. An interim report about the progress of the project work will be required. Projects can be chosen in relation to a previously or simultaneously attended Hauptseminar in linguistics, or independently of this.

Participants will include both BML students (module 12, Master) and LABG 2009 students (module 7, Bachelor).

For those who have registered for this course, it is of crucial importance to register for the accompanying EWS site (ident: lingpro) straight away, as this is the only way in which participants can be contacted (and invited) by me. Registration for this course is equivalent to acceptance to it.

Masterstudiengang Lehramt

154111	Language History and the Classroom A (2 HS)			
	Do 10:15 - 11:45	R. U 331	Rütten	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. ALK:	
	Gy/Ge: 8a,b	SP _{2.Fach} : 4b	B.A. AS: PO09: Kern 7b/c, 8c; Komp: 4a	
	BK: 8a,b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
LABG 2009				
G: 603, 703		HRG: 603, 802	G: 603, 802	SP: 703

Why are spelling and pronunciation all mixed up in English? Why do we say "child" in the singular but "children" in the plural? Why must I use "do" in questions when it does not even mean anything? These and other questions often puzzle young learners of the English language.

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Why do I need to learn about the history of the language when I never even teach the Great Vowel Shift, conditioned sound change, syncretism or grammaticalization at secondary school - or anywhere, for that matter? These questions puzzle university students.

This seminar intends to find meaningful answers to these and related issues. We investigate selected historical phenomena which have left their permanent mark on the English language and try to find useful ways of integrating our expert knowledge about them into the school curriculum to aid young learners' acquisition processes of English. For successful participation in this course, attendance at the Linguistics Workshop in July is mandatory - for details please check iaawiki at the beginning of summer term.

154112	Language history and the classroom B (2 HS)			
	Do 14:15 - 15:45	R. U 331	Rütten	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1201, 1202, 1203			
	LPO 2003			
	GHR: 5a	SP _{1.Fach:} 5a	B.A. ALK:	
	Gy/Ge: 8a,b	SP _{2.Fach:} 4b	B.A. AS:	
	BK: 8a,b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 603, 703		HRG: 603, 802	G: 603, 802	SP: 703

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154115	Translation: Theory & Practice (2 HS)		
	Mo 10:15 - 11:45	R. 3.208	D. Hamblock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/
	MA LA: 1201, 1202, 1203		

	LPO 2003		Angewandte Literatur- /Kulturwissenschaften	
	GHR: 5a	SP ^{1.Fach} : 5a	B.A. ALK:	
	Gy/Ge: 8a,b	SP ^{2.Fach} : 4b	B.A. AS: PO09: Kern 7b/c, 8c; Komp: 4a	
	BK: 8a,b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 1a, 2ab, 3ab	
	LABG 2009			
	G: 603, 703	HRG: 603, 802	G: 603, 802	SP: 703

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.

The exact requirements for credits will be discussed in our first session. The seminar will be supported by EWS (<http://ews.tu-dortmund.de>) for which you should register immediately once you have got a place in either of these seminars.

Please note: This is not a translation course for Sprachpraxis!

154117	Linguistics Projects (1 K)			
	n.V.		Rütten	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1203			
	LPO 2003			
	GHR: 5a	SP _{1.Fach} : 5a	B.A. ALK:	
	Gy/Ge: 8a,b	SP _{2.Fach} : 4b	B.A. AS: PO09:	
	BK: 8a,b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G:	HRG:	GyGe/BK: 701, 702	SP:	

This course is not devised as a regular seminar with weekly meetings. There will be a plenary meeting for all participants near the beginning of the semester in which project teams will be formed and – ideally – topics for projects will be offered and chosen. Also, a general introduction to project work will be provided. After the formation of the project groups, these will be welcome to seek advice individually by appointment with me. An interim report about the progress of the project work will be required. Projects can be chosen in relation to a previously or simultaneously attended Hauptseminar in linguistics, or independently of this. Participants will include both BML students (module 12, Master) and LABG 2009 students (module 7, Bachelor).

For those who have registered for this course, it is of crucial importance to register for the accompanying EWS site (ident: lingpro) straight away, as this is the only way in which participants can be contacted (and invited) by me. Registration for this course is equivalent to acceptance to it.

154000	Masterkolloquium			
	Fr 13.05.2016, 12:00 – 18:00	R. wird bekannt gegeben		
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP _{1.Fach} :	B.A..ALK:	
	Gy/Ge:	SP _{2.Fach} :	B.A..AS:	
	BK:		M.A..ALK:	
	LPO 1994/2000:		M.A..AS:	
	LABG 2009			
G:	HRG:	GvGe/BK:	SP:	

Das Masterkolloquium ist eine Veranstaltung für alle Studierenden aller Studiengänge, die an ihrer Masterarbeit schreiben oder diese vorbereiten. Es dient zum Austausch zwischen Betreuer/innen und Studierenden sowie zwischen Verfasser/innen der Masterarbeiten untereinander und behandelt methodische und inhaltliche Fragen. Im LABG 2009 ist dieses Kolloquium eine verpflichtende Veranstaltung. Um Anmeldung wird bis zum 01.04.2016 an walter.gruenzweig@udo.edu gebeten.

Sprachpraxis

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 (2 SWS) and a WOC (2 SWS). **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.

154401	IFC (Group A) (2 Ü)			
	Di 12:15 – 13:45	R. 3.207	Stutz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 3a	SP 1.Fach: 3a	B.A. ALK:	
	Gy/Ge: 3a	SP 2.Fach: 1e, 2c	B.A. AS: Kern: 1b, Komp: 1a	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 101	HRG: 101	GyGe/BK: 101	SP: 101	

154402	IFC (Group B) (2 Ü)			
	Di 14:15 – 15:45	R. 3.207	Stutz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 3a	SP 1.Fach: 3a	B.A. ALK:	
	Gy/Ge: 3a	SP 2.Fach: 1e, 2c	B.A. AS: Kern: 1b, Komp: 1a	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 101	HRG: 101	GyGe/BK: 101	SP: 101	

154403	IFC (Group C) (2 Ü)			
	Fr 10:15 – 11:45	R. 3.207	Andena	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 3a	SP 1.Fach: 3a	B.A. ALK:	
	Gy/Ge: 3a	SP 2.Fach: 1e, 2c	B.A. AS: Kern: 1b, Komp: 1a	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 101	HRG: 101	GyGe/BK: 101	SP: 101	

154404	IFC (Group D) (2 Ü)			
	Fr 12:15 – 13:45	R. 3.207	Andena	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 3a	SP 1.Fach: 3a	B.A. ALK:	
	Gy/Ge: 3a	SP 2.Fach: 1e, 2c	B.A. AS: Kern: 1b, Komp: 1a	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 101	HRG: 101	GyGe/BK: 101	SP: 101	

Written and Oral Communication (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.

154405	WOC: British TV Drama (2 Ü)			
	Mo 12:15 – 13:45	R. 3.205	Hamblock	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 3a	SP 1.Fach: 3a	B.A. ALK: Kern: 1d, Komp:1c	
	Gy/Ge: 3a	SP 2.Fach: 1e, 2c, 3b	B.A. AS: Kern: 1b, Komp:1a	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 102	HRG: 102	GyGe/BK: 102	SP: 102	
154406	WOC: US TV Crime Drama (2 Ü)			
	Mo 16:15 – 17:45	R. 3.206	Hill	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 3a	SP 1.Fach: 3a	B.A. ALK: Kern: 1d, Komp:1c	
	Gy/Ge: 3a	SP 2.Fach: 1e, 2c, 3b	B.A. AS: Kern: 1b, Komp:1a	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 102	HRG: 102	GyGe/BK: 102	SP: 102	
154407	WOC: TV Comedy (2 Ü)			
	Mi 12:15 – 13:45	R. 3.205	Stutz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 3a	SP 1.Fach: 3a	B.A. ALK: Kern: 1d, Komp:1c	
	Gy/Ge: 3a	SP 2.Fach: 1e, 2c, 3b	B.A. AS: Kern: 1b, Komp:1a	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 102	HRG: 102	GyGe/BK: 102	SP: 102	
154408	WOC: Advertising (2 Ü)			
	Mi 14:15 – 15:45	R. 3.206	Bronson-Bartlett	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 3a	SP 1.Fach: 3a	B.A. ALK: Kern: 1d, Komp:1c	
	Gy/Ge: 3a	SP 2.Fach: 1e, 2c, 3b	B.A. AS: Kern: 1b, Komp:1a	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 102	HRG: 102	GyGe/BK: 102	SP: 102	
154409	WOC: Crime (2 Ü)			
	Do 10:15 – 11:45	R. 3.205	Dierich	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 3a	SP 1.Fach: 3a	B.A. ALK: Kern: 1d, Komp:1c	
	Gy/Ge: 3a	SP 2.Fach: 1e, 2c, 3b	B.A. AS: Kern: 1b, Komp:1a	
	BK: 3a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 102	HRG: 102	GyGe/BK: 102	SP: 102	
154410	WOC: Slang (2 Ü)			
	Mi 14:15 – 15:45	R. 3.205	Duxbury	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/	
	MA LA:			

	LPO 2003		Angewandte Literatur- /Kulturwissenschaften	
	GHR: 3a	SP _{1.Fach} : 3a	B.A. _{ALK} : Kern: 1d, Komp:1c	
	Gy/Ge: 3a	SP _{2.Fach} : 1e, 2c, 3b	B.A. _{AS} : Kern: 1b, Komp:1a	
	BK: 3a		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
	LABG 2009			
	G: 102	HRG: 102	GyGe/BK: 102	SP: 102

154411	WOC: Media Studies (2 Ü)			
	Fr 10:15 – 11:45	R. 3.208	Bell	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 3a	SP _{1.Fach} : 3a	B.A. _{ALK} : Kern: 1d, Komp:1c	
	Gy/Ge: 3a	SP _{2.Fach} : 1e, 2c, 3b	B.A. _{AS} : Kern: 1b, Komp:1a	
	BK: 3a		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
	LABG 2009			
G: 102	HRG: 102	GyGe/BK: 102	SP: 102	

1./2. STUDIENPHASE

Academic Writing

Please note: 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.

154412	Academic Writing: Philosophy and Film (2 Ü)			
	Mo 10:15 – 11:45	R. 3.207	Dierich	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1503			
	LPO 2003			
	GHR: 5d	SP _{1.Fach:} 5d	B.A.ALK: Kern: 8b, Komp: 4c	
	Gy/Ge: 8b	SP _{2.Fach:} 3b	B.A.AS: Komp: 3a	
	BK: 8b		M.A.ALK: ia	
	LPO 1994/2000:		M.A.AS:2b	
	LABG 2009			
G: 702		HRG: 103	GvGe/BK: 103	SP: 702

How do you know you are not a brain in a vat? What is it like to be a bat? Did all of those men in that western really need killin'? What is justice, and is revenge justifiable? If you enjoy films that encourage questions such as these and more, then Philosophy and Film may be for you. In this class we will be examining many interesting philosophical questions, both new and perennial, through the medium of film. Prior knowledge of philosophy and film is not necessary, only your curiosity.

154413	Academic Writing: Serial Killers in Literature and Popular Culture (2 Ü)			
	Mo 14:15 – 15:45	R. 3.206	Hill	
Modulzuordnungen:	LEHRAMTSTUDIENGANGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1503			
	LPO 2003			
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : Kern: 8b, Komp: 4c	
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : Komp: 3a	
	BK: 8b		M.A. _{ALK} : ia	
	LPO 1994/2000:		M.A. _{AS} : 2b	
	LABG 2009			
G: 702		HRG: 103	GvGe/BK: 103	SP: 702

If you think our society's ongoing fascination with people who commit heinous crimes of the most horrible nature imaginable over and over and over again is a bit strange and perhaps even intriguing, fret not! You are not alone. There are countless television series, films, documentaries, novels, comics – even death metal ballads – about these infamous figures. In fact, there are entire fields of discourse devoted to the study of serial killers – not just their psychological or neurological condition, but to our own preoccupation with these individuals and their representation in popular culture and literature. If you'd like to delve a little deeper into this curious field while at the same time taking a critical look at the finer points of academic writing, you've found your match. No previous knowledge necessary though an interest in cultural and literary studies and the examination of primary texts is highly encouraged.

154414	Academic Writing: Slayer Studies (2 Ü)			
	Mi 10:15 – 11:45	R. 3.207	Bell	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1503			
	LPO 2003			
	GHR: 5d	SP 1.Fach: 5d	B.A. ALK: Kern: 8b, Komp: 4c	
	Gy/Ge: 8b	SP 2.Fach: 3b	B.A. AS: Komp: 3a	
	BK: 8b		M.A. ALK: ia	
	LPO 1994/2000:		M.A. AS: 2b	
	LABG 2009			
G: 702	HRG: 103	GyGe/BK: 103	SP: 702	

"I suddenly find myself needing to know the plural of apocalypse." As well as covering the finer points of academic research and writing, this course aims to provide students with an introduction to the academic study of *Buffy the Vampire Slayer*. No prior knowledge is assumed, but an interest in non-sparkling vampires is important.

154415	Academic Writing: Bond, James Bond (2 Ü)			
	Mi 12:15 – 13:45	R. 3.207	Hamblock	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1503			
	LPO 2003			
	GHR: 5d	SP _{1.Fach} : 5d	B.A. ALK: Kern: 8b, Komp: 4c	
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. AS: Komp: 3a	
	BK: 8b		M.A. ALK: ia	
	LPO 1994/2000:		M.A. AS: 2b	
LABG 2009				
G: 702		HRG: 103	GyGe/BK: 103	SP: 702

Which Bond is your favourite? A question almost everyone has an opinion on. James Bond is one of the best-known entertainment franchises in the world – a world that has shifted and changed considerably since the first book was published in 1953. No prior knowledge of the topic is required, but an interest in exploring and discussing aspects of the James Bond phenomenon is encouraged.

154416	Academic Writing: The Gothic (2 U)			
	Do 10:15 – 11:45	R. 3.208	Stutz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1503			
	LPO 2003			
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : Kern: 8b, Komp: 4c	
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : Komp: 3a	
	BK: 8b		M.A. _{ALK} : ia	
	LPO 1994/2000:		M.A. _{AS} : 2b	
	LABG 2009			
G: 702		HRG: 103	GyGe/BK: 103	SP: 702

Come over to the dark side....of fiction. The gothic has been an important part of film and literature for centuries. This course will examine gothic literature and the reasons it is so appealing to us as well as develop and fine-tune student's formal writing and research skills. No prior experience with the topic is assumed, but an interest in it is.

154417	Academic Writing: Film Adaptations (2 Ü)			
	Do 12:15 – 13:45	R. 3.207	Stutz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1503			
	LPO 2003			
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : Kern: 8b, Komp: 4c	
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : Komp: 3a	
	BK: 8b		M.A. _{ALK} : ia	
	LPO 1994/2000:		M.A. _{AS} : 2b	
LABG 2009				
G: 702		HRG: 103	GvGe/BK: 103	SP: 702

Don't you just hate it when Hollywood ruins your favorite book? Well you've found the right place to gripe about it. In addition to covering the finer points of academic research and writing, this course aims to provide students with a basic introduction to the study of film adaptation. No prior knowledge of film studies is assumed, but an interest in analyzing films and the true stories, video games, novels and even poems they are adapted from is important.

154418	Academic Writing: Dystopian Visions (2 Ü)		
	Fr 10:15 – 11:45	R. 3.205	Dierich
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/
	MA LA: 1503		

	LPO 2003		Angewandte Literatur- /Kulturwissenschaften
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : Kern: 8b, Komp: 4c
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : Komp: 3a
	BK: 8b		M.A. _{ALK} : ia
	LPO 1994/2000:		M.A. _{AS} : 2b
	LABG 2009		
	G: 702	HRG: 103	GyGe/BK: 103 SP: 702

War, oppression, environmental ruin, despair and death. Do these topics interest you? They concerned the likes of Huxley, Orwell, Bradbury and Zamyatin. Dystopian literature often serves as a warning to the present about a potentially dreadful future, and while 1984 has long since come and gone, dystopian works continue to arouse the interest of readers and film audiences. We will be examining dystopian visions both in print and on screen, and thinking about why it persists with such popularity as a genre.

154419	Academic Writing: Video Games (2 Ü)			
	Fr 12:15 – 13:45	R. 3.205	Bell	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1503			
	LPO 2003			
	GHR: 5d	SP _{1.Fach} : 5d	B.A. _{ALK} : Kern: 8b, Komp: 4c	
	Gy/Ge: 8b	SP _{2.Fach} : 3b	B.A. _{AS} : Komp: 3a	
	BK: 8b		M.A. _{ALK} : ia	
	LPO 1994/2000:		M.A. _{AS} :2b	
	LABG 2009			
G: 702	HRG: 103	GyGe/BK: 103	SP: 702	

FPS, RTS, MMORPG, shmups – if you're interested in learning more about words like these, then this is the *Academic Writing* course for you! In addition to covering the finer points of academic research and writing, this course aims to provide students with a basic introduction to the study of video games. No prior knowledge of video games is assumed, but an interest in getting to know this increasingly significant cultural medium is important.

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

154420	Project Design and Evaluation (3 Ü)				
			Bell		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften		
	MA LA:				
	LPO 2003				
	GHR: 4d	SP _{1.Fach} : 4d	B.A. _{ALK} :		
	Gy/Ge: 4d	SP _{2.Fach} :	B.A. _{AS} :		
	BK: 5c		M.A. _{ALK} :		
	LPO 1994/2000:		M.A. _{AS} :		
	LABG 2009				
G: 103	HRG: 104	GvGe/BK: 104	SP: 103		

154421	Project Design and Evaluation (1 Ü)			
			Dierich	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 4d	SP _{1.Fach} : 4d	B.A. _{ALK} :	
	Gy/Ge: 4d	SP _{2.Fach} :	B.A. _{AS} :	
	BK: 5c		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
	LABG 2009			
G: 103	HRG: 104	GvGe/BK: 104	SP: 103	

154422	Project Design and Evaluation (1 Ü)		
			Hamblock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA:		
	LPO 2003		
	GHR: 4d	SP _{1.Fach} : 4d	B.A., ALK:
	Gy/Ge: 4d	SP _{2.Fach} :	B.A., AS:
	BK: 5c		M.A., ALK:
	LPO 1994/2000:		M.A., AS:

	LABG 2009			
	G: 103	HRG: 104	GyGe/BK: 104	SP: 103
154423	Project Design and Evaluation (1 Ü)			
			Stutz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 4d	SP 1.Fach: 4d	B.A. ALK:	
	Gy/Ge: 4d	SP 2.Fach:	B.A. AS:	
	BK: 5c		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 103	HRG: 104	GyGe/BK: 104	SP: 103	

**Masterclass
(MA LABG09 & MA Angewandt only)**

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

154424	American Folklore (2 Ü)			
	Mo 12:15 – 13:45	R. 3.207	Dierich	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge:	SP 2.Fach:	B.A. AS:	
	BK:		M.A. ALK: 1b, ib	
	LPO 1994/2000:		M.A. AS: TG 7	
	LABG 2009			
G: 702	HRG: 902	GyGe/BK: 902	SP: 702	

This seminar will examine aspects of American folklore in many of its rich and various forms: jokes, songs, stories, material culture, food ways, work groups, and ethnic and religious groups. Students will gain a deeper understanding of the role folklore plays in modern American communities. Course work will include a presentation, readings, discussion, and exercises throughout the semester.

154425	From Noir to Neo-Noir (2 Ü)			
	Mo 16:15 – 17:45	R. U 331	Kane	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge:	SP 2.Fach:	B.A. AS:	
	BK:		M.A. ALK: 1b, ib	
	LPO 1994/2000:		M.A. AS: TG 7	
	LABG 2009			
G: 702	HRG: 902	GvGe/BK: 902	SP: 702	

In the Hollywood of the nineteen forties a group of film emerged characterized by a sense of fatalism, labyrinthine cityscapes, and a black-and-white photography tinged with expressionism. This aesthetic, christened "noir" by later critics, has turned out to be enduringly influential. The seminar looks at some of the original noir movies, such as Wilder's *Double Indemnity* (1944), Tourneur's *Out of the Past* (1947), and Welles's *Touch of Evil* (1948) as well as a number of much more recent films influenced by the noir aesthetic. This later group will include such films as Ridley's *Scott's Alien* (1979) and *Blade Runner* (1982), Nolan's *Following* (1998) and *Memento* (2000), Proyas's *Dark City* (1998), Fincher's *Se7en* (1995), and others. Our website will contain extensive bibliographies. Students will be expected to give a presentation on their chosen movie and to write a short paper of 2000 words.

154426	Steampunk (2 Ü)			
	Di 14:15 – 15:45	R. 3.205	Hamblock	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge:	SP 2.Fach:	B.A. AS:	
	BK:		M.A. ALK: 1bc, ib	
	LPO 1994/2000:		M.A. AS: TG 7	
	LABG 2009			
G: 702	HRG: 902	GvGe/BK: 902	SP: 702	

What is Steampunk? A sub-genre of science fiction typically featuring steam-powered machinery? Alternative histories of 19th century Victorian Britain or the American 'Wild West'? In this class we will explore the many facets of the genre, be it in literature, film or art.

For successful completion of the class, you will be required to actively participate in class, hold a 20-minute presentation on a topic of your choice, and hand in an item of written work giving more detail on your topic.

154427	Creative Writing (2 Ü)			
	Do 10:15 – 11:45	R. 3.207	Bell	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP _{1.Fach} :	B.A. ALK:	
	Gy/Ge:	SP _{2.Fach} :	B.A. AS:	
	BK:		M.A. ALK: ib	
	LPO 1994/2000:		M.A. AS: TG6/7	
	LABG 2009			
G: 702		HRG: 902	GyGe/BK: 902	SP: 702

Creative Writing: This course will provide students with the opportunity to use their language in a different, non-academic context. We will work on creative writing in a variety of forms, genres, and styles. Students will be expected to complete regular coursework and submit one project piece of 3000 words for assessment.

Translation

This course covers several areas, e.g. vocabulary, semantics, collocations, grammar (morphology and syntax), contrastive linguistics and stylistics. In addition to the traditional four skills: reading, listening, speaking, writing, translation constitutes a fifth skill which is not to be underestimated. This skill can only be acquired by practising translation over a long period of time.

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.

Recommended dictionary:

Langenscheidt/Collins Großwörterbuch Englisch, Munich 2004

154428	Translation German/English (Group A) (2 Ü)			
	Di 16:15 – 17:45	R. 3.205	Hamblock	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1501, 1502			
	LPO 2003			
	GHR: 5d	SP 1.Fach: 5d	B.A. ALK: Kern: 8b, Komp: 4c	
	Gy/Ge: 8b	SP 2.Fach: 3b	B.A. AS: Komp: 3a	
	BK: 8b		M.A. ALK: ia	
	LPO 1994/2000:		M.A. AS: 2b	
	LABG 2009			
G: 701		HRG: 901	GvGe/BK: 901	SP: 701

154429	Translation German/English (Group B) (2 Ü)			
	Mi 10:15 – 11:45	R. 3.205	Hamblock	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1501, 1502			
	LPO 2003			
	GHR: 5d	SP 1.Fach: 5d	B.A. ALK: Kern: 8b, Komp: 4c	
	Gy/Ge: 8b	SP 2.Fach: 3b	B.A. AS: Komp: 3a	
	BK: 8b		M.A. ALK: ia	
	LPO 1994/2000:		M.A. AS: 2b	
LABG 2009				
G: 701		HRG: 901	GvGe/BK: 901	SP: 701

154430	Translation German/English (Group C) (2 Ü)			
	Do 12:15 – 13:45	R. 3.206	Dierich	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1502			
	LPO 2003			
	GHR: 5d	SP 1.Fach: 5d	B.A. ALK: Kern: 8b, Komp: 4c	
	Gy/Ge: 8b	SP 2.Fach: 3b	B.A. AS: Komp: 3a	
	BK: 8b		M.A. ALK: ia	
	LPO 1994/2000:		M.A. AS: 2b	
LABG 2009				
G: 701	HRG: 901	GvGe/BK: 901	SP: 701	

154431	Translation German/English (Group D) (2 Ü)			
	Do 14:15 – 15:45	R. 3.206	Stutz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1502			
	LPO 2003			
	GHR: 5d	SP 1.Fach: 5d	B.A. ALK: Kern: 8b, Komp: 4c	
	Gy/Ge: 8b	SP 2.Fach: 3b	B.A. AS: Komp: 3a	
	BK: 8b		M.A. ALK: ia	
	LPO 1994/2000:		M.A. AS: 2b	
	LABG 2009			
G: 701	HRG: 901	GyGe/BK: 901	SP: 701	

Englische Fachdidaktik

1. STUDIENPHASE

154301	Introduction to Teaching English as a Foreign/Second Language, Kurs A (2 S)			
	Do 08:30 – 10:00 Zusatztermin: Fr, 29.04.2016 14:00 – 18:00	R. 3.208 R. 3.206	Doert	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 2c	SP _{1.Fach} : 2c	B.A. _{ALK} :	
	Gy/Ge: 2c	SP _{2.Fach} : 2c	B.A. _{AS} : Kern: 2b, Komp: 2a	
	BK: 2c		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
	LABG 2009			
G: 201	HRG: 201	GyGe/BK: 201	SP: 201	

154302	Introduction to Teaching English as a Foreign/Second Language, Kurs B (2 S)			
	Fr 12:15 – 13:45	R. 3.208	Kerschen	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 2c	SP _{1.Fach} : 2C	B.A.ALK:	
	Gy/Ge: 2c	SP _{2.Fach} : 2c	B.A.AS: Kern: 2b, Komp: 2a	
	BK: 2c		M.A.ALK:	
	LPO 1994/2000:		M.A.AS:	
	LABG 2009			
G: 201	HRG: 201	GyGe/BK: 201	SP: 201	

154303	Introduction to Teaching English as a Foreign/Second Language, Kurs C (2 S)			
	Mo 10:15 – 11:45	R. U 331	Rossa	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 2c	SP _{1.Fach} : 2c	B.A. ALK:	
	Gy/Ge: 2c	SP _{2.Fach} : 2c	B.A. AS: Kern: 2b, Komp: 2a	
	BK: 2c		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 201	HRG: 201	GvGe/BK: 201	SP: 201	

154304	Introduction to Teaching English as a Foreign/Second Language, Kurs D (2 S)		
	Mi 12:15 – 13:45	R. 0.220	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA:		
	LPO 2003		
	GHR: 2c	SP _{1.Fach} : 2c	B.A. _{ALK} :
	Gy/Ge: 2c	SP _{2.Fach} : 2c	B.A. _{AS} : Kern: 2b, Komp: 2a
	BK: 2c		M.A. _{ALK} :
	LPO 1994/2000:		M.A. _{AS} :

LABG 2009		G: 201		HRG: 201	GyGe/BK: 201	SP: 201
154305	Introduction to Teaching English as a Foreign/Second Language, Kurs E (2 S)					
Modulzuordnungen:	Blockseminar	R. 3.208		Papenberg		
	15. – 19.08.2016					
	von 09:00 – 14:30					
	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften		
	MA LA:					
	LPO 2003					
	GHR: 2c	SP 1.Fach: 2c		B.A. ALK:		
	Gy/Ge: 2c	SP 2.Fach: 2c		B.A. AS: Kern: 2b, Komp: 2a		
	BK: 2c			M.A. ALK:		
	LPO 1994/2000:			M.A. AS:		
LABG 2009						
G: 201		HRG: 201		GyGe/BK: 201	SP: 201	
154306	Introduction to Teaching English as a Foreign/Second Language, Kurs F (2 S)					
Modulzuordnungen:	Di 08:30 – 10:00	R. 3.208		Wewerka		
	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften		
	MA LA:					
	LPO 2003					
	GHR: 2c	SP 1.Fach: 2c		B.A. ALK:		
	Gy/Ge: 2c	SP 2.Fach: 2c		B.A. AS: Kern: 2b, Komp: 2a		
	BK: 2c			M.A. ALK:		
	LPO 1994/2000:			M.A. AS:		
	LABG 2009					
	G: 201		HRG: 201		GyGe/BK: 201	SP: 201
154307	Introduction to Teaching English as a Foreign/Second Language, Kurs G (2 S)					
Modulzuordnungen:	Blockseminar	R. 3.208		Heitmann		
	Fr, 15.04.2016: 16:00 – 18:00					
	Sa, 21.05.2016: 09:00 – 17:30	R. 3.206				
	Sa, 02.07.2016: 09:00 – 16:00					
	Sa, 09.07.2016: 09:00 – 17:00					
	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften		
	MA LA:					
	LPO 2003					
	GHR: 2c	SP 1.Fach: 2c		B.A. ALK:		
	Gy/Ge: 2c	SP 2.Fach: 2c		B.A. AS: Kern: 2b, Komp: 2a		
	BK: 2c			M.A. ALK:		
	LPO 1994/2000:			M.A. AS:		
	LABG 2009					
G: 201		HRG: 201		GyGe/BK: 201	SP: 201	

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 & 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 accessing language skills and intercultural communicative competence
- Teaching vocabulary and grammar
- Language, literature and culture in the classroom
- Language assessment

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

2. STUDIENPHASE

154308	Content and Language Integrated Learning (CLIL) in Secondary School (2 PS/HS)			
	Blockseminar 08.08. - 12.08.2016, jeweils 09:00 – 14:30	R. 3.208		Schäfer
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA: 1101, 1102, 1104			
	LPO 2003			
	GHR: 2d, 4a, 4b	SP ^{1.Fach} : 2d, 4a, 4b		B.A. ALK:
	Gy/Ge: 2d, 5a, 5b	SP ^{2.Fach} : 3a		B.A. AS: Kern: 6bc, 8c Komp: 4a
	BK: 2d, 5a, 5b			M.A. ALK:
	LPO 1994/2000:			M.A. AS: 3ab
	LABG 2009			
G: 202, 203, 801, 802	HRG: 202, 203, 801		GyGe/BK: 202, 203, 801	SP: 202, 203, 704, 801, 802

"Content and Language Integrated Learning" or *bilingualer Sachfachunterricht* is increasingly being offered in the German school system in order to better prepare students for the communicative, academic, linguistic and cultural challenges of a globalized world. The aim of this course is to familiarize the participants with the basic principles of bilingual education as applied to the secondary school classroom.

In addition to providing an overview of the origins of bilingual education and theories of Second Language Acquisition, this seminar will focus especially on methodological options that aim at differentiating instruction and supporting creative as well as cooperative learning processes in CLIL classrooms. We will discuss how these techniques can be applied in practice to generate meaningful learning activities and explore the knowledge, skills and strategies learners need to coordinate in order to benefit from them. Participants will be asked to respond to challenges teachers typically experience in their CLIL teaching. Participants will be required to select and manipulate methods, design tasks, and carry out teaching simulations and role-play activities for the bilingual classroom.

154309	Teaching Literature in the EFL Classroom (2 PS/HS)				
	Mi 16:00 – 17:30	R. 3.208		Schäfer	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften		
	MA LA:				
	LPO 2003				
	GHR: 2d, 4a, 4b	SP _{1.Fach} : 2d, 4a, 4b		B.A. ALK:	
	Gy/Ge: 2d, 5a, 5b	SP _{2.Fach} : 3a		B.A. AS: Kern: 6bc, 8c Komp: 4a	
	BK: 2d, 5a, 5b			M.A. ALK:	
	LPO 1994/2000:		M.A. AS:		
	LABG 2009				
G: 202, 203		HRG: 202, 203		GyGe/BK: 202, 203	SP: 202, 203

Dieser Kurs ist nur für Bachelorstudierende!

In this seminar, we will discuss the benefits of and limits to teaching literature, and deal with central issues, e.g. how to select appropriate texts, how to design teaching sequences that focus on literary texts, and the goal of developing communicative competences. We will approach a selection of literary genres such as novels (in excerpts), corresponding films, plays, short stories and poems, as well as texts offered by common EFL textbooks.

In this class, participants will be required to design tasks and to carry out teaching simulations and role-play activities. There will be a strong focus on *gymnasiale Oberstufe*.

154310	Developing Intercultural Communicative Competence through Literature (2 PS/HS)			
	Do 16:00 – 17:30 Zusatztermin: Fr, 03.06.2016 14:00 – 18:00	R. 3.208 R. 3.206	Doert	
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102, 1104			
	LPO 2003			
	GHR: 2d, 4a, 4b	SP ^{1.Fach} : 2d, 4a, 4b	B.A. ALK:	
	Gy/Ge: 2d, 5a, 5b	SP ^{2.Fach} : 3a	B.A. AS: Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 3ab	
	LABG 2009			
G: 202, 203, 801, 802	HRG: 202, 203, 801	GyGe/BK: 202, 203, 801	SP: 202, 203, 704, 801, 802	

Fostering "Intercultural Communicative Competence" is one of the main goals of foreign language learning in Germany. Consequently, elements of intercultural learning are fundamental to Teaching English as a Foreign Language. Literary texts are often used in the English language classroom to achieve this aim. Thus, this course offers insights into the complex field of fostering "Intercultural Communicative Competence" in a classroom setting. First, we will discuss established models of I(C)C by Bennett, Byram, and Bredella. Then we will take a closer look at different approaches for teaching literature, including narrative texts, poems, and film. We will consider these approaches from the perspective of all school types and levels, from the

Primary to the Upper Secondary Classroom. Finally, we will deal with lesson planning and possible forms of assessment. If you have questions about the course, please feel free to contact me via e-mail: carolin.doert@tu-dortmund.de

154311	Grammar and Vocabulary Acquisition (2 PS/HS)				
	Do 10:15 – 11:45	R. 0.220		Kerschen	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102, 1104				
	LPO 2003				
	GHR: 2d, 4a, 4b	SP _{1.Fach} : 2d, 4a, 4b		B.A. _{ALK} :	
	Gy/Ge: 2d, 5a, 5b	SP _{2.Fach} : 3a		B.A. _{AS} Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b			M.A. _{ALK} :	
	LPO 1994/2000:			M.A. _{AS} : 3ab	
	LABG 2009				
G: 202, 203, 801, 802	HRG: 202, 203, 801		GyGe/BK: 202, 203, 801	SP: 202, 203, 704, 801, 802	

This seminar focuses on grammar and vocabulary as the building blocks of learning a second language. The first part of the course will cover theories of second language acquisition as they relate to grammar and vocabulary acquisition as well as empirical research findings in this field. The focus in the second part of the course will be on the teaching of grammar and vocabulary in a classroom setting. We will consider questions such as how to create communicative and cooperative learning opportunities for different types of learners, how to incorporate media and a variety of teaching activities, how to choose items of grammar or lexis for focus in the EFL classroom, and how to assess grammatical and lexical competence. The seminar will follow a hands-on approach that will encourage students to think about the issues of grammar and vocabulary acquisition from a scientific as well as a pedagogical perspective through activities such as brainstorming research questions and designing teaching sequences and tasks. Course requirements will be announced in the first session.

154312	Developing functional language competences and the role of support systems in various classrooms, including CLIL (2 PS/HS)			
	Mi 16:00 – 17:30	R. 0.220	Nold	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102, 1104			
	LPO 2003			
	GHR: 2d, 4a, 4b	SP 1.Fach: 2d, 4a, 4b	B.A. ALK:	
	Gy/Ge: 2d, 5a, 5b	SP 2.Fach: 3a	B.A. AS: Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 3ab	
	LABG 2009			
G: 202, 203, 801, 802	HRG: 202, 203, 801	GyGe/BK: 202, 203, 801	SP: 202, 203, 704, 801, 802	

In this class we will deal with **communicative language competences** such as language reception (listening, reading), production (speaking and writing), and mediation, and we will also take strategic competences (e.g. How to plan a presentation) into account. The special context of **bilingualer Sachfachunterricht** will also be considered, focusing on communication and linguistic subskills/subcompetences.

The concept of language competence as described in *Bildungsstandards* and the *Common European Framework* will be considered and we will raise the issue to what extent language form is an indispensable part of the different competences. In this connection we will address the issue of language support systems. In addition, there will be an emphasis on the methodological issues that are involved as we try to develop competences in the EFL classroom at different stages of the learners' development.

In-class tasks will include both group and partner work, and we will develop prototypical units for teaching at different levels, depending on the participants' special interests. Every participant should become familiar with the *Common European Framework of Reference for Languages* (www.councilofEurope.com – text can be downloaded), and *Bildungsstandards* (also available for download). The results of the DESI study (an electronic text will be provided) will also be studied.

A **reader on language competences** that we are going to deal with in class will be available electronically. It will also include publications on task-based EFL teaching and publications on language competences such as Alderson: *Assessing Reading*, and Buck: *Assessing Listening* (both Cambridge University Press).

154313	CLIL in Early Foreign Language Learning (2 PS/HS)			
	Mo 14:15 – 15:45	R. U 331	Rossa	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102, 1104			
	LPO 2003			
	GHR: 2d, 4a, 4b	SP _{1.Fach} : 2d, 4a, 4b	B.A. ALK:	
	Gy/Ge: 2d, 5a, 5b	SP _{2.Fach} : 3a	B.A. AS: Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 3ab	
	LABG 2009			
G: 203, 801, 802	HRG: 801	GyGe/BK: 801	SP: 704, 801, 802	

Content and language integrated learning (CLIL), an approach to bilingual education, has in recent years been taken up in the context of early foreign language learning in German schools at primary level. In this course we are going to investigate the theoretical foundations and principles of CLIL and discuss its educational potential with a focus on the particular learning conditions in primary school. Our activities will involve discussing the central issues that arise in the practice of CLIL classrooms and designing materials

and tasks as well as assessment procedures for CLIL teaching sequences in a variety of content subjects. This course aims at students studying towards a degree in Lehramt Grundschule, students from "bilingualer Zusatzstudiengang" are also welcome, of course.

154314	Teaching English in Primary School (2 PS/HS)				
	Mi 12:15 – 13:45	R. U 331		Woltersdorf	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102, 1104				
	LPO 2003				
	GHR: 2d, 4a, 4b	SP ^{1.Fach} : 2d, 4a, 4b		B.A. ALK:	
	Gy/Ge: 2d, 5a, 5b	SP ^{2.Fach} : 3a		B.A. AS: Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b			M.A. ALK:	
	LPO 1994/2000:			M.A. AS: 3ab	
	LABG 2009				
G: 202, 203, 801, 802	HRG: 202, 203, 801		GyGe/BK: 202, 203, 801	SP: 202, 203, 704, 801, 802	

In this seminar, we will explore theoretical aspects of TEFL in the primary school classroom, and we will focus on teaching approaches which seek to engage and motivate young learners. We will address the following aspects: the role of the CEFR and the *Kernlehrplan*, the role of the different areas of language learning and language use, the use of portfolios, how to incorporate media, and lesson planning. This seminar will follow a hands-on approach that will allow students to engage in practical activities such as designing and trying out materials and tasks ready to use in the primary EFL classroom.

This seminar is aimed at students studying Lehramt Grundschule or Sonderpädagogik. Students studying for any other Lehramt are also welcome.

Credit requirements: Portfolio (for 202), Unterrichtsentwurf (for 203). Details will be announced in the first session.

154315	Methodological Options in Early Foreign Language Learning (2 PS/HS)			
	Do 16:00 – 17:30	R. 3.205	Betz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102, 1104			
	LPO 2003			
	GHR: 2d, 4a, 4b	SP _{1.Fach} : 2d, 4a, 4b	B.A. ALK:	
	Gy/Ge: 2d, 5a, 5b	SP _{2.Fach} : 3a	B.A. AS: Kern: 6bc, 8c Komp:3c, 4a	
	BK: 2d, 5a, 5b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 3ab	
	LABG 2009			
G: 202, 203, 801, 802	HRG: 202, 203, 801	GyGe/BK: 202, 203, 801	SP: 202, 203, 704, 801, 802	

"Working with young language learners in the primary classroom can be both a rewarding and a demanding experience. To make the most of that experience for both learners and teachers we need to be very clear what it is we are trying to do" (Susan Halliwell). One way to achieve that clarity and meet the demands of teaching English in primary school is to be well-versed in methods that are appropriate for young language learners. This course will cover the basics of teaching English in primary school as well as explore a range of methods and techniques that are suitable for the primary level, for example station work, board games, storytelling and more. Emphasis will be put on how to develop communicative competence and how to work with different learning abilities in the classroom. Course requirements will be announced in the first session.

154316	Film Analysis in the EFL Classroom (2 PS/HS)			
	Blockseminar Sa, 04.06.2016, Sa, 11.06.2016, Sa, 18.06.2016, Sa, 25.06.2016 von 09:00 – 16:30	R. 3.208	Pille-Schowe	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102, 1104			
	LPO 2003			
	GHR: 2d, 4a, 4b	SP _{1.Fach} : 2d, 4a, 4b	B.A. ALK:	
	Gy/Ge: 2d, 5a, 5b	SP _{2.Fach} : 3a	B.A. AS: Kern: 6bc, 8c Komp: 3c, 4a	
	BK: 2d, 5a, 5b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 3ab	
	LABG 2009			
G: 202, 203, 801, 802	HRG: 202, 203, 801	GyGe/BK: 202, 203, 801	SP: 202, 203, 704, 801, 802	

Teaching film is specified as an obligatory aspect of TEFL in the most recent *Kernlehrplan* for *Sekundarstufe II* (2013). 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. This course will provide you with a basic knowledge of how to work with films in class: how to guide learners in film analysis and interpreting, which methods to make use of in order to approach the meaning of films or film scenes, as well as how to assess the students' media literacy. Course requirements will be announced in the first session.

154317	Theories of Second Language Acquisition (2 HS)			
	Mi 16:00 – 17:30	R. 3.205	Heimeroth	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102, 1104			
	LPO 2003			
	GHR: 4a	SP 1.Fach: 4a	B.A. ALK:	
	Gy/Ge: 5a	SP 2.Fach: 3a	B.A. AS: Kern: 6bc, 8c Komp: 4ac	
	BK: 5a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 2ab, 3ab	
	LABG 2009			
G: 801, 802	HRG: 801	GyGe/BK: 801	SP: 704, 801, 802	

Dieser Kurs ist nur für Masterstudierende!

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

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

154318	Teaching Global Issues (2 HS)			
	Di 16:15 – 17:45	R. U 331	Kane	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102, 1104			
	LPO 2003			
	GHR: 4a	SP _{1.Fach} : 4a	B.A. ALK:	
	Gy/Ge: 5a	SP _{2.Fach} : 3a	B.A. AS: Kern: 6bc, 8c Komp: 4a	
	BK: 5a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 3ab	
	LABG 2009			
G: 801, 802		HRG: 801	GyGe/BK: 801	SP: 704, 801, 802

Dieser Kurs ist nur für Masterstudierende!

Many teenagers are understandably fascinated by the major global problems we face today, such as climate change, the plight of refugees, human rights, war, and many others. This seminar looks at some of these topics and tries to find ways to teach them in the EFL classroom. We will be looking to write lesson plans, devise projects and to collect materials about the areas we feel our students will be most interested in. The general approach taken will have affinities with CLIL, task-based learning, and communicative approaches to language teaching. We will also be looking at the ways we can use literature and films to teach these topics. It will be possible to write a lesson plan, devise a project and write a paper in this seminar. All students will be expected to participate actively in the seminar sessions. There will be a website with extensive bibliographies and other material relevant to our topic.

Recommended Literature:

Greg Garrard. *Teaching Ecocriticism and Green Cultural Studies*, Routledge, 2012.

Sasha Mathewman. *Teaching Secondary English as if the Planet Matters*. Routledge, 2010.

Ricardo Sampedro and Susan Hillyard. *Global Issues*. Oxford, 2004.

154319	Analysis and Interpretation in Sekundarstufe II (2 HS)			
	Mo 18:00 – 19:30	R. 3.208	Pentzek	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102, 1104			
	LPO 2003			
	GHR: 4a	SP _{1.Fach} : 4a	B.A. ALK:	
	Gy/Ge: 5a	SP _{2.Fach} : 3a	B.A. AS: Kern: 6bc, 8c Komp: 4a	
	BK: 5a		M.A. ALK:	
	LPO 1994/2000:		M.A. AS: 3ab	
	LABG 2009			
G: 801, 802		HRG: 801	GvGe/BK: 801	SP: 704, 801, 802

Dieser Kurs ist nur für Masterstudierende!

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 this particular area. At the same time, a considerable number of teachers seem to struggle with the question how these basic skills can be developed, and depend on educational publishing companies to supply them with ready-made teaching materials. Relying on this aid is becoming more and more problematic, as modern language teaching needs to flexibly respond to the needs of the learners and the content and outcome-based specifications in the curricula and central exit exams, such as *Zentralabitur*. Accordingly, this class focuses on the analysis and interpretation of different media (film, fictional and non-fictional texts, advertisements, etc.), and on the development, administration and evaluation of various relevant assessment procedures.

154320	Exploring Research in Foreign Language Education and Applied Linguistics (1 K)			
	Do 12:15 – 13:45 (14-tägig)	R. 3.510	Rossa	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge:	SP 2.Fach:	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G:	HRG:	GyGe/BK:	SP:	

This course is a forum for BML 2005 and LABG 09 students seeking to pass the *Modulabschlussprüfung* exam to gain credits for modules 11 and 8, respectively. Participants are asked to present their (work-in-progress) research on topics relevant to *Fachdidaktik Englisch*. I will discuss assessment criteria, present typical tasks from written exams, and carry out mock oral exams to help prepare for these examinations.

154329	Diversity in the EFL Classroom (2 PS/HS)				
	Fr 12:15 – 13:45	R. U 331	Woltersdorf		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften		
	MA LA:				
	LPO 2003				
	GHR: 2d, 4a, 4b	SP _{1.Fach} : 2d, 4a, 4b	B.A. ALK:		
	Gy/Ge: 2d, 5a, 5b	SP _{2.Fach} : 3a	B.A. AS: Kern: 6bc, 8c Komp: 4a		
	BK: 2d, 5a, 5b		M.A. ALK:		
	LPO 1994/2000:		M.A. AS:		
	LABG 2009				
G: 202, 203	HRG: 202, 203	GyGe/BK: 202, 203	SP: 202, 203		

Dieser Kurs ist nur für Bachelorstudierende!

"There is in fact no such thing as a 'homogeneous' class, since no two learners are really similar; and therefore all classes of more than one learner are in fact heterogeneous." This quotation by Ranga Narayanan (University of Florida) sheds light on a central concern in today's EFL classrooms: How we can come to grips with the widening range of abilities to be found in learning groups and effectively support individual learners in developing their communicative competence at the same time? We will address questions of differentiation and individualization as well as teaching pupils with special education needs. This seminar will follow a hands-on approach that will allow students to engage in practical activities such as designing and trying out materials and tasks ready to use in the EFL classroom. This course is aimed at **Bachelor students** who have successfully completed their "Introduction to TEFL". Course requirements: Portfolio (202), Unterrichtsentwurf (203). Details will be announced in the first session.

154510	Nationalisms (2 HS)			
	Mo 14:15 – 15:45	R. 3.208	Piskurek	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1302, 1303			
	LPO 2003			
	GHR: 5c	SP _{1.Fach} : 5c	B.A.ALK: Kern 6abc, 7bc, 8a, Komp 3abc, 4ab	
	Gy/Ge: 6b, 7b	SP _{2.Fach} : 4b	B.A.AS: Komp 4a	
	BK: 6b, 7b		M.A.ALK: 1abc, 3a	
	LPO 1994/2000: E1		M.A.AS: 2ab, TG 5	
	LABG 2009			
G: 703, 704	HRG: 601, 1001, 1002	GyGe/BK: 601, 701, 702, 1001, 1003	SP: 703	

Although a global and transnational age has been repeatedly proclaimed over the past two decades, this has not entailed the end of nationalism, as the recent past has shown. Especially in times of (socially and medially constructed) crises – banking, Euro, refugees etc. – the concept of the nation seems to constantly interfere with the concept of supranational organisations like the European Union. This makes it all the more important to re-evaluate the arbitrary construct of nations and corresponding forms of nationalism. Such a discussion may take politics as a starting point, but it inevitably reaches out into all kinds of cultural practices: sports, fiction, transport, etc. For students of British Cultural Studies, this topic gains even more relevance in the light of the complicated make-up of the United Kingdom and ongoing processes of devolution in Scotland or Wales.

In this seminar we will read and discuss various theories about nations, nationalisms and national identities, from Ernest Gellner or Benedict Anderson, to Michael Billig or Linda Colley, as well as fictional representations of nationalisms. Since this course is open to LABG students (GyGe, BK and HRG) who need credit points in "Kulturdidaktik" (1002/1003), we will also explore the challenges and chances of teaching the topic in school.

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

154628	Emerson Abroad: <i>English Traits</i> (2 HS)			
	Di 16:00 – 19:15 Blockseminar 12.04. – 31.05.2016	R. 0.406	Grünzweig	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1401, 1403			
	LPO 2003			
	GHR:5b	SP ₁ Fach:5b	B.A.ALK: Kern 6 bc, 7ac Komp 3 bc	
	Gy/Ge:6c, 7c	SP ₂ Fach:4b	B.A.AS: TG5 Vertiefung	
	BK: 6c, 7c		M.A.ALK: 1bc, iac	
	LPO 1994/2000: B4, E2		M.A.AS: TG 5	
	LABG 2009			
G: 703, 704	HRG: 1001, 1002	GyGe/BK: 1002, 1003	SP: 703	

English Traits, published in 1856, emerged from Emerson's two trips to England in the 1830s and 1840s. At the same time, it is an account of Emerson's deep engagement with transatlantic literary and cultural relationships. For the author of America's "intellectual declaration of independence" (Oliver Wendell Holmes, Sr.), the engagement with England and her culture had to be crucial. This seminar is going to look at Emerson's work as an American narrative of England as well as a version of the history of transatlantic dialogue. We will use the edition in the "Classic reprint series" by Forgotten books available for approx. 13 €. This class will take place in the first half of the semester only.

Praxissemester

154321	Vorbereitung auf das Praxissemester, Kurs A (2 HS)			
	Di 10:15 – 11:45	R. U 331	Rossa	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge:	SP 2.Fach:	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: P1		HRG: P1	GyGe/BK: P1	SP: P1

154322	Vorbereitung auf das Praxissemester, Kurs B (2 HS)			
	Mo 12:15 – 13:45	R. 0.220	Woltersdorf	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP _{1.Fach} :	B.A. ALK:	
	Gy/Ge:	SP _{2.Fach} :	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: P1		HRG: P1	GyGe/BK: P1	SP: P1

154323	Vorbereitung auf das Praxissemester, Kurs C (2 HS)			
	Mo 16:00 – 17:30	R. 3.205	Woltersdorf	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge:	SP 2.Fach:	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: P1		HRG: P1	GvGe/BK: P1	SP: P1

154324	Vorbereitung auf das Praxissemester, Kurs D (2 HS)		
	Fr 10:15 – 11:45	R. U 331	Woltersdorf
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA:		
	LPO 2003		

GHR:	SP _{1.Fach} :	B.A. ALK:
Gy/Ge:	SP _{2.Fach} :	B.A. AS:
BK:		M.A. ALK:
LPO 1994/2000:		M.A. AS:
LABG 2009		
G: P1	HRG: P1	GyGe/BK: P1
		SP: P1

Studierende im Masterstudiengang Lehramt nach LABG 09, die ab September 2016 das Praxissemester absolvieren wollen, müssen im SoSe 2016 ein Vorbereitungsseminar besuchen. Das Praxissemester, das im Studienverlaufsplan für das zweite Semester im Master vorgesehen ist, ist mit dem Ziel verbunden "die Studierenden auf die Praxisanforderungen der Schule und des Vorbereitungsdienstes wissenschafts- und berufsfeldbezogen vorzubereiten."

Das Vorbereitungsseminar will die Studierenden dazu befähigen, die Lerngelegenheiten im anschließenden Praxissemester möglichst gewinnbringend zu nutzen und die geforderten Studienleistungen (Unterrichtsprojekte planen, durchführen und auswerten) zu bewältigen. Im Kern geht es um die Verbindung von theoretischen Annäherungen an das Lehren und Lernen im Englischunterricht mit konkreten Handlungsoptionen für die Gestaltung zentraler Lehr-Lern-Situationen in der Unterrichtspraxis. Inhaltlich ist das Seminar in fünf Bereiche gegliedert:

1. Englischunterricht planen
2. Förderung funktionaler kommunikativer Kompetenzen
3. Gestaltung von Lernsituationen
4. Leistungsmessung und -bewertung
5. Unterricht beobachten und reflektieren

Teilnahmevoraussetzung ist die erfolgreiche Umschreibung in den Masterstudiengang bis So., 15.05.2016.

154325	Begleitseminar für das Praxissemester Gruppe A (2 HS)			
	28.04.2016, 02.06.2016, 30.06.2016 jeweils 09:30 – 15:30	R. 3.510	Rossa	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge:	SP 2.Fach:	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: P2		HRG:	GyGe/BK:	SP: P2

154326	Begleitseminar für das Praxissemester Gruppe B (2 HS)			
	28.04.2016, 02.06.2016 30.06.2016, jeweils 09:30 – 15:30	R. TBA	Woltersdorf	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP ^{1.Fach:}	B.A. ALK:	
	Gy/Ge:	SP ^{2.Fach:}	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G:	HRG: P2	GyGe/BK: P2	SP:	

Studierende, die ab Februar 2016 den schulpraktischen Teil des Praxissemesters absolvieren, besuchen während des Sommersemesters ein Begleitseminar, das an die konkreten Unterrichtserfahrungen der Studierenden anknüpft. Das Begleitseminar will so einen Beitrag dazu leisten, dass die individuelle Entwicklung der im Praxissemester zu erwerbenden Kompetenzen in der Gruppe reflektiert werden können. Das Seminar gliedert sich in die folgenden drei Blöcke:

1. Berichten, Reflektieren, Problematisieren, Planen
2. Unterrichtsvorhaben vorstellen, Feedback geben und verarbeiten, Handlungspläne erstellen
3. Lehrerrolle analysieren, Beziehungsebene des beruflichen Handlungsfelds und die eigene Professionalisierung reflektieren

Theorie-Praxis-Modul

154327	Planung, Gestaltung und Reflexion von Englischunterricht (TPM I & II) (2 HS)		
	Mo 18:00 – 19:30	R. 0.220	Bücker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA: 1103, 1104		
	LPO 2003		

GHR:	SP _{1.Fach} :	B.A. ALK:
Gy/Ge:	SP _{2.Fach} :	B.A. AS:
BK:		M.A. ALK:
LPO 1994/2000:		M.A. AS:
LABG 2009		
G:	HRG:	GyGe/BK:
		SP:

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.

154328	Planung, Gestaltung und Reflexion von Englischunterricht (TPM I & II) (2 HS)			
	Blockseminar 01. - 02.08.2016, 04. - 05.08.2016, jeweils 09:00 – 16:30	R. 3.208	Pille-Schowe	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1103, 1104			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge:	SP 2.Fach:	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
	G:	HRG:	GyGe/BK:	SP:

Vor dem Hintergrund der aktuellen Vorgaben wie dem Kernlehrplan Sek I, den Vorgaben für das Zentralabitur (Sek II) 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

Diese Modulzuordnungen beziehen sich **NUR** auf den **bilingualen Zusatzstudiengang** und **NICHT** auf die Module für das Regelstudium.

154308	Content and Language Integrated Learning (CLIL) in Secondary School (2 PS/HS)		
	Blockseminar 08.08. - 12.08.2016, jeweils 09:00 – 14:30	R. 3.208	Schäfer
Modulzuordnungen:	BILINGUALER ZUSATZSTUDIENGANG:		
	LPO 2003 / BML 2005: Bili Pflichtbereich 2		
	LABG 2009: Bili 102		

"Content and Language Integrated Learning" or *bilingualer Sachfachunterricht* is increasingly being offered in the German school system in order to better prepare students for the communicative, academic, linguistic and cultural challenges of a globalized world. The aim of this course is to familiarize the participants with the basic principles of bilingual education as applied to the secondary school classroom.

In addition to providing an overview of the origins of bilingual education and theories of Second Language Acquisition, this seminar will focus especially on methodological options that aim at differentiating instruction and supporting creative as well as cooperative learning processes in CLIL classrooms. We will discuss how these techniques can be applied in practice to generate meaningful learning activities and explore the knowledge, skills and strategies learners need to coordinate in order to benefit from them. Participants will be asked to respond to challenges teachers typically experience in their CLIL teaching. Participants will be required to select and manipulate methods, design tasks, and carry out teaching simulations and role-play activities for the bilingual classroom.

154312	Developing functional language competences and the role of support systems in various classrooms, including CLIL (2 PS/HS)		
	Mi 16:00 – 17:30	R. 0.220	Nold
Modulzuordnungen:	BILINGUALER ZUSATZSTUDIENGANG:		
	LPO 2003 / BML 2005: Bili Pflichtbereich 5		
	LABG 2009: Bili 103		

In this class we will deal with **communicative language competences** such as language reception (listening, reading) production (speaking and writing) and mediation, and we will also take strategic competences (e.g. How to plan a presentation) into account. The special context of **bilingualer Sachfachunterricht** will also be considered, focusing on communication and linguistic subskills/subcompetences. The concept of language competence as described in *Bildungsstandards* and the *Common European Framework* will be considered and we will raise the issue to what extent language form is an indispensable part of the different competences. In this connection we will address the issue of language support systems. In addition, there will be an emphasis on the methodological issues that are involved as we try to develop competences in the EFL classroom at different stages of the learners' development.

In-class tasks will include both group and partner work, and we will develop prototypical units for teaching at different levels, depending on the participants' special interests. Every participant should become familiar with the *Common European Framework of Reference for Languages* (www.councilofEurope.com – text can

be downloaded), and *Bildungsstandards* (also available for download). The results of the DESI study (an electronic text will be provided) will also be studied.

A **reader on language competences** that we are going to deal with in class will be available electronically. It will also include publications on task-based EFL teaching and publications on language competences such as Alderson: *Assessing Reading*, and Buck: *Assessing Listening* (both Cambridge University Press).

154313	CLIL in Early Foreign Language Learning (2 PS/HS)		
	Mo 12:15 – 13:45	R. U 331	Rossa
Modulzuordnungen:	BILINGUALER ZUSATZSTUDIENGANG:		
	LPO 2003 / BML 2005: Bili Pflichtbereich 2		
	LABG 2009: Bili 102		

Content and language integrated learning (CLIL), an approach to bilingual education, has in recent years been taken up in the context of early foreign language learning in German schools at primary level. In this course we are going to investigate the theoretical foundations and principles of CLIL and discuss its educational potential with a focus on the particular learning conditions in primary school. Our activities will involve discussing the central issues that arise in the practice of CLIL classrooms and designing materials and tasks as well as assessment procedures for CLIL teaching sequences in a variety of content subjects. This course aims at students studying towards a degree in Lehramt Grundschule, students from "bilingualer Zusatzstudiengang" are also welcome, of course.

154317	Theories of Second Language Acquisition (2 HS)		
	Mi 16:00 – 17:30	R. 3.205	Heimeroth
Modulzuordnungen:	BILINGUALER ZUSATZSTUDIENGANG:		
	LPO 2003 / BML 2005: Bili Pflichtbereich 1		
	LABG 2009: Bili 101		

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

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

154318	Teaching Global Issues (2 PS/HS)		
	Di 16:15 – 17:45	U 331	Kane
Modulzuordnungen:	BILINGUALER ZUSATZSTUDIENGANG:		
	LPO 2003 / BML 2005: Bili Pflichtbereich 5		
	LABG 2009: Bili 103		

Many teenagers are understandably fascinated by the major global problems we face today, such as climate change, the plight of refugees, human rights, war, and many others. This seminar looks at some of these topics and tries to find ways to teach them in the EFL classroom. We will be looking to write lesson plans, devise projects and to collect materials about the areas we feel our students will be most interested in. The general approach taken will have affinities with CLIL, task-based learning, and communicative approaches to language teaching. We will also be looking at the ways we can use literature and films to teach these topics. It will be possible to write a lesson plan, devise a project and write a paper in this seminar. All students will be expected to participate actively in the seminar sessions. There will be a website with extensive bibliographies and other material relevant to our topic.

Recommended Literature:

Greg Garrard. *Teaching Ecocriticism and Green Cultural Studies*. Routledge, 2012.

Sasha Mathewman. *Teaching Secondary English as if the Planet Matters*. Routledge, 2010.

Ricardo Sampedro, and Susan Hillyard. *Global Issues*. Oxford, 2004.

Britische Literaturwissenschaft

1. STUDIENPHASE

154201	Introduction to British Literary Studies, Group A (2 PS)			
	Di 14:15 – 15:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:-			
	LPO 2003			
	GHR: -	SP ₁ Fach: -	B.A. ALK: Kern 2abc	
	Gy/Ge: -	SP ₂ Fach: -	B.A. AS: Komp: 2a	
	BK: -		M.A. ALK: -	
	LPO 1994/2000: -		M.A. AS:-	
	LABG 2009			
G:401	HRG:401	GyGe/BK: 401	SP: 401	

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

- literary theory and criticism (conceptions of literature, critical approaches)
- literary history (historical periods)
- genre poetics (poetry, drama, fiction)

- textual analysis and interpretation
- academic working methods (term papers, oral presentations)

The course is structured in the form of alternating sessions:

- **preparatory thematic sessions** (on the various sub-disciplines within British Literary Studies outlined above, including discussions of exemplary texts from various historical periods and genres in class: poetry, drama, fiction)
- interspersed with **oral presentation sessions**

Mandatory reading (for the course and the oral exam in module 4/LABG 2009)

• **For the thematic sessions/discussions in class:**

William Shakespeare:	Sonnet 73: "That time of year thou mayst in me behold" (Reader)[SEK 600]
Oscar Wilde:	<i>The Importance of Being Earnest</i> (1895) [SEL W 19/40; SEL W 19/118; C 7939]
Virginia Woolf:	<i>To the Lighthouse</i> (1927) [SEL W27-28; SEL W 27-90; SEL W 27-91]
Virginia Woolf:	"The New Dress" (1922-25) (Reader) [SEL W27-1] "The Introduction" (1922-25) (Reader) [SEL W27-1] "Together and Apart" (1922-25) (Reader) [SEL W27-1]

• **For the oral presentations and the term papers/special assignments:**

William Shakespeare:	"My mistress' eyes are nothing like the sun" (Reader)[SEK 600]
William Wordsworth:	"Ode: Intimations of Immortality from Recollections of Early Childhood" (Reader)[SEK 600]
Percy Bysshe Shelley:	"Ode to the Westwind" (Reader)[SEK 600]
G.B. Shaw:	<i>Pygmalion</i> (1913) [SEL S 13/25; SEL S 13/28; C 4788]
Kazuo Ishiguro:	<i>The Remains of the Day</i> (1989) [SEL 14/10]
Ian McEwan:	"Solid Geometry" (Reader) "Butterflies" (Reader) "Disguises" (Reader)

A 'Reader' with the shorter primary texts and selected additional secondary literature will be available a week prior to the beginning of the course ("Copyshop"). You are expected to have it with you from the beginning. The longer primary 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; C 24902/18; Lehrbuchsammlung: L CA 351; 2009 [ISBN 978-3-12-939619-3; C 24902/7; Lehrbuchsammlung L CA 351/7; 2010 [ISBN 978-3-476-02162-5; SEI 530/2; C 26489]
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 please be there on time.

154202	Introduction to British Literary Studies, Group B (2 PS)			
	Fr 08:30 – 10:00	3.208	Laemmerhirt	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: -			
	LPO 2003			
	GHR: -	SP _{1,Fach} : -	B.A. ALK: Kern 2abc	
	Gy/Ge: -	SP _{2,Fach} : -	B.A. AS: Komp 2a	
	BK: -		M.A. ALK: -	
	LPO 1994/2000: -		M.A. AS:-	
LABG 2009				
G: 401		HRG: 401	GvGe/BK: 401	SP: 401

This course introduces students to major issues of literary theory and criticism, literary history, genre poetics, textual analysis and interpretation. Students will get an advanced understanding of British literature and literary studies by actively discussing exemplary texts. A reader will be made available in the first week and students are required to purchase the following additional texts:

- William Shakespeare: *Hamlet*
- Oscar Wilde: *The Picture of Dorian Gray*

- Robert Louis Stevenson: *Treasure Island*
- Evelyn Waugh: *Vile Bodies*
- Posy Simmonds: *Tamara Drewe* (ISBN 978-0224078177)

The set textbook for the course's theoretical background is:

- Nünning, Vera und Ansgar: *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]

This course concludes with an achievement review, which you have to pass. In the achievement review, which is a written exam, you will be given guiding questions about texts you have to prepare, research and interpret yourself. The questions are concerned with form or with content. The achievement review assesses your skills in the fields of genre poetics, analysis and interpretation, literary history, criticism and academic writing.

154203	Introduction to British Literary Studies, Group C (2 PS)			
	Mo 14:15 – 15:45	R. 3.306	Lenz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1a	SP _{1.Fach} : 1a	B.A. _{ALK} : Kern 2abc	
	Gy/Ge: 1a	SP _{2.Fach} : 1a	B.A. _{AS} : Komp 2a	
	BK: 1a		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
	LABG 2009			
G: 401		HRG:401	GyGe/BK: 401	SP: 401

This course introduces students to major issues of literary theory and criticism, literary history, genre poetics and textual analysis. Students will get an advanced understanding of British literature and literary studies by actively discussing exemplary texts. This course concludes with an achievement review, which you have to pass. In the achievement review, which is a written exam, you will be given guiding questions about texts you have to prepare, research and interpret yourself. The questions are concerned with form or with content. The achievement review assesses your skills in the fields of genre poetics, analysis and interpretation, literary history, criticism and academic work.

A reader will be made available in the first week and students are required to purchase the following additional texts:

John Webster – The Duchess of Malfi (any edition)
 Oscar Wilde – The Importance of Being Earnest (any edition)
 Evelyn Waugh – Vile Bodies (ISBN 978-0141182872)
 Posy Simmonds – Tamara Drewe (ISBN 978-0224078177)

The set textbook for the course's theoretical background is:

Nünning, Vera und Ansgar – 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]

154204	Australian Literature and Culture (2 PS)			
	Fr 14:15 – 15:45	R. 3.208	Bell	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1e	SP 1.Fach: 1e	B.A. ALK: Komp 1c, 2b, Komp 1b	
	Gy/Ge: 1e	SP 2.Fach:	B.A. AS: Komp 2a	
	BK: 1e		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 601	HRG: 403	GvGe/BK: 403	SP:	

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.

154205	English Enlightenment Literature (2 PS)		
	Blockseminar 14.09. – 17.09.2016 Jeweils von 10:00 – 18:00	R. 3.208	Fuhry

Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:-			
	LPO 2003			
	GHR: 1e	SP ^{1.Fach} : 1e	B.A. ALK: 2abc, 3b	
	Gy/Ge: 1e, 4b	SP ^{2.Fach} :	B.A. AS: Komp 2a	
	BK: 1e, 4b		M.A. ALK:	
	LPO 1994/2000: -		M.A. AS:	
	LABG 2009			
G: 601	HRG: 403	GyGe/BK: 403	SP: -	

Liberty, tolerance and progress were some of the most important ideals of the Enlightenment in Europe which was a period of profound social, political and religious change. In this seminar we will examine the impact of these revolutionary 18th-century developments on English literature.

On the basis of selected texts we will analyse different genres such as comedy, prose and satire in order to assess the significance of the Age of Enlightenment in the history of English literature.

Participants are kindly asked to read the following texts prior to the first session:

William Congreve: *The Way of the World*

Daniel Defoe: *Moll Flanders*

Richard Sheridan: *The School for Scandal*

Laurence Sterne: *A Sentimental Journey through France and Italy*

Jonathan Swift: *Gulliver's Travels*

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

- „Hausarbeit"/term paper
- Aktive Teilnahme' (presentation and a shorter paper)

154206	Reading Cyberpunk – A Literary Phenomenon under Inspection (2 PS)			
	Blockseminar Vorbesprechung: Di, 12.04.2016 von 16:00 – 18:00 , R. 3.206 Block 1: Sa, 23.04.2016 Block 2: Sa, 07.05.2016 Block 3: Sa, 21.05.2016 Jeweils von 10:00 – 18:00	R. 3.208	Herrmann	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA:			
	MA LA:-			
	LPO 2003			
	GHR: 1e	SP ^{1.Fach:} 1e	B.A. ALK: Kern 1c, 2abc, Komp 1b	
	Gy/Ge: 1e, 4b	SP ^{2.Fach:}	B.A. AS: Komp 2a	
	BK: 1e, 4b		M.A. ALK: -	
	LPO 1994/2000: -		M.A. AS:-	
	LABG 2009			
G:601	HRG: 403	GyGe/BK: 403	SP:-	

We cannot deny it – our lives have become determined by technology and media. One could even say that life imitates the art of cyberpunk fiction. In this course, we will look at the features of Cyberpunk fiction and at selected publications of Cyberpunk literature as well as Shelley's Gothic text which all form the basis for what we understand as "Cyberpunk" today.

One aspect to be dealt with is the connection between the body and technology, because this is the focus of Cyberpunk culture: the boundaries between what is natural and what is artificial have been blurred so much that it is sometimes hard to tell whether one deals with a human or not – at least in some Cyberpunk stories. Topics to be discussed include body technologies, cyborgs and cyberspace, but also the occurrence of Cyberpunk subcultures in contemporary society. The goal of this course is to get to know the genre of Cyberpunk fiction, but also to ponder the implications of our contemporary fascination with body technologies and where these might lead us.

In order to shed light on the Cyberpunk phenomenon, Dani Cavallaro's observations on Cyberculture (*Cyberpunk and Cyberculture*, 2000) as well as William S. Haney's work on cyborgs and the concept of the posthuman (*Cyberculture, Cyborgs and Science Fiction: Consciousness and the Posthuman*, 2006) will be discussed. Especially the last concept, posthumanism, is connected to the Gothic tradition, as many texts explored the consequences of scientific experimentation on the human body; Mary Shelley's *Frankenstein* can here be considered as one of the most influential texts. Hence, Shane Denson's postnaturalist reading of Shelley's text, which creates the concept of "anthropotechnical interfaces" to analyse the tension created by the combination of body and technology, provides an insight into what bodies have become.

Primary Literature:

William Gibson, "Johnny Mnemonic"

Arthur C. Clarke, "Dial F for Frankenstein"

Mary Shelley, *Frankenstein, Or the Modern Prometheus*

Requirements:

- presentation, attendance and a paper based on the presentation (4-9 pages) for "Aktive Teilnahme"
- term paper (10-15 pages) for Lehramt, Angewandte Sprachwissenschaften, ~ Literatur- und Kulturwissenschaften

154207	Boys in the Wilderness (2 PS)			
	Di 10:15 – 11:45	R. 3.205	Lenz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 103			
	LPO 2003			
	GHR: 1e	SP ^{1.Fach} : 1e	B.A.ALK: Kern 1c, 2abc, 4a, Komp 1b	
	Gy/Ge: 1e	SP ^{2.Fach} :	B.A.AS: Komp 2a	
	BK: 1e		M.A.ALK:	
	LPO 1994/2000: B3, E1		M.A.AS:	
	LABG 2009			
G: 601	HRG: 403	GyGe/BK: 403	SP:	

In one of Madonna's songs, she claims "I made it through the wilderness/ Somehow I made it through/ Didn't know how lost I was". Whereas she is actually talking about love and the loss of (her) virginity, the same notion of coming out of the wilderness changed is a motif which can be found in novels from the turn of the 20th century in Britain.

This seminar will discuss novels in which a boy has to come (in)to his own by being outside the confinements of the home, without a set of parents to guide him. He will encounter friends, foes and animals, and will come out a man – or will he? We will look at how masculinity is constructed in these texts, what it means to be a child and what notions of wilderness are depicted.

The requirements to pass this course are a presentation and two short essays.

Texts to be obtained for this course are

J.M.Barrie: *Peter Pan: Peter and Wendy and Peter Pan in Kensington Gardens* (Penguin Classics, ISBN: 978-0142437933)

R.L.Stevenson: *Treasure Island* (Penguin Classics, ISBN 978-0140437683)

154208	Sinister London in British Literature and Film (2 PS)			
	Fr 10:15 – 11:45	3.206	Laemmerhirt	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: -			
	LPO 2003			
	GHR: 1e	SP _{1.Fach:} 1e	B.A. _{ALK:} Kern 1c, 2 abc, Komp. 1b	
	Gy/Ge: 1e, 4b	SP _{2.Fach:}	B.A. _{AS:} Komp 2a	
	BK: 1e, 4b		M.A. _{ALK:}	
	LPO 1994/2000: E1		M.A. _{AS:}	
	LABG 2009			
G: 601	HRG: 403	GyGe/BK: 403	SP:-	

London is and always has been a city of oppositions. Especially Victorian London was a city of startling contrasts with new buildings and an affluent development on the one hand and horribly overcrowded slums on the other hand. The most common offences committed were thefts, prostitution, and drunkenness. Sherlock Holmes readers might already be familiar with the dark sides of the capital of the British Empire in the Victorian period. The city was further shaken by one of the most infamous murder series that provoked a nation-wide panic during this time as well: The murders of Jack the Ripper.

This course will investigate the dark sides of London in the Victorian Age as well as today. In order to understand how London was and still is imagined during that time, we will focus on historical sources as well as on fictional representations of London from the 19th to the 21st century.

Please note that the course will make use of materials that might make you feel uncomfortable. Some of the movies as well as the graphic novel *From Hell* by Alan Moore contain scenes of extreme violence.

Movies we will discuss: *From Hell* (dir. Albert & Allen Hughes, 2001), *Sweeney Todd* (dir. Tim Burton, 2007)

Please purchase and read: Charles Dickens. *Oliver Twist* (1838), Oscar Zarate. *It's Dark in London* (2012)

Course requirements: Regular attendance, active participation and the punctual fulfillment of written assignments (regular AT). According to your curricular needs you can also write a term paper or take a final exam (written test) at the end of the semester. A reader with additional material will be available at the copy shop.

Please note: The course is FSK 18!

154504	The Great War and Beyond: <i>The Village</i> (BBC), <i>Downton Abbey</i> and <i>Mrs. Dalloway</i> (2 PS)		
	Blockseminar Do, 21.04.2016, 18:00 – 19:30 Sa, 14.05.2016, 10:00 – 18:00 Sa, 18.06.2016 10:00 – 18:00 Sa, 16.07.2016 10:00 – 18:00	R. 3.206	Becker
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA:		
	LPO 2003		
	GHR: 1e	SP ^{1.Fach} : 1e	B.A. ALK: Kern 1c, 2abc, 3c, Komp 1b, 2d
	Gy/Ge: 1e, 4b	SP ^{2.Fach} :	B.A. AS: Komp 2a
	BK: 1e, 4b		M.A. ALK:

	LPO 1994/2000: B3, E1	M.A. AS:
	LABG 2009	
G: 601	HRG: 403	GyGe/BK: 403
		SP:

"First electricity, now telephones. Sometimes I feel as if I were living in an H.G. Wells novel." (Violet, Countess of Grantham, *Downton Abbey*)

It is safe to say that the first two decades of the twentieth century were a time of immense forces of change in almost any field of life. Within this period, contemporaries not only had to face the catastrophe of the Great War, they also had to adapt to different social realities and, as stated above, innovations.

In this seminar, we will explore literary and filmic representations of the time in question with a focus on various aspects, such as historical events and social relations. We will apply theories from Literary and Cultural Studies to gain deeper insight into both the period itself and the popular works of fiction depicting it. For this seminar, you will have to watch *Downton Abbey* (series 1-4), *The Village* (BBC, series 1 and 2) and read *Mrs Dalloway* – in the course of the semester. You should also be prepared to actively participate in discussions and project work (in the style of Learn Do Share).

Course requirements will be discussed in the first session.

Please buy the Penguin Classics Edition of *Mrs Dalloway* (ISBN: 978-0141182490).

The Village and *Downton Abbey* will be available in the Video Library. Screenings of the series can be arranged if necessary.

Additional texts will be provided.

2. STUDIENPHASE

154209	Time and space experiences: Chronotopes in English and New English/Postcolonial Literature (2 HS)			
	Di 12:15 – 13:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/	
	MA LA:1301, 1302, 1303		Angewandte Literatur-	
	LPO 2003		/Kulturwissenschaften	
	GHR: 5c	SP _{1.Fach} : 5C	B.A. _{ALK} : Kern 6abc, 7c; Komp 3abc, 4a	
	Gy/Ge: 6a,b; 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : Kern 6bc; Komp 4ab	
	BK: 6a,b; 7a,b		M.A. _{ALK} : 1abc, 3a	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab, TG 5	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK:601, 701, 702, 1001	SP:703	

The theoretical basis for the seminar is the concept of the 'chronotope' as developed by Mikhail Bakhtin. He was a Russian philosopher, literary critic and theorist, in fact one of the leading thinkers of the twentieth century. Bakhtin developed the term from his studies of the phenomenon of the novel in world literature. He used it to describe the interaction of time and space in the literary representation of human experience. Participants of the course are invited to explore various manifestations of the phenomenon in exemplary texts from English and New English/postcolonial literatures (Canada, South Africa) of the nineteenth and twentieth centuries.

We will then widen our thematic concerns towards modern literary theory and criticism. I.e., we will look at the ways in which chronotopes not only reflect constructions of character, urban space and city life, but, yet more importantly, reveal issues of identity construction, gender, childhood and motherhood, communication and interculturality. It goes without saying that in order to explore the potential of chronotopes fully, various methods of narratology will have to be employed when studying the primary literature.

By taking a comprehensive perspective on literary spaces we will arrive at a better understanding of the role of space in literature, i.e. in literary meaning-making (how constructed literary texts translate experiences and constructions of space into another medium). The result is the formation of a new spatial reality, a semiotically organised space. This is how 'fictions of space' (Wolfgang Iser) are being produced.

Mandatory reading (primary and secondary literature) * recommended for purchase

Mikhail Bakhtin:	<i>The Dialogic Imagination. Four Essays</i> (1982) [SCE 20-59] (excerpts in the 'Reader')
Virginia Woolf:	"A Room of One's Own" (1929) [SEL W 27/70] (Handapparat) *
Virginia Woolf:	<i>Night and Day</i> (1919) [SEL W 27/61] (Handapparat) *
Joseph Conrad:	<i>The Secret Agent</i> (1907) [C 15706 1] (Handapparat) *
Joseph Conrad:	<i>Under Western Eyes</i> (1911)
	[Ja G 1671; SEL C 20/1-22] (Handapparat) *
Margaret Atwood:	<i>Cat's Eye</i> (1988) [SEL A 29/11] (Handapparat) *
J.M. Coetzee:	<i>Age of Iron</i> (1990) [SEL C 23/16] (Handapparat) *

A 'Reader' with selected secondary literature will be available a week prior to the beginning of the course ("Copyshop").

When you pick the course, please consider the particular requirements you need to fulfil according to your examination regulations.

The **work forms** offered in the course are:

- 'aktive Teilnahme' (oral presentation and shorter paper)
- Literature/Culture Projects (presentation in class)
- term paper (including participation in class discussion)
- an end-of-term written exam

Video presentations of film adaptations of selected primary texts will be included.

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 please be here on time.

154210	Picture Books in the Primary English Classroom, Group A (2 HS)			
	Do 08:30 - 10:00	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102, 1104; 1301, 1303			
	LPO 2003			
	GHR:4a, 4b, 5a, 5b	SP 1.Fach: 4a, 4b, 5a	B.A.ALK: Kern 6 abc, 7c; Komp 3 abc, 4a	
	Gy/Ge: 5b,7a,b	SP 2.Fach: 3a, 4b	B.A.AS: Kern 6bc Komp 4ab	
	BK: 5a, 5b, 7a,b		M.A.ALK: 1 abc, 3a	
	LPO 1994/2000: Primarstufe		M.A.AS: 2 ab, TG 5	
	LABG 2009			
G:703, 704, 801, 802	HRG:601, 801, 1001	GyGe/BK:701, 702, 801, 1001	SP:703, 704,801,802	

154211	Picture Books in the Primary English Classroom, Group B (2 HS)			
	Do 10:15 - 11:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102, 1104; 1301, 1303			
	LPO 2003			
	GHR:4a, 4b, 5a, 5b	SP _{1.Fach} : 4a, 4b, 5a	B.A.ALK: Kern 6 abc, 7c; Komp 3 abc, 4a	
	Gy/Ge: 5b,7a,b	SP _{2.Fach} : 3a, 4b	B.A.AS: Kern 6bc Komp 4ab	
	BK: 5a, 5b, 7a,b		M.A.ALK: 1 abc, 3a	
	LPO 1994/2000: Primarstufe		M.A.AS: 2 ab, TG 5	
	LABG 2009			
G:703, 704 , 801, 802	HRG:601, 801, 1001	GyGe/BK:701, 702, 801, 1001	SP:703, 704, 801, 802	

By now we know 'all' about reading: Anglo-American reading research has proved it that children will only then become active, critical and life-long readers when they have experienced the pleasure of reading, of sharing meaning with others in their own childhood – at school, in extra-curricular activities or at home.

To make sense of words and pictures, to decode texts and images and relate them to each other, to construct meaning at various levels – all this is reading as a 'cultural technique'. Moreover, these competencies provide an important basis for the development of the child's sense of self, its identity and personality. Therefore there is no time to lose to initiate kids into that area of emotional/intellectual enrichment and psychological empowerment. Let's make an early start!

The course offers guidance for future teachers in the Primary English Classroom for selecting suitable and enjoyable books. We will explore various ways of how to use them in lessons of English, in cross-disciplinary work and extra-curricular activities. The aim is to encourage children to start their reading careers in a foreign language and keep them inspired in the years to come. Future teachers are welcome to test their insights and skills in schools and Bilingual Kindergartens. But the course is also open to lovers of books and book illustration.

The course has several practical goals, for which, however, a few historical/theoretical/didactical premises need to be established. In detail, we will enter various interesting fields of study:

- History and theory of children's literature
- Reading research, literacy development and reading pedagogy
- The semiotics of the picture book and techniques of story-telling (interanimation of text and pictures)
- The history and technology of book illustration and graphic design
- The pedagogy of primary school teaching; pedagogical principles of the use of picture books in the Primary English Classroom
- Issues of multi-, inter- and cross-culturality

The central topic of the course is the interanimation of text and pictures in picture books.

Knowledge and competencies in those areas will help you to make better choices, judge competently and use picture books with a sure eye for the quality of the word-picture interanimation and its possible effects on young readers. The books chosen will cover a broad range of subjects and topics as well as styles of language and illustration. Many of them are available in our library (BSP).

A 'Reader' with a substantial bibliography and selected secondary literature (incl. important terminology) 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 the first session.

When you pick the course, please consider the particular requirements you need to fulfil according to your examination regulations.

The **work forms** offered in the course are:

- 'aktive Teilnahme' („Referat und Ausarbeitung")
- term paper („Hausarbeit" incl. participation in classroom discussions)
- projects incl. an oral presentation

The preliminaries will be sorted out in the very first session, so be here on time! Personal attendance during the first session is required to maintain the enrolment status.

154212	Shakespeare's Comedies (2 HS)			
	Mo 14:15 – 15:45	R. U 331	Kane	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP _{1.Fach:} 5c	B.A.ALK: Kern 6abc , 7a Komp 3abc	
	Gy/Ge: 6a, 6b	SP _{2.Fach:} 4b	B.A.AS: TG5 (Vertiefung)	
	BK: 6a, 6b		M.A.ALK: 1abc	
	LPO 1994/2000: B3, E1		M.A.AS: TG 5	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

Modern criticism tends to parcel the comedies formally and chronologically into three unequal groups. In this seminar *The Taming of the Shrew* and *The Comedy of Errors* will represent the "apprentice" plays, *As You Like It* and *Twelfth Night* the mature period, and *Measure for Measure* the "problem" plays. The later "romances," such as *The Tempest*, merit attention in this context since they echo many of the themes and preoccupations of earlier comedies. Our concern in our discussions will be to trace the thematic continuity of Shakespeare's comedies in exploring such motifs as the quest for identity, the instability of gender roles, the place of marriage in society, the subversion of social hierarchies, and the comedic reestablishment of an inclusive social order.

Students are asked to read the above-mentioned Shakespeare plays. In the case of *The Taming of the Shrew*, *As You Like It*, *Measure for Measure* and *The Tempest*, please buy the most recent Norton critical edition of each of these works. In the case of *The Comedy of Errors* and *Twelfth Night* the Arden editions are recommended.

Students will be able to write examinations and term papers as well as developing projects. Active participation in the seminar will be required. Extensive reading lists and other help will be available on the university's Moodle website.

154213	Literary Theory and the British Short Story (2 HS)				
	Di 12:15 – 13:45		R. U331		Kane
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1301, 1302, 1303				
	LPO 2003				
	GHR: 5c		SP _{1.Fach} : 5c		B.A. _{ALK} : Kern 6abc , 7a Komp 3abc
	Gy/Ge: 6a, 6b		SP _{2.Fach} : 4b		B.A. _{AS} : TG5 (Vertiefung)
	BK: 6a, 6b				M.A. _{ALK} : 1abc
	LPO 1994/2000: B3, E1			M.A. _{AS} : 2ab, TG 5	
	LABG 2009				
G: 703, 704		HRG:601, 1001		GyGe/BK:601, 701. 702. 1001	SP: 703

This seminar will focus on the short stories of major British authors and use recent interpretations to illustrate the power and diversity of modern literary theory. The authors we read will include Charles Dickens, Joseph Conrad, James Joyce, Katherine Mansfield, Virginia Woolf, D.H. Lawrence, Angela Carter, and Ian McEwan. Narratological, metafictional, and biographical approaches will be essential foundations in our discussions but perspectives on gender-based and queer theory will also be provided. Students will have the opportunity to write a term paper, develop a project or to write an examination. All students will be expected to participate actively. A website will be available with the texts of the stories and with extensive bibliographies.

154506	Villains (2 HS)			
	Di 14:15 – 15:45	R. 3.208	Lenz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP _{1.Fach} : 5c	B.A. ALK: Kern 6abc, 7ab, Komp 3abc, 4a	
	Gy/Ge: 6ab, 7ab	SP _{2.Fach} : 4b	B.A. AS: Komp 4a	
	BK: 6ab, 7ab		M.A. ALK: 1abc	
	LPO 1994/2000: B3, E1		M.A. AS: 2ab, TG 5	
	LABG 2009			
G:703, 704	HRG: 601, 1001	GyGe/BK: 601, 1001	SP: 703	

"How dare you get a happy ending?!"

Hades (Disney's *Hercules*)

We tend to be fascinated by "the Dark Side" – whether it comes in the shape of Darth Vader, Voldemort, Macbeth or *Alice in Wonderland's* Queen of Hearts. In this course, we delve deep into the evils that haunt British literature and culture. Theories such as psychoanalysis, structuralism or gender studies (among others) will be applied to real and fictitious characters and people in order to understand what makes villains and villainesses think, act or simply be evil.

A reader plus additional texts which have to be purchased and analysed for the course will be announced in the first session. Attendance during the first session is mandatory to partake in this course! This course can be completed with an AT, term paper or written exam.

154507	Project Seminar: The Spectacular Now (2 HS)				
	Do 14:15 – 15:45		R. 3.208		Lenz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1303				
	LPO 2003				
	GHR:		SP _{1.Fach} :	B.A. ALK: Kern 6abc, 8a, Komp 4b	
	Gy/Ge:		SP _{2.Fach} :	B.A. AS: Komp 4a	
	BK:			M.A. ALK: 1abc, ib	
	LPO 1994/2000:			M.A. AS:	
	LABG 2009				
G:		HRG:		GyGe/BK: 701, 702	SP:

"Spectacular, spectacular / No words in the vernacular / Can't describe this great event..."

Spectacles are spectacular, wouldn't you agree? But can spectacles also be something different? Such as exciting, dangerous or educative? This course is a project seminar, which means that, after a short theoretical introduction into the topic, you will work independently in groups and create presentations that will be presented to the public July 7th – the Sommerfest (attendance mandatory!). Additionally, there will be a conference at this university at which you will be employed as part of the managing team.

"... You must agree, that's excellent." (*Moulin Rouge!*)

PS: As there are few sessions only, you **must** be present at the first session.

154509	The Great Detective in British Literature and Culture (2 HS)			
	Blockseminar Do, 01.09.2016 Fr, 02.09.2016 Mo, 05.09.2016 Di, 06.09.2016 Mi, 07.09.2016 jeweils von 09:00 – 14:00	R. 3.208	Viol	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP ^{1.Fach:}	B.A. _{ALK:} Kern 6abc, 7b; Komp 3abc	
	Gy/Ge: 6a,b; 7a,b	SP ^{2.Fach:}	B.A. _{AS:} Kern 6bc Komp: 4 a	
	BK: 6a,b; 7a,b		M.A. _{ALK:} 1abc	
	LPO 1994/2000: B3, E 1		M.A. _{AS:} 2ab, TG 5	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP:703	

In his seminal essay on Sherlock Holmes, Stephen Knight argues that a 'great detective' has to embody "a set of values which the audience finds convincing, forces which they can believe will work to contain the disorders of crime" and that, by looking at the character and work of the detective, one may find out about the central cultural/ideological values, conflicts, and possibilities of his (or, less often, her) time. In this class, we will pursue this train of thought a little further, yet also take into account that the detectives at the centre of the stories never just straightforwardly mirror or represent dominant/popular values, but hold a more ambiguous and ambivalent position in relation to fictional and extra-fictional society: most are from a select social subset and work on the outside of official police operations and morality, some are virtually isolated from and engage in practices condemned by the societies they are supposed to represent. The question thus should be to what extent the great detective (story) inflects, engages in, and contributes to the ideological conflicts of his/her (its) time. We will ask this question for a number of distinct cultural moments of British crime writing: its origins in the late 19th century (Holmes), its so-called Golden Age (Poirot, Marple, Wimsey), the 'feminist' 1970s (Gray), and today (Sherlock, Gently).

All students must buy and read: *The Adventures of Sherlock Holmes* by Arthur Conan Doyle and *An Unsuitable Job for a Woman* by P.D. James. In addition, they can choose either *Clouds of Witness* by Dorothy L. Sayers or *The Murder at the Vicarage* by Agatha Christie as a third text. Further material will be provided.

The first part of the course will consist in intensive e-learning work to be completed before our five-day workshop in September. Throughout the summer term, 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.

Credits may be obtained on the basis of:

- active participation (various smaller assignments, short oral presentation)
- a term paper

MASTERSTUDIENGÄNGE LEHRAMT

154209	Time and space experiences: Chronotopes in English and New English/Postcolonial Literature (2 HS)			
	Di 12:15 – 13:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:1301, 1303			
	LPO 2003			
	GHR: 5c	SP _{1.Fach} : 5c	B.A. ALK: Kern 6abc, 7c; Komp 3abc, 4a	
	Gy/Ge: 6a,b; 7a,b	SP _{2.Fach} : 4b	B.A. AS: Kern 6bc; Komp 4ab	
	BK: 6a,b; 7a,b		M.A. ALK: 1abc, 3a	
	LPO 1994/2000: B3, E1		M.A. AS: 2ab, TG 5	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK:601, 701, 702, 1001	SP:703	

The theoretical basis for the seminar is the concept of the 'chronotope' as developed by Mikhail Bakhtin. He was a Russian philosopher, literary critic and theorist, in fact one of the leading thinkers of the twentieth century. Bakhtin developed the term from his studies of the phenomenon of the novel in world literature. He used it to describe the interaction of time and space in the literary representation of human experience. Participants of the course are invited to explore various manifestations of the phenomenon in exemplary texts from English and New English/postcolonial literatures (Canada, South Africa) of the nineteenth and twentieth centuries.

We will then widen our thematic concerns towards modern literary theory and criticism. I.e., we will look at the ways in which chronotopes not only reflect constructions of character, urban space and city life, but, yet more importantly, reveal issues of identity construction, gender, childhood and motherhood, communication and interculturality. It goes without saying that in order to explore the potential of chronotopes fully, various methods of narratology will have to be employed when studying the primary literature.

By taking a comprehensive perspective on literary spaces we will arrive at a better understanding of the role of space in literature, i.e. in literary meaning-making (how constructed literary texts translate experiences and constructions of space into another medium). The result is the formation of a new spatial reality, a semiotically organised space. This is how 'fictions of space' (Wolfgang Iser) are being produced.

Mandatory reading (primary and secondary literature) * recommended for purchase

Mikhail Bakhtin:	<i>The Dialogic Imagination. Four Essays</i> (1982) [SCE 20-59] (excerpts in the 'Reader')
Virginia Woolf:	"A Room of One's Own" (1929) [SEL W 27/70] (Handapparat) *
Virginia Woolf:	<i>Night and Day</i> (1919) [SEL W 27/61] (Handapparat) *
Joseph Conrad:	<i>The Secret Agent</i> (1907) [C 15706 1] (Handapparat) *
Joseph Conrad:	<i>Under Western Eyes</i> (1911)
	[Ja G 1671; SEL C 20/1-22] (Handapparat) *
Margaret Atwood:	<i>Cat's Eye</i> (1988) [SEL A 29/11] (Handapparat) *
J.M. Coetzee:	<i>Age of Iron</i> (1990) [SEL C 23/16] (Handapparat) *

A 'Reader' with selected secondary literature will be available a week prior to the beginning of the course ("Copyshop").

When you pick the course, please consider the particular requirements you need to fulfil according to your examination regulations.

The **work forms** offered in the course are:

- 'aktive Teilnahme' (oral presentation and shorter paper)
- Literature/Culture Projects (presentation in class)
- term paper (including participation in class discussion)
- an end-of-term written exam

Video presentations of film adaptations of selected primary texts will be included.

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!

154210	Picture Books in the Primary English Classroom, Group A (2 HS)			
	Do 8:30 - 10:00	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102, 1104; 1301, 1303			
	LPO 2003			
	GHR:4a, 4b, 5a, 5b	SP _{1.Fach} : 4a, 4b, 5a	B.A. ALK: Kern 6 abc, 7c; Komp 3 abc, 4a	
	Gy/Ge: 5b,7a,b	SP _{2.Fach} : 3a, 4b	B.A. AS: Kern 6 bc, Komp 4ab	
	BK: 5a, 5b, 7a,b		M.A. ALK: 1 abc, 3a	
	LPO 1994/2000: Primarstufe		M.A. AS: 2 ab, TG 5	
	LABG 2009			
G:703, 704, 801, 802	HRG:601, 801, 1001	GyGe/BK:701, 702, 801, 1001	SP:703, 704,801,802	

154211	Picture Books in the Primary English Classroom, Group B (2 HS)			
	Do 10:15 - 11:45	R. 3.206	Binder	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1101, 1102, 1104; 1301, 1303			
	LPO 2003			
	GHR:4a, 4b, 5a, 5b	SP _{1.Fach} : 4a, 4b, 5a	B.A.ALK: Kern 6 abc, 7c; Komp 3 abc, 4a	
	Gy/Ge: 5b,7a,b	SP _{2.Fach} : 3a, 4b	B.A.AS: Kern 6bc, Komp 4ab	
	BK: 5a, 5b, 7a,b		M.A.ALK: 1 abc, 3a	
	LPO 1994/2000: Primarstufe		M.A.AS: 2 ab, TG 5	
	LABG 2009			
G:703, 704 , 801, 802	HRG:601, 801, 1001	GyGe/BK:701, 702, 801, 1001	SP:703, 704, 801, 802	

By now we know 'all' about reading: Anglo-American reading research has proved it that children will only then become active, critical and life-long readers when they have experienced the pleasure of reading, of sharing meaning with others in their own childhood – at school, in extra-curricular activities or at home.

To make sense of words and pictures, to decode texts and images and relate them to each other, to construct meaning at various levels – all this is reading as a 'cultural technique'. Moreover, these competencies provide an important basis for the development of the child's sense of self, its identity and personality. Therefore there is no time to lose to initiate kids into that area of emotional/ intellectual enrichment and psychological empowerment. Let's make an early start!

The course offers guidance for future teachers in the Primary English Classroom for selecting suitable and enjoyable books. We will explore various ways of how to use them in lessons of English, in cross-disciplinary work and extra-curricular activities. The aim is to encourage children to start their reading careers in a foreign language and keep them inspired in the years to come. Future teachers are welcome to test their insights and skills in schools and Bilingual Kindergartens. But the course is also open to lovers of books and book illustration.

The course has several practical goals, for which, however, a few historical/theoretical/didactical premises need to be established. In detail, we will enter various interesting fields of study:

- History and theory of children's literature
- Reading research, literacy development and reading pedagogy
- The semiotics of the picture book and techniques of story-telling (interanimation of text and pictures)
- The history and technology of book illustration and graphic design
- The didactics of primary school teaching; pedagogical principles of the use of picture books in the Primary English Classroom
- Issues of multi-, inter- and cross-culturality

The central topic of the course is the interanimation of text and pictures in picture books.

Knowledge and competencies in those areas will help you to make better choices, judge competently and use picture books with a sure eye for the quality of the word-picture interanimation and its possible effects on young readers. The books chosen will cover a broad range of subjects and topics as well as styles of language and illustration. Many of them are available in our library (BSP).

A 'Reader' with a substantial bibliography and selected secondary literature (incl. important terminology) will be available a week prior to the beginning of the course. You can purchase it at the copys shop and are expected to have it with you in the first session.

When you pick the course, please consider the particular requirements you need to fulfil according to your examination regulations.

The **work forms** offered in the course are:

- 'aktive Teilnahme' (Referat und Ausarbeitung)
- term paper („Hausarbeit" incl. participation in classroom discussions)
- projects incl. an oral presentation

The preliminaries will be sorted out in the very first session, so be here on time! Personal attendance during the first session is required to maintain the enrolment status.

154212	Shakespeare's Comedies (2 HS)			
	Mo 14:15 – 15:45	R. U331	Kane	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP _{1.Fach:} 5c	B.A. _{ALK:} Kern 6abc , 7a Komp 3abc	
	Gy/Ge: 6a, 6b	SP _{2.Fach:} 4b	B.A. _{AS:} TG5 (Vertiefung)	
	BK: 6a, 6b		M.A. _{ALK:} 1abc	
	LPO 1994/2000: B3, E1		M.A. _{AS:} 2 ab, TG 5	
	LABG 2009			
G: 703, 704	HRG:601, 1001	GyGe/BK:601, 701, 702, 1001	SP: 703	

Modern criticism tends to parcel the comedies formally and chronologically into three unequal groups. In this seminar *The Taming of the Shrew* and *The Comedy of Errors* will represent the "apprentice" plays, *As You Like It* and *Twelfth Night* the mature period, and *Measure for Measure* the "problem" plays. The later "romances," such as *The Tempest*, merit attention in this context since they echo many of the themes and

preoccupations of earlier comedies. Our concern in our discussions will be to trace the thematic continuity of Shakespeare's comedies in exploring such motifs as the quest for identity, the instability of gender roles, the place of marriage in society, the subversion of social hierarchies, and the comedic reestablishment of an inclusive social order.

Students are asked to read the above-mentioned Shakespeare plays. In the case of *The Taming of the Shrew*, *As You Like It*, *Measure for Measure* and *The Tempest*, please buy the most recent Norton critical edition of each of these works. In the case of *The Comedy of Errors* and *Twelfth Night* the Arden editions are recommended.

Students will be able to write examinations and term papers as well as developing projects. Active participation in the seminar will be required. Extensive reading lists and other help will be available on the university's Moodle website.

154213	Literary Theory and the British Short Story (2 HS)			
	Di 12:15 – 13:45	R. U331	Kane	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : Kern 6abc , 7a Komp 3abc	
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : TG5 (Vertiefung)	
	BK: 6a, 6b		M.A. _{ALK} : 1abc	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab, TG 5	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP: 703	

This seminar will focus on the short stories of major British authors and use recent interpretations to illustrate the power and diversity of modern literary theory. The authors we read will include Charles Dickens, Joseph Conrad, James Joyce, Katherine Mansfield, Virginia Woolf, D.H. Lawrence, Angela Carter, and Ian McEwan. Narratological, metafictional, and biographical approaches will be essential foundations in our discussions but perspectives on gender-based and queer theory will also be provided. Students will have the opportunity to write a term paper, develop a project or to write an examination. All students will be expected to participate actively. A website will be available with the texts of the stories and with extensive bibliographies.

154506	Villains (2 HS)			
	Di 14:15 – 15:45	R. 3.208	Lenz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP _{1.Fach:} 5c	B.A. _{ALK:} Kern 6abc, 7ab, Komp 3abc	
	Gy/Ge: 6ab, 7ab	SP _{2.Fach:} 4b	B.A. _{AS:} Komp 4a	
	BK: 6ab, 7ab		M.A. _{ALK:} 1abc	
	LPO 1994/2000: B3, E1		M.A. _{AS:} 2ab, TG 5	
	LABG 2009			
G:703, 704	HRG: 601, 1001	GyGe/BK: 601, 1001	SP: 703	

"How dare you get a happy ending?!"

Hades (Disney's *Hercules*)

We tend to be fascinated by "the Dark Side" – whether it comes in the shape of Darth Vader, Voldemort, Macbeth or *Alice in Wonderland's* Queen of Hearts. In this course, we delve deep into the evils that haunt British literature and culture. Theories such as psychoanalysis, structuralism or gender studies (among others) will be applied to real and fictitious characters and people in order to understand what makes villains and villainesses think, act or simply be evil.

A reader plus additional texts which have to be purchased and analysed for the course will be announced in the first session. Attendance during the first session is mandatory to partake in this course! This course can be completed with an AT, term paper or written exam.

154509	The Great Detective in British Literature and Culture (2 HS)			
Modulzuordnungen:	Blockseminar Do, 01.09.2016 Fr, 02.09.2016 Mo, 05.09.2016 Di, 06.09.2016 Mi, 07.09.2016 jeweils von 09:00 – 14:00		R. 3.208	Viol
	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP ^{1.Fach:}	B.A. _{ALK:} Kern 6abc, 7b; Komp 3abc	
	Gy/Ge: 6a,b; 7a,b	SP ^{2.Fach:}	B.A. _{AS:} Kern 6bc Komp 4a	
	BK: 6a,b; 7a,b		M.A. _{ALK:} 1abc	
	LPO 1994/2000: B3, E 1		M.A. _{AS:} 2ab, TG 5	
	LABG 2009			
	G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP:703

In his seminal essay on Sherlock Holmes, Stephen Knight argues that a 'great detective' has to embody "a set of values which the audience finds convincing, forces which they can believe will work to contain the disorders of crime" and that, by looking at the character and work of the detective, one may find out about the central cultural/ideological values, conflicts, and possibilities of his (or, less often, her) time. In this class, we will pursue this train of thought a little further, yet also take into account that the detectives at the centre of the stories never just straightforwardly mirror or represent dominant/popular values, but hold a more ambiguous and ambivalent position in relation to fictional and extra-fictional society: most are from a select social subset and work on the outside of official police operations and morality, some are virtually isolated from and engage in practices condemned by the societies they are supposed to represent. The question thus should be to what extent the great detective (story) inflects, engages in, and contributes to the ideological conflicts of his/her (its) time. We will ask this question for a number of distinct cultural moments of British crime writing: its origins in the late 19th century (Holmes), its so-called Golden Age (Poirot, Marple, Wimsey), the 'feminist' 1970s (Gray), and today (Sherlock, Gently).

All students must buy and read: *The Adventures of Sherlock Holmes* by Arthur Conan Doyle and *An Unsuitable Job for a Woman* by P.D. James. In addition, they can choose either *Clouds of Witness* by Dorothy L. Sayers or *The Murder at the Vicarage* by Agatha Christie as a third text. Further material will be provided.

The first part of the course will consist in intensive e-learning work to be completed before our five-day workshop in September. Throughout the summer term, 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.

Credits may be obtained on the basis of:

- active participation (various smaller assignments, short oral presentation)
- a term paper

154000	Masterkolloquium			
	Fr 13.05.2016, 12:00 – 18:00	R. wird bekannt gegeben		
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP _{1.Fach} :	B.A. ALK:	
	Gy/Ge:	SP _{2.Fach} :	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G:	HRG:	GyGe/BK:	SP:	

Das Masterkolloquium ist eine Veranstaltung für alle Studierenden aller Studiengänge, die an ihrer Masterarbeit schreiben oder diese vorbereiten. Es dient zum Austausch zwischen Betreuer/innen und Studierenden sowie zwischen Verfasser/innen der Masterarbeiten untereinander und behandelt methodische und inhaltliche Fragen. Im LABG 2009 ist dieses Kolloquium eine verpflichtende Veranstaltung. Um Anmeldung wird bis zum 01.04.2016 an walter.gruenzweig@udo.edu gebeten.

Britische Kulturwissenschaft

1. STUDIENPHASE

154501	Introduction to Cultural Studies – Group A (2 PS)			
	Mi 10:15 – 11:45	R. 3.208	Hologa	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1b	SP _{1.Fach} : 1b	B.A. _{ALK} : Kern 2bc	
	Gy/Ge: 1b	SP _{2.Fach} : 1b	B.A. _{AS} : Komp 2a	
	BK: 1b		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
	LABG 2009			
G: 402	HRG: 402	GvGe/BK: 402	SP: 402	

154502	Introduction to Cultural Studies – Group B (2 PS)			
	Mi 12:15 – 13:45	R. 3.206	Lenz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1b	SP _{1.Fach} : 1b	B.A. _{ALK} : Kern 2bc	
	Gy/Ge: 1b	SP _{2.Fach} : 1b	B.A. _{AS} : Komp 2a	
	BK: 1b		M.A. _{ALK} :	
	LPO 1994/2000:		M.A. _{AS} :	
	LABG 2009			
G: 402	HRG: 402	GvGe/BK: 402	SP: 402	

154503	Introduction to Cultural Studies – Group C (2 PS)			
	Mo 12:15 – 13:45	R. 3.208	Lenz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1b	SP _{1.Fach} : 1b	B.A. ALK: Kern 2bc	
	Gy/Ge: 1b	SP _{2.Fach} : 1b	B.A. AS: Komp 2a	
	BK: 1b		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G: 402	HRG: 402	GyGe/BK: 402	SP: 402	

There is no study of culture(s) without some theories which describe, define, and debate how culture(s) should be studied. Theory, however, should not be an end in itself; theories should help us explain the world and the cultural contexts in which we live. This course is intended as an introduction to the study of culture(s), covering such topics as identity and difference, representation, high versus popular culture, etc.

As our basic **textbook** we will use: Judy Giles & Tim Middleton (2008), *Studying Culture. A Practical Introduction* [2nd ed.], Oxford: Blackwell.

154504	The Great War and Beyond: <i>The Village</i> (BBC), <i>Downton Abbey</i> and <i>Mrs. Dalloway</i> (2 PS)			
	Blockseminar Do, 21.04.2016, 18:00 – 19:30 Sa, 14.05.2016, 10:00 – 18:00 Sa, 18.06.2016 10:00 – 18:00 Sa, 16.07.2016 10:00 – 18:00	R. 3.206	Becker	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1e	SP _{1.Fach} : 1e	B.A.ALK: Kern 1c, 2abc, 3c, Komp 1b, 2d	
	Gy/Ge: 1e, 4b	SP _{2.Fach} :	B.A.AS: Komp 2a	
	BK: 1e, 4b		M.A.ALK:	
	LPO 1994/2000: B3, E1		M.A.AS:	
	LABG 2009			
G: 601		HRG: 403	GyGe/BK: 403	SP:

"First electricity, now telephones. Sometimes I feel as if I were living in an H.G. Wells novel." (Violet, Countess of Grantham, *Downton Abbey*)

It is safe to say that the first two decades of the twentieth century were a time of immense forces of change in almost any field of life. Within this period, contemporaries not only had to face the catastrophe of the Great War, they also had to adapt to different social realities and, as stated above, innovations.

In this seminar, we will explore literary and filmic representations of the time in question with a focus on various aspects, such as historical events and social relations. We will apply theories from Literary and Cultural Studies to gain deeper insight into both the period itself and the popular works of fiction depicting it. For this seminar, you will have to watch *Downton Abbey* (series 1-4), *The Village* (BBC, series 1 and 2) and read *Mrs Dalloway* – in the course of the semester. You should also be prepared to actively participate in discussions and project work (in the style of Learn Do Share).

Course requirements will be discussed in the first session.

Please buy the Penguin Classics Edition of *Mrs Dalloway* (ISBN: 978-0141182490).

The Village and *Downton Abbey* will be available in the Video Library. Screenings of the series can be arranged if necessary.

Additional texts will be provided.

2. STUDIENPHASE

154505	Restoration Culture (2 HS)			
	Do 12:15 – 13:45	R. 3.208	Hologa	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : Kern 6bc, Komp 3bc	
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. _{AS} : Komp 4a	
	BK: 6a, 6b		M.A. _{ALK} : 1b	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab, TG 5	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 1001	SP: 703	

This seminar introduces students to the Restoration in all its cultural facets and enables them to analyse its particular expressions in literature, art, language, fashion, architecture, gender roles and humour. Participants will employ different methods and work with theory and criticism in secondary literature to get an insight into power structures of Restoration society. Attendance is compulsory in the first session. Please purchase W. Wycherley's *The Country Wife* in advance! Course requirements will be discussed in the first session.

154506	Villains (2 HS)			
	Di 14:15 – 15:45	R. 3.208	Lenz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP _{1.Fach:} 5c	B.A.ALK: Kern 6abc, 7ab, Komp 3abc, 4a	
	Gy/Ge: 6ab, 7ab	SP _{2.Fach:} 4b	B.A.AS: Komp 4a	
	BK: 6ab, 7ab		M.A.ALK: 1abc	
	LPO 1994/2000: B3, E1		M.A.AS: 2ab, TG 5	
	LABG 2009			
G:703, 704	HRG: 601, 1001	GyGe/BK: 601, 1001	SP: 703	

"How dare you get a happy ending?!"
Hades (Disney's *Hercules*)

We tend to be fascinated by "the Dark Side" – whether it comes in the shape of Darth Vader, Voldemort, Macbeth or *Alice in Wonderland's* Queen of Hearts. In this course, we delve deep into the evils that haunt British literature and culture. Theories such as psychoanalysis, structuralism or gender studies (among others) will be applied to real and fictitious characters and people in order to understand what makes villains and villainesses think, act or simply be evil.

A reader plus additional texts which have to be purchased and analysed for the course will be announced in the first session. Attendance during the first session is mandatory to partake in this course! This course can be completed with an AT, term paper or written exam.

154507	Project Seminar: The Spectacular Now (2 HS)				
	Do 14:15 – 15:45		R. 3.208		Lenz
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1303				
	LPO 2003				
	GHR:		SP _{1.Fach} :	B.A. ALK: Kern 6 abc, 8a, Komp 4b	
	Gy/Ge:		SP _{2.Fach} :	B.A. AS: Komp 4a	
	BK:			M.A. ALK: 1 abc, ib	
	LPO 1994/2000:			M.A. AS: TG 5	
	LABG 2009				
G:		HRG:		GyGe/BK: 701, 702	SP:

"Spectacular, spectacular / No words in the vernacular / Can't describe this great event..."

Spectacles are spectacular, wouldn't you agree? But can spectacles also be something different? Such as exciting, dangerous or educative? This course is a project seminar, which means that, after a short theoretical introduction into the topic, you will work independently in groups and create presentations that will be presented to the public July 7th – the Sommerfest (attendance mandatory!). Additionally, there will be a conference at this university at which you will be employed as part of the managing team.

"... You must agree, that's excellent." (*Moulin Rouge!*)

PS: As there are few sessions only, you **must** be present at the first session.

154508	Contemporary Representations of Class (2 HS)			
	Mi 12:15 – 13:45	R. 3.208	Schmitt	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1302, 1303			
	LPO 2003			
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : Kern 6bc, 7abc, Komp 3bc, 4a	
	Gy/Ge: 7ab	SP _{2.Fach} : 4b	B.A. _{AS} : Komp 4a	
	BK: 7ab		M.A. _{ALK} : 1bc, 2abc, 3bc	
	LPO 1994/2000: B3, E1		M.A. _{AS} : 2ab, TG 5	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 1001	SP: 703	

While it used to be a commonplace in British politics and media to assert the "end of class" or to proclaim a new "classless society" throughout the post-Thatcher years of the 1990s and early 2000s and to denounce everyone who even made an attempt at suggesting that British cultural life was still significantly shaped by social and economic inequalities, class has in recent years increasingly become the focus of research in sociology and cultural studies. As Anna Biressi and Heather Nunn assert in a recent publication, "[i]ndeed, if anything, the last few years, and especially those following the global financial crisis, have seen social class, in all of its guises, return to the centre of cultural, political and media agendas" (2013: 18).

In this course, we will examine precisely this "return" of social class and its guises. We will consider class and its intersections with other identity categories and subjectivities such as race, gender and age, and how they take shape in a new class discourse which also sees the emergence of the "underclass" debate and figures of social abjection like the "chav". Starting with the reign of Margaret Thatcher and the 1980s, the course is designed to sketch the particularities of a contemporary discourse on class. We will familiarise ourselves with interdisciplinary approaches to the study of class and look at a range of texts, including political discourse, media representations of key events such as the Miners' Strike and the English Riots as well as literary and filmic texts.

Suggestions for introductory reading:

Anna Biressi / Heather Nunn. *Class and Contemporary British Culture*. Houndsmills: Palgrave, 2013.
Gary Day. *Class*. London: Routledge, 2001.

Participants are expected to purchase David Peace's novel *GB84* (Faber and Faber 2004).

Requirements for credit points will be discussed in the first session.

154509	The Great Detective in British Literature and Culture (2 HS)			
Modulzuordnungen:	Blockseminar Do, 01.09.2016 Fr, 02.09.2016 Mo, 05.09.2016 Di, 06.09.2016 Mi, 07.09.2016 jeweils von 09:00 – 14:00		R. 3.208	Viol
	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA:1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP ^{1.Fach:}	B.A.ALK: Kern 6abc, 7b; Komp 3abc	
	Gy/Ge: 6a,b; 7a,b	SP ^{2.Fach:}	B.A.AS: Kern 6bc Komp 4 a	
	BK: 6a,b; 7a,b		M.A.ALK: 1abc	
	LPO 1994/2000: B3, E 1			M.A.AS: 2ab, TG 5
	LABG 2009			
	G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP:703

In his seminal essay on Sherlock Holmes, Stephen Knight argues that a 'great detective' has to embody "a set of values which the audience finds convincing, forces which they can believe will work to contain the disorders of crime" and that, by looking at the character and work of the detective, one may find out about the central cultural/ideological values, conflicts, and possibilities of his (or, less often, her) time. In this class, we will pursue this train of thought a little further, yet also take into account that the detectives at the centre of the stories never just straightforwardly mirror or represent dominant/popular values, but hold a more ambiguous and ambivalent position in relation to fictional and extra-fictional society: most are from a select social subset and work on the outside of official police operations and morality, some are virtually isolated from and engage in practices condemned by the societies they are supposed to represent. The question thus should be to what extent the great detective (story) inflects, engages in, and contributes to the ideological conflicts of his/her (its) time. We will ask this question for a number of distinct cultural moments of British crime writing: its origins in the late 19th century (Holmes), its so-called Golden Age (Poirot, Marple, Wimsey), the 'feminist' 1970s (Gray), and today (Sherlock, Gently).

All students must buy and read: *The Adventures of Sherlock Holmes* by Arthur Conan Doyle and *An Unsuitable Job for a Woman* by P.D. James. In addition, they can choose either *Clouds of Witness* by Dorothy L. Sayers or *The Murder at the Vicarage* by Agatha Christie as a third text. Further material will be provided.

The first part of the course will consist in intensive e-learning work to be completed before our five-day workshop in September. Throughout the summer term, 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 face-to-face classroom work.

Credits may be obtained on the basis of:

- active participation (various smaller assignments, short oral presentation)
- a term paper

154510	Nationalisms (2 HS)			
	Mo 14:15 – 15:45	R. 3.208	Piskurek	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1302, 1303			
	LPO 2003			
	GHR: 5c	SP _{1.Fach} : 5c	B.A.ALK: Kern 6abc, 7bc, 8a, Komp 3abc, 4ab	
	Gy/Ge: 6b, 7b	SP _{2.Fach} : 4b	B.A.AS: Komp 4a	
	BK: 6b, 7b		M.A.ALK: 1abc, 3a	
	LPO 1994/2000: E1		M.A.AS: 2ab, TG 5	
	LABG 2009			
G: 703, 704	HRG: 601, 1001, 1002	GyGe/BK: 601, 701, 702, 1001, 1003	SP: 703	

Although a global and transnational age has been repeatedly proclaimed over the past two decades, this has not entailed the end of nationalism, as the recent past has shown. Especially in times of (socially and medially constructed) crises – banking, Euro, refugees etc. – the concept of the nation seems to constantly interfere with the concept of supranational organisations like the European Union. This makes it all the more important to re-evaluate the arbitrary construct of nations and corresponding forms of nationalism. Such a discussion may take politics as a starting point, but it inevitably reaches out into all kinds of cultural practices:

sports, fiction, transport, etc. For students of British Cultural Studies, this topic gains even more relevance in the light of the complicated make-up of the United Kingdom and ongoing processes of devolution in Scotland or Wales.

In this seminar we will read and discuss various theories about nations, nationalisms and national identities, from Ernest Gellner and Benedict Anderson, to Michael Billig and Linda Colley, as well as fictional representations of nationalisms. Since this course is open to LABG students (GyGe, BK and HRG) who need credit points in "Kulturdidaktik" (1002/1003), we will also explore the challenges and chances of teaching the topic in school.

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

154628	Emerson Abroad: <i>English Traits</i> (2 HS)			
	Di 16:00 – 19:15 Blockseminar 12.04. – 31.05.2016	R. 0.406	Grünzweig	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1401, 1403			
	LPO 2003			
	GHR:5b	SP 1.Fach:5b	B.A. ALK: Kern 6 bc, 7ac Komp 3 bc	
	Gy/Ge:6c, 7c	SP 2.Fach:4b	B.A. AS: TG 5 Vertiefung	
	BK: 6c, 7c		M.A. ALK: 1bc, iac	
	LPO 1994/2000: B4, E2		M.A. AS: TG 5	
	LABG 2009			
G: 703, 704	HRG: 1001, 1002	GyGe/BK: 1002, 1003	SP: 703	

English Traits, published in 1856, emerged from Emerson's two trips to England in the 1830s and 1840s. At the same time, it is an account of Emerson's deep engagement with transatlantic literary and cultural relationships. For the author of America's "intellectual declaration of independence" (Oliver Wendell Holmes, Sr.), the engagement with England and her culture had to be crucial. This seminar is going to look at Emerson's work as an American narrative of England as well as a version of the history of transatlantic dialogue. We will use the edition in the "Classic reprint series" by Forgotten books available for approx. 13 €. This class will take place in the first half of the semester only.

154636	An Asian Tiger in the Transatlantic World: Singapore between the United States and Europe (2 HS)				
	Mi 18:00 – 19:30	R. 0.420	Ogihara-Schuck		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften		
	MA LA: 1302, 1303				
	LPO 2003				
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : Kern 6bc, 7a, Komp 3bc		
	Gy/Ge: 6ac,7ac	SP _{2.Fach} : 4b	B.A. _{AS} Kern TG 5 Vertiefung, 6a, 8b Komp TG 5 Vertiefung, 3b		
	BK: 6ac, 7ac		M.A. _{ALK} : 1bc, 3ac		
	LPO 1994/2000: B3, B4		M.A. _{AS} : TG 5, TG 7		
	LABG 2009				
G: 703, 704	HRG: 601, 1001	GyGe/BK: 1001, 1002	601,	SP: 703	

A former British colony slightly smaller than Berlin, Singapore is a hub of world trade, economic growth, and industrialization in Southeast Asia. It constitutes a variety of ethnic groups reflected by four official languages (English, Chinese, Malay, and Tamil). This highly integrated nation, in the web of international relations with Europe and the United States, is well known as one of the "Four Asian Tigers."

This course examines the triangular international relationship in the realm of Anglophone literature and other cultural texts pertaining to Singapore. The authors to be read include British and American authors writing about Singapore, and Singapore authors writing about the United Kingdom and the United States. Starting in the British colonial period and ending in the 21st century, this course ultimately aims to explore the historical transformation of the cultural representations of the trilateral relation before and after Singapore's independence in 1965.

The followings are examples of the texts to be discussed in class:

American texts

Frank Buck, *Bring 'Em Back Alive* (1930)
Martha Gellhorn, "Singapore Scenario" (1941)

British texts

Joseph Conrad, *The End of the Tether* (1902)
Isabella Bird, *The Golden Chersonese* (1883)
Rudyard Kipling, "The Song of the Cities" (1915)

Singaporean American text

Wena Poon, *Lions in the Winter* (2007)

Singaporean British text

P P Wong, *The Life of a Banana* (2014)

MASTERSTUDIENGÄNGE LEHRAMT

154505	Restoration Culture (2 HS)			
	Do 12:15 – 13:45	R. 3.208	Hologa	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP _{1.Fach} : 5c	B.A. ALK: Kern 6bc, Komp 3bc	
	Gy/Ge: 6a, 6b	SP _{2.Fach} : 4b	B.A. AS: Komp 4a	
	BK: 6a, 6b		M.A. ALK: 1b	
	LPO 1994/2000: B3, E1		M.A. AS: 2ab, TG 5	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 1001	SP: 703	

This seminar introduces students to the Restoration in all its cultural facets and enables them to analyse its particular expressions in literature, art, language, fashion, architecture, gender roles and humour. Participants will employ different methods and work with theory and criticism in secondary literature to get an insight into power structures of Restoration society. Attendance is compulsory in the first session. Please purchase W. Wycherley's *The Country Wife* in advance! Course requirements will be discussed in the first session.

154506	Villains (2 HS)			
	Di 14:15 – 15:45	R. 3.208	Lenz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP ^{1.Fach:} 5c	B.A. _{ALK:} Kern 6abc, 7ab, Komp 3abc, 4a	
	Gy/Ge: 6ab, 7ab	SP ^{2.Fach:} 4b	B.A. _{AS:} Komp 4a	
	BK: 6ab, 7ab		M.A. _{ALK:} 1abc	
	LPO 1994/2000: B3, E1		M.A. _{AS:} 2ab, TG 5	
	LABG 2009			
G:703, 704	HRG: 601, 1001	GyGe/BK: 601, 1001	SP: 703	

"How dare you get a happy ending?!"
Hades (Disney's *Hercules*)

We tend to be fascinated by "the Dark Side" – whether it comes in the shape of Darth Vader, Voldemort, Macbeth or *Alice in Wonderland's* Queen of Hearts. In this course, we delve deep into the evils that haunt British literature and culture. Theories such as psychoanalysis, structuralism or gender studies (among others) will be applied to real and fictitious characters and people in order to understand what makes villains and villainesses think, act or simply be evil.

A reader plus additional texts which have to be purchased and analysed for the course will be announced in the first session. Attendance during the first session is mandatory to partake in this course! This course can be completed with an AT, term paper or written exam.

154507	Project Seminar: The Spectacular Now (2 HS)			
	Do 14:15 – 15:45	R. 3.208	Lenz	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1303			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A.ALK: Kern 6 abc, 8a, Komp 4b	
	Gy/Ge:	SP 2.Fach:	B.A.AS: Komp 4a	
	BK:		M.A.ALK: 1 abc, ib	
	LPO 1994/2000:		M.A.AS: TG 5	
	LABG 2009			
G:	HRG:	GyGe/BK: 701, 702	SP:	

"Spectacular, spectacular / No words in the vernacular / Can't describe this great event..."

Spectacles are spectacular, wouldn't you agree? But can spectacles also be something different? Such as exciting, dangerous or educative? This course is a project seminar, which means that, after a short theoretical introduction into the topic, you will work independently in groups and create presentations that will be presented to the public July 7th – the Sommerfest (attendance mandatory!). Additionally, there will be a conference at this university at which you will be employed as part of the managing team.

"... You must agree, that's excellent." (*Moulin Rouge!*)

PS: As there are few sessions only, you **must** be present at the first session.

154508	Contemporary Representations of Class (2 HS)			
	Mi 12:15 – 13:45	R. 3.208	Schmitt	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1302, 1303			
	LPO 2003			
	GHR: 5c	SP ^{1.Fach} : 5c	B.A. ALK: Kern 6bc, 7abc, Komp 3bc, 4a	
	Gy/Ge: 7ab	SP ^{2.Fach} : 4b	B.A. AS: Komp 4a	
	BK: 7ab		M.A. ALK: 1bc, 2 abc, 3 bc	
	LPO 1994/2000: B3, E1		M.A. AS: 2ab, TG 5	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 1001	SP: 703	

While it used to be a commonplace in British politics and media to assert the "end of class" or to proclaim a new "classless society" throughout the post-Thatcher years of the 1990s and early 2000s and to denounce everyone who even made an attempt at suggesting that British cultural life was still significantly shaped by social and economic inequalities, class has in recent years increasingly become the focus of research in sociology and cultural studies. As Anna Biressi and Heather Nunn assert in a recent publication, "[i]ndeed, if anything, the last few years, and especially those following the global financial crisis, have seen social class, in all of its guises, return to the centre of cultural, political and media agendas" (2013: 18).

In this course, we will examine precisely this "return" of social class and its guises. We will consider class and its intersections with other identity categories and subjectivities such as race, gender and age, and how they take shape in a new class discourse which also sees the emergence of the "underclass" debate and figures of social abjection like the "chav". Starting with the reign of Margaret Thatcher and the 1980s, the course is designed to sketch the particularities of a contemporary discourse on class. We will familiarise ourselves with interdisciplinary approaches to the study of class and look at a range of texts, including political discourse, media representations of key events such as the Miners' Strike and the English Riots as well as literary and filmic texts.

Suggestions for introductory reading:

Anna Biressi / Heather Nunn. *Class and Contemporary British Culture*. Houndsmills: Palgrave, 2013.

Gary Day. *Class*. London: Routledge, 2001.

Participants are expected to purchase David Peace's novel *GB84* (Faber and Faber 2004).

Requirements for credit points will be discussed in the first session.

154509	The Great Detective in British Literature and Culture (2 HS)			
	Blockseminar Do, 01.09.2016 Fr, 02.09.2016 Mo, 05.09.2016 Di, 06.09.2016 Mi, 07.09.2016 jeweils von 09:00 – 14:00	R. 3.208	Viol	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP ^{1.Fach:}	B.A.ALK: Kern 6abc, 7b; Komp 3abc	
	Gy/Ge: 6a,b; 7a,b	SP ^{2.Fach:}	B.A.AS: Kern 6bc Komp 4 a	
	BK: 6a,b; 7a,b		M.A.ALK: 1abc	
	LPO 1994/2000: B3, E 1		M.A.AS: 2ab, TG 5	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 701, 702, 1001	SP:703	

In his seminal essay on Sherlock Holmes, Stephen Knight argues that a 'great detective' has to embody "a set of values which the audience finds convincing, forces which they can believe will work to contain the disorders of crime" and that, by looking at the character and work of the detective, one may find out about the central cultural/ideological values, conflicts, and possibilities of his (or, less often, her) time. In this class, we will pursue this train of thought a little further, yet also take into account that the detectives at the centre of the stories never just straightforwardly mirror or represent dominant/popular values, but hold a more ambiguous and ambivalent position in relation to fictional and extra-fictional society: most are from a select social subset and work on the outside of official police operations and morality, some are virtually isolated from and engage in practices condemned by the societies they are supposed to represent. The question thus should be to what extent the great detective (story) inflects, engages in, and contributes to the ideological conflicts of his/her (its) time. We will ask this question for a number of distinct cultural moments of British crime writing: its origins in the late 19th century (Holmes), its so-called Golden Age (Poirot, Marple, Wimsey), the 'feminist' 1970s (Gray), and today (Sherlock, Gently).

All students must buy and read: *The Adventures of Sherlock Holmes* by Arthur Conan Doyle and *An Unsuitable Job for a Woman* by P.D. James. In addition, they can choose either *Clouds of Witness* by Dorothy L. Sayers or *The Murder at the Vicarage* by Agatha Christie as a third text. Further material will be provided.

The first part of the course will consist in intensive e-learning work to be completed before our five-day workshop in September. Throughout the summer term, 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 face-to-face classroom work.

Credits may be obtained on the basis of:

- active participation (various smaller assignments, short oral presentation)
- a term paper

154510	Nationalisms (2 HS)			
	Mo 14:15 – 15:45	R. 3.208	Piskurek	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1302, 1303			
	LPO 2003			
	GHR: 5c	SP 1.Fach: 5C	B.A.ALK: Kern 6abc, 7bc, 8a, Komp 3abc, 4ab	
	Gy/Ge: 6b, 7b	SP 2.Fach: 4b	B.A.AS: Komp 4a	
	BK: 6b, 7b		M.A.ALK: 1abc, 3a	
	LPO 1994/2000: E1		M.A.AS: 2ab, TG 5	
	LABG 2009			
G: 703, 704	HRG: 601, 1001, 1002	GyGe/BK: 601, 701, 702, 1001, 1003	SP: 703	

Although a global and transnational age has been repeatedly proclaimed over the past two decades, this has not entailed the end of nationalism, as the recent past has shown. Especially in times of (socially and medially constructed) crises – banking, Euro, refugees etc. – the concept of the nation seems to constantly interfere with the concept of supranational organisations like the European Union. This makes it all the more important to re-evaluate the arbitrary construct of nations and corresponding forms of nationalism. Such a discussion may take politics as a starting point, but it inevitably reaches out into all kinds of cultural practices: sports, fiction, transport, etc. For students of British Cultural Studies, this topic gains even more relevance in the light of the complicated make-up of the United Kingdom and ongoing processes of devolution in Scotland or Wales.

In this seminar we will read and discuss various theories about nations, nationalisms and national identities, from Ernest Gellner and Benedict Anderson, to Michael Billig and Linda Colley, as well as fictional representations of nationalisms. Since this course is open to LABG students (GyGe, BK and HRG) who need credit points in "Kulturdidaktik" (1002/1003), we will also explore the challenges and chances of teaching the topic in school.

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

154636	An Asian Tiger in the Transatlantic World: Singapore between the United States and Europe (2 HS)			
	Mi 18:00 – 19:30	R. 0.420	Ogihara-Schuck	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/	
	MA LA: 1302, 1303		Angewandte Literatur-	
	LPO 2003		/Kulturwissenschaften	
	GHR: 5c	SP ^{1.Fach} : 5C	B.A. _{ALK} : Kern 6bc, 7a, Komp 3bc	
	Gy/Ge: 6ac,7ac	SP ^{2.Fach} : 4b	B.A. _{AS} : Kern TG 5 Vertiefung, 6a, 8b Komp TG 5 Vertiefung, 3b	
	BK: 6ac, 7ac		M.A. _{ALK} : 1bc, 3ac	
	LPO 1994/2000: B3, B4		M.A. _{AS} : TG 5, TG 7	
	LABG 2009			
G: 703, 704	HRG: 601, 1001	GyGe/BK: 601, 1001, 1002	SP: 703	

A former British colony slightly smaller than Berlin, Singapore is a hub of world trade, economic growth, and industrialization in Southeast Asia. It is comprised by a variety of ethnic groups with four official languages (English, Chinese, Malay, and Tamil). This highly integrated nation, in the web of international relations with Europe and the United States, is well known as one of the "Four Asian Tigers."

This course examines the triangular international relationship in the realm of Anglophone literature and other cultural texts pertaining to Singapore. The authors to be read include British and American authors writing about Singapore, and Singapore authors writing about the United Kingdom and the United States. Starting in the British colonial period and ending in the 21st century, this course ultimately aims to explore the historical transformation of the cultural representations of the trilateral relationship before and after Singapore's independence in 1965.

The followings are examples of the texts to be discussed in class:

American texts

Frank Buck, *Bring 'Em Back Alive* (1930)
Martha Gellhorn, "Singapore Scenario" (1941)

British texts

Joseph Conrad, *The End of the Tether* (1902)
Isabella Bird, *The Golden Chersonese* (1883)
Rudyard Kipling, "The Song of the Cities" (1915)

Singaporean American text

Wena Poon, *Lions in the Winter* (2007)

Singaporean British text

P P Wong, *The Life of a Banana* (2014)

154000	Masterkolloquium			
	Fr 13.05.2016, 12:00 – 18:00	R. wird bekannt gegeben		
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge:	SP 2.Fach:	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G:	HRG:	GyGe/BK:	SP:	

Das Masterkolloquium ist eine Veranstaltung für alle Studierenden aller Studiengänge, die an ihrer Masterarbeit schreiben oder diese vorbereiten. Es dient zum Austausch zwischen Betreuer/innen und Studierenden sowie zwischen Verfasser/innen der Masterarbeiten untereinander und behandelt methodische und inhaltliche Fragen. Im LABG 2009 ist dieses Kolloquium eine verpflichtende Veranstaltung. Um Anmeldung wird bis zum 01.04.2016 an walter.gruenzweig@udo.edu gebeten.

Amerikanistik

1. STUDIENPHASE

154601	Introduction to American Literary and Cultural History – Gruppe A (2 PS)			
	Mo 08:30 – 10:00	R. 0.406	Laemmerhirt	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1c	SP _{1.Fach} : 1c	B.A. _{ALK} : Kern 2abc	
	Gy/Ge: 1c	SP _{2.Fach} : 1c	B.A. _{AS} : Komp 2a	
	BK: 1c		M.A. _{ALK} :	
	LPO 1994/2000: B4, E2		M.A. _{AS} :	
	LABG 2009			
G: 502		HRG: 502	GvGe/BK: 502	SP: 502

154602	Introduction to American Literary and Cultural History – Gruppe B (2 PS)			
	Mi 08:30 – 10:00	R. 0.406	Erdogdu	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1c	SP 1.Fach: 1c	B.A. ALK: Kern 2abc	
	Gy/Ge: 1c	SP 2.Fach: 1c	B.A. AS: Komp 2a	
	BK: 1c		M.A. ALK:	
	LPO 1994/2000: B4, E2		M.A. AS:	
	LABG 2009			
G: 502	HRG: 502	GyGe/BK: 502	SP: 502	

154603	Introduction to American Literary and Cultural History – Gruppe C (2 PS)			
	Mo 12:15 – 13:45	R. 0.406	Rückl	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1c	SP _{1.Fach} : 1c	B.A. _{ALK} : Kern 2abc	
	Gy/Ge: 1c	SP _{2.Fach} : 1c	B.A. _{AS} : Komp 2a	
	BK: 1c		M.A. _{ALK} :	
	LPO 1994/2000: B4, E2		M.A. _{AS} :	
	LABG 2009			
G: 502	HRG: 502	GvGe/BK: 502	SP: 502	

154604	Introduction to American Literary and Cultural History – Gruppe D (2 PS)			
	Mi 10:15 – 11:45	R. 0.406	Laemmerhirt	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1c	SP _{1.Fach} : 1c	B.A. _{ALK} : Kern 2abc	
	Gy/Ge: 1c	SP _{2.Fach} : 1c	B.A. _{AS} : Komp 2a	
	BK: 1c		M.A. _{ALK} :	
	LPO 1994/2000: B4, E2		M.A. _{AS} :	
	LABG 2009			
G: 502	HRG: 502	GyGe/BK: 502	SP: 502	
154605	Introduction to American Literary and Cultural History – Gruppe E (2 PS)			
	Di 08:30 – 10:00	R. 0.406	Klemm	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1c	SP _{1.Fach} : 1c	B.A. _{ALK} : Kern 2abc	
	Gy/Ge: 1c	SP _{2.Fach} : 1c	B.A. _{AS} : Komp 2a	
	BK: 1c		M.A. _{ALK} :	
	LPO 1994/2000: B4, E2		M.A. _{AS} :	
	LABG 2009			
G: 502	HRG: 502	GyGe/BK: 502	SP: 502	
154606	Introduction to American Literary and Cultural History – Gruppe F (2 PS)			
	Di 10:15 – 11:45	R. 0.406	Grünzweig	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1c	SP _{1.Fach} : 1c	B.A. _{ALK} : Kern 2abc	
	Gy/Ge: 1c	SP _{2.Fach} : 1c	B.A. _{AS} : Komp 2a	
	BK: 1c		M.A. _{ALK} :	
	LPO 1994/2000: B4, E2		M.A. _{AS} :	
	LABG 2009			
G: 502	HRG: 502	GyGe/BK: 502	SP: 502	
154607	Introduction to American Literary and Cultural History – Gruppe G (2 PS)			
	Mi 14:15 – 15:45	R. 0.406	Rückl	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1c	SP _{1.Fach} : 1c	B.A. _{ALK} : Kern 2abc	
	Gy/Ge: 1c	SP _{2.Fach} : 1c	B.A. _{AS} : Komp 2a	
	BK: 1c		M.A. _{ALK} :	
	LPO 1994/2000: B4, E2		M.A. _{AS} :	
	LABG 2009			
G: 502	HRG: 502	GyGe/BK: 502	SP: 502	
154608	Introduction to American Literary and Cultural History – Gruppe H (2 PS)			
	Do 08:30 – 10:00	R. 0.406	Klemm	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1c	SP _{1.Fach} : 1c	B.A. _{ALK} : Kern 2abc	
	Gy/Ge: 1c	SP _{2.Fach} : 1c	B.A. _{AS} : Komp 2a	
	BK: 1c		M.A. _{ALK} :	
	LPO 1994/2000: B4, E2		M.A. _{AS} :	
	LABG 2009			
G: 502	HRG: 502	GyGe/BK: 502	SP: 502	
154609	Introduction to American Literary and Cultural History – Gruppe I (2 PS)			
	Do 10:15 – 11:45	R. 0.406	Sattler	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			

	LPO 2003		Angewandte Literatur- /Kulturwissenschaften	
	GHR: 1c	SP _{1.Fach} : 1c	B.A. ALK: Kern 2abc	
	Gy/Ge: 1c	SP _{2.Fach} : 1c	B.A. AS: Komp 2a	
	BK: 1c		M.A. ALK:	
	LPO 1994/2000: B4, E2		M.A. AS:	
	LABG 2009			
	G: 502	HRG: 502	GyGe/BK: 502	SP: 502

154610	Introduction to American Literary and Cultural History – Gruppe J (2 PS)			
	Do 12:15 – 13:45	R. 0.406	Feier	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1c	SP 1.Fach: 1c	B.A. ALK: Kern 2abc	
	Gy/Ge: 1c	SP 2.Fach: 1c	B.A. AS: Komp 2a	
	BK: 1c		M.A. ALK:	
	LPO 1994/2000: B4, E2		M.A. AS:	
	LABG 2009			
G: 502	HRG: 502	GyGe/BK: 502	SP: 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 J are parallel courses covering the same material.

154611	Walt Whitman's 1855 <i>Leaves of Grass</i> (2 PS)			
	Mo 14:15 - 17:30 Blockseminar 11.04.- 30.05.2016	R. 0.406	Neuhaus	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1f	SP ^{1.Fach:} 1f	B.A.ALK: Kern 1c, 2bc Komp 1b	
	Gy/Ge: 1f, 4c	SP ^{2.Fach:}	B.A.AS: Komp 2a	
	BK: 1f, 4c		M.A.ALK:	
	LPO 1994/2000: B4, E2		M.A.AS:	
	LABG 2009			
	G:602	HRG:503	GyGe/BK:503	SP:

"I am large, I contain multitudes," Walt Whitman proclaims at one point in his 1855 masterpiece *Leaves of Grass*. Our main task in this class will be to explore these multitudes and discover how they are present on the levels of content and style. When Whitman started writing *Leaves of Grass*, the United States poetic landscape was almost entirely bare, and the nation's growing need for self-definition called for stylistic and thematic innovation to create an independent, truly American literary culture. How does Whitman respond to this need? How does he negotiate Transcendentalism's focus on individuality and self-reliance on the one hand, and democratic aspirations for national unity on the other? How does he incorporate the 19th century's rapid developments in technology, urbanizations, and societal restructuring? Whitman's radical style was also scandalous to many: his open discussion of sex, sensuality, and the human body caused his work to be labeled as "obscene" and too shocking for publication.

Over the course of his career, Whitman would return to *Leaves of Grass* time and again by editing existing content and constantly adding new works to his collection of poetry. In this class, we will mainly be concerned with where it all started, the 1855 edition. We will analyze how the above mentioned issues are present in the first edition to understand how this relatively short collection of only twelve poems became one of the most important poetic texts in American literature, influencing writers well into the 21st century.

Please purchase the following edition prior to class: Whitman, Walt. *Leaves of Grass: 1855 Edition*. CreateSpace Independent Publishing Platform, 2013. (ISBN: 978-1483948966)

154612	Trans & Cis: Textual Transgression and Constructions of Gender			
	Mi 16:15 – 17:45	R. 0.420	Snieszky	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1f	SP 1.Fach: 1f	B.A. ALK: Kern: 1c, 2abc, 3b Komp: 1b,	
	Gy/Ge: 1f, 4c	SP 2.Fach:	B.A. AS: Komp 2a	
	BK: 1f, 4c		M.A. ALK:	
	LPO 1994/2000: B4, E2		M.A. AS:	
	LABG 2009			
	G: 602	HRG: 503	GvGe/BK: 503	SP:

The recent emergence of the term "cis-gendered" to describe a person who agrees with the gender role that is associated with the sex they were assigned at birth reminds us of the processes by which gender is discussed and normalized. This new concept, which enjoys popularity especially on the internet, turns our notions of "normal gender" and gender itself on its head and refigures the position of transidentity in our culture. However, it is rooted in a long history of making sense of gender identity and construction and transgressions thereof.

In this class we will not only look at the politics of naming and identification, but also other textual practices concerned with constructing, normalizing and subverting or transgressing notions of gender identity. 'Textual' here refers to linguistic dimensions such as naming, as well as all kinds of media /texts. We will be looking at issues of gender-nonconformity and trans-identity in regard to US culture and media today, its history, gender theory, literature, film and TV.

Readings are likely to include: *Orlando: A Biography* (1928) *The Well of Loneliness* (1928), *Gender Outlaw: On Men, Women, and the Rest of Us* (1994), *Boys Don't Cry* (1999), *Transamerica* (2005), *Orange is the New Black* (2013-) *The Danish Girl* (2015)

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

154613	I Get the Urge for Going: Transatlantic Modes of Mobility and Their Cultural Significance (2 PS)			
	Do 12:15 - 15:30 Blockseminar 09.06.- 21.07.2016	R. 0.420	Eßmann	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1f	SP _{1.Fach} : 1f	B.A.ALK: Kern: 1c, 2bc, 3ac, 4a Komp: 1b, 2acd	
	Gy/Ge: 1f, 4c	SP _{2.Fach} :	B.A.AS: Komp 2a	
	BK: 1f, 4c		M.A.ALK:	
	LPO 1994/2000: B4, E2		M.A.AS:	
	LABG 2009			
	G: 602	HRG:503	GyGe/BK:503	SP:

The aim of this course is to look at the impact mobility has on our everyday lives. Some of the questions that we will deal with are: In what way do we perceive society differently from a mobile perspective? Do different cultures have different habitual patterns with regard to mobility? What difference does it make whether you travel individually, for instance in a car, or if you share your mode of transportation, say, on a train?

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

154614	One Man's Heaven, Another Man's Hell: Popular and Literary Representations of Small-Town Life in Postwar German and American Culture (2 PS)			
	Di 12:15 – 15:30 Blockseminar 12.04.- 31.05.2016	R. 0.406	Stone	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1f	SP ^{1.Fach} : 1f	B.A. _{ALK} : Kern 2bc, 3ac Komp 2cd	
	Gy/Ge: 1f, 4c	SP ^{2.Fach} :	B.A. _{AS} : Komp 2a	
	BK: 1f, 4c		M.A. _{ALK} :	
	LPO 1994/2000: B4, E2		M.A. _{AS} :	
	LABG 2009			
G: 602	HRG:503	GyGe/BK:503	SP:	

The ongoing shift of the world's population into increasingly urban and large suburban environments has not eliminated the small town from the public imagination; for some, it represents the heartland, the place of tradition and old-fashioned values. For others, it is the setting of stifling cultural conservatism and a lack of opportunity for change and development. It is not our goal to endorse one or the other of these views or to find the objective truth of what small town life is, but rather to explore the construction of these small fictional communities and the ways in which the interactions between their tight-knit members exemplify these and other ways of conceiving of them. We will utilize various media and literary formats, including short stories, excerpts from novels, poetry, television and film in order to track the similarities and disparities between the tendencies of different individual authors as well as broader trends in the depiction of small towns in both Germany and the United States since 1945.

Robert Stone is guest lecturer from the University of Virginia.

154615	The End is Near: Dystopian and Apocalyptic Fiction in Germany and the United States since 1918 (2 PS)			
	Di 12:15 – 15:30 Blockseminar 07.06. – 19.07.2016	R. 0.406	Stone	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{ALK} : Kern 1c, 2bc, 3ac Komp 1b, 2cd	
	Gy/Ge: 1f, 4c	SP _{2.Fach} :	B.A. _{AS} : Komp 2a	
	BK: 1f, 4c		M.A. _{ALK} :	
	LPO 1994/2000: B4, E2		M.A. _{AS} :	
	LABG 2009			
	G: 602	HRG:503	GyGe/BK:503	SP:

The idea of a downfall, of the end of the lifestyle of an entire nation – or even the world – is a recurring one throughout world history. The specifics, however, vary greatly from time to time and place to place. In this course, we will track this idea during the span of approximately one hundred years in two different countries, Germany and the United States, in order to determine what fears have been prominent in each of those

societies over the past century, and what reasons have been at the root of their visions of their own downfall, be they political, technological, natural or religious. We will utilize short stories, film, television and excerpts from novels and plays from both countries in order to determine how this idea is represented differently in each individual work, as well as in the context of a rapidly evolving political and cultural scene in both countries. *Robert Stone is guest lecturer from the University of Virginia.*

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

154617	Crime Without Frontiers – Crime Fiction in Different Cultures (2 PS)			
	Mo 10:15 – 11:45	R. 0.406	Eßmann	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1f	SP ^{1.Fach} : 1f	B.A.ALK: Kern: 1c, 2abc, 3ac; Komp: 1b, 2c	
	Gy/Ge: 1f, 4c	SP ^{2.Fach} :	B.A.AS: Komp 2a	
	BK: 1f, 4c		M.A.ALK:	
	LPO 1994/2000: B4, E2		M.A.AS:	
	LABG 2009			
G: 602	HRG:503	GyGe/BK:503	SP:	

Among the popular genres, crime fiction is one of the most successful. It seems to capture the interest of people with completely different backgrounds. This may have to do with a number of subgenres that have developed over time, and the different cultures they deal with. We will look at some of these varieties of the genre from the United States, Great Britain, and the German-speaking countries. In addition we will look at the way these varieties are represented in different media such as novels or films. Several crime novels and films will be analyzed. The texts will be announced before the first session.

154618	American Architecture: Visions, Utopia and Literary Representations (2 PS)			
	Do 14:15 – 17:30 Blockseminar 14.04. – 02.06.2016	R. 0.406	Berendt-Metzner	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1f	SP _{1.Fach} : 1f	B.A.ALK: Kern 2abc, 3c, Komp 1b, 2cd	
	Gy/Ge: 1f, 4c	SP _{2.Fach} :	B.A.AS: Komp 2a	
	BK: 1f, 4c		M.A.ALK:	
	LPO 1994/2000: B4, E2		M.A.AS:	
	LABG 2009			
G: 602	HRG:503	GyGe/BK:503	SP:	

"Architecture can be read like any other text – and vice versa" - The course will explore this thesis by looking at and into American architecture from the 19th and 20th century. Emphasis will be put on the individual house rather than the planning of urban space.

Is there an American architecture and if so, what makes it specifically American? America's history is a history of settlement and development and American architecture had and has a significant economic, social, political and psychological impact in this process and on the people who inhabit it. From Andrew Jackson Downing's philosophy of "the good house that will lead to a good civilization" and Henry Thoreau's cabin in *Walden* to Frank Lloyd Wright's Usonian houses, influential visions and ideas of architecture have created an exciting American cultural narrative. In this course we will read selected essays on architecture by architects as well as literary texts representing buildings created by famous architects and / or telling about their lives.

Literature will include, but not be limited to, selected essays and excerpts of texts by Andrew Jackson Downing, Ralph Waldo Emerson, Frank Lloyd Wright and Henry David Thoreau. Selected fictional texts will represent (mostly) existing architecture or explore the lives of famous architects; among others, Nancy Horan's *Loving Frank*, Kelcey Parker's *Liliane's Balcony* and Ayn Rand's *The Fountainhead* (movie screening).

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

154619	Screening the 'Real': Documentary Cinema in Germany and the U.S. (2 PS)			
	Di 10:15 - 13:30 Blockseminar 07.06.- 19.07.2016	R. 0.420	Danneil	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1f	SP ^{1.Fach} : 1f	B.A. ALK: Kern 1c, 2abc, 3c, Komp 1b, 2cd	
	Gy/Ge: 1f	SP ^{2.Fach} :	B.A. AS: Komp 2a	
	BK: 1f		M.A. ALK:	
	LPO 1994/2000: B4, E2		M.A. AS:	
	LABG 2009			
G: 602	HRG:503	GvGe/BK:503	SP:	

As a genre, documentary filmmaking has developed its own aesthetics, practices, and conventions within over 100 years of film production. As Bill Nichols writes in his *Introduction to Documentary* (2010), "documentaries address the world in which we live rather than a world imagined by the filmmaker" (3). And by doing so, they significantly differ from the various genres of fiction like sci-fi, horror, or melodrama. By screening the real, however, documentary cinema creates a distinct illusion of aspects of a particular reality to preserve history, record significant events, or give instructions.

In the course of the class, we will explore the ways in which documentaries engage with the world and will ask related questions in order to learn how to read films which are representative of the genre. By looking at different ways of defining documentaries, our scope lies on Nichols' approach of the six modes of documentary filmmaking which not only allow debate about the boundaries of fiction and nonfiction, but also provide access to this vast discipline and its various forms.

The selected films require students to be over 18 years of age. A reader will be available at the beginning of semester.

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

154620	Painting America: Art and American Studies (2 PS)			
	Fr 08:30 - 11:45 Blockseminar 15.04.– 03.06.2016	R. 0.406	Rodewald	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1f	SP _{1.Fach} : 1f	B.A. ALK: Kern 1c, 2abc, 3c, 4a Komp 1b, 2d, 2a	
	Gy/Ge: 1f, 4c	SP _{2.Fach} :	B.A. AS: Komp 2a	
	BK: 1f, 4c		M.A. ALK:	
	LPO 1994/2000: B4, E2		M.A. AS:	
	LABG 2009			
G: 602	HRG:503	GyGe/BK:503	SP:	

This course functions as an introduction to the cultural history of American painting through a theoretical and transnational perspective. It seeks to introduce students to art as both part of and an instrument for analyzing American culture. The focus of our investigation will lie on identifying the different strategies how American paintings and visual works have been produced and used to express ideas about national identity. We will explore the production, exhibition and reception of key paintings - ranging from the invention of American landscape painting in the 19th century to Modern and Postmodern movements that have shaped the development of distinct American forms of artistic expression.

Specifically looking at the artistic transnational exchange, we will examine the ways this art has been presented and contextualized in past and current exhibitions in Germany's Rhein and Ruhr region. Field trips to museums will give students first-hand opportunities to see American art on-site and discuss the exhibitionary complex surrounding it. The organization concerning these mandatory field trips will take place during our first on-campus meeting.

Regular attendance, active participation (including the museum visits) and a short presentation are required for this class.

154621	Illness, Medicine, and the Body in American Culture (2 PS)			
	Fr 08:30 - 11:45 (14-tägig)	R. 0.420	Kirchner	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1f	SP _{1.Fach} : 1f	B.A. _{ALK} : Kern 1c, 2abc, 3bc Komp 1b, 2d	
	Gy/Ge: 1f, 4c	SP _{2.Fach} :	B.A. _{AS} : Komp 2a	
	BK: 1f, 4c		M.A. _{ALK} :	
	LPO 1994/2000: B4, E2		M.A. _{AS} :	
	LABG 2009			
G: 602	HRG:503	GyGe/BK:503	SP:	

Health—or illness—and medicine have always been integral to American society—but how have they changed? Has the perception of healthy bodies in America changed over time? If so, has it changed according to medicine or according to the public?

This course will begin with the semantics of illness, medicine, and the body, then delve into the evolving balance of power, representation, and control over bodies in American Culture. We will consult medical humanities while reading historical as well as contemporary texts in order to map out differences in literary and personal accounts of doctors and patients. Susan Sontag's *Illness as Metaphor* offers an additional tool for us to deconstruct literary accounts of disease for metaphors and their possible cultural effects on patients.

Active participation, regular attendance, and punctual completion of reading and writing assignments is expected of all students in the class in order to facilitate discussion and the honing of your critical thinking skills.

154641	The End of America? Crises, Threats, and Paranoia in the United States (2 PS)			
	Fr, 15.04.16 16:00 - 17:30 Sa, 25.06.16 10:00 – 17:00 So, 26.06.16 10:00 – 15:00 Sa, 23.07.16 10:00 – 17:00 So, 24.07.16 10:00 – 15:00	R. 0.406	Baarssen/ Kumpf	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR: 1f	SP ^{1.Fach} : 1f	B.A.ALK: Kern 1c, 2b, 3c Komp 1b, 2d	
	Gy/Ge: 1f, 4c	SP ^{2.Fach} :	B.A.AS: Komp 2a	
	BK: 1f, 4c		M.A.ALK:	
	LPO 1994/2000: B4, E2		M.A.AS:	
	LABG 2009			
	G: 602	HRG:503	GyGe/BK:503	SP:

Ever since its founding, a number of perceived and actual threats to the United States (both internal and external) have stoked senses of fear and paranoia which, in turn, has prompted a wide range of legal, social, political, and cultural responses. In this block seminar we will examine a number of primary and secondary historical and contemporaneous sources to try and understand the nature of these threats. How do perceived and actual dangers and their responses speak to, and about, the United States, both in how the nation perceives itself, the values upon which it was founded, and how does it project its own image abroad? How do these threats and their responses reveal, obfuscate, problematize, and actualize the United States? How have Americans dealt with notions of 'foreignness' vis-à-vis 'Americanness'? This class is open to motivated students who enjoy active engagement and intense in-class discussion. Participants will be expected to have finished all readings before the block seminar starts in June. Material for analysis includes political cartoons, legislation, news articles, op/eds, music, television, and film.

154622	Intensivseminar American Studies (2 PS) (zugangsbeschränkt)			
	Mi 18:00 - 19:30	R. 0.406	Grünzweig/ Gunzenhäuser	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge:	SP 2.Fach:	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G:	HRG:	GvGe/BK:	SP:	

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

2. STUDIENPHASE

154623	19 th - and 20 th -Century American Drama and Theater (2 HS)			
Modulzuordnungen:	Mo 14:15 – 15:45 Film screening: Di 16:00 – 18:00	R. 0.420 R. 0.420	Gunzenhäuser	
	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1401, 1402, 1403			
	LPO 2003			
	GHR: 5b	SP ^{1.Fach} : 5b	B.A. _{ALK} : Kern 6abc, 7ab Komp 3abc	
	Gy/Ge: 6c, 6d, 7c, 7d	SP ^{2.Fach} : 4b	B.A. _{AS} : Kern 6a, 8b, TG 5 Vertiefung Komp 3b, TG 5 Vertiefung	
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : 1 abc	
	LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5, TG 7	
	LABG 2009			
	G: 703, 704	HRG: 602,1001	GyGe/BK: 602, 701, 702, 1002	SP:703

In this seminar, we will read and discuss theories of American theater and drama from the 19th, 20th and 21st centuries. We will read plays and look into specifically American performative genres.

Requirements: The theory will be made use of in a group project which will be introduced, discussed, and developed cooperatively, with the whole seminar.

In addition, there will be film screening sessions on some Tuesdays starting at 4 p.m. which are obligatory.

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

154624	Comedy on Television (2 HS)			
	Di 14:15 – 15:45 Film screening: Di 16:00 – 18:00	R. 0.420 R. 0.420	Gunzenhäuser	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP ^{1.Fach} : 5b	B.A. ^{ALK} : Kern 6 abc, 7bc Komp 3abc, 4a	
	Gy/Ge: 6d, 7d	SP ^{2.Fach} : 4b	B.A. ^{AS} : TG 5 Vertiefung	
	BK: 6d, 7d		M.A. ^{ALK} : 1 abc, 2 abc	
	LPO 1994/2000: B4, E2		M.A. ^{AS} : TG 5	
	LABG 2009			
G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703	

In this seminar, we will read and discuss theories of comedy and Television Studies as well as specific historical examples of American forms of comedy.

Requirements: The theory will be made use of in a project. Every student will contribute to an extensive group project which will be introduced, discussed, and developed cooperatively, with the whole seminar. In addition, there will be film screening sessions on some Tuesdays starting at 4 p.m. which are obligatory.

154625	The Whiteboard: Presenting Cultural Studies Research (2 HS)			
	Di 18:00 – 19:30 Film screening: Di 16:00 – 18:00	R. 0.420 R. 0.420	Gunzenhäuser	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1402, 1403			
	LPO 2003			
	GHR:5b	SP 1.Fach:5b	B.A.ALK: Kern 6c, 7c Komp 3c, 4a	
	Gy/Ge: 7c, 7d	SP 2.Fach:4b	B.A.AS: TG 5 Vertiefung	
	BK:7c, 7d		M.A.ALK: 3c, 1c	
	LPO 1994/2000: B4, E2		M.A.AS: TG 5	
	LABG 2009			
G:	HRG: 602	GyGe/BK: 602, 701, 702,	SP:	

Do you have to write a large Cultural and/or Media Studies paper / thesis / dissertation? Then this is your course. It will deal with Cultural and Media Studies in theory and practice. We will analyze texts as well as discuss theories, and you will develop your own project within this theoretical framework. Seminar discussions will concentrate on arguments, theoretical positioning, and presentation skills.

There will be extra film sessions on some Tuesdays starting at 4:00 p.m. which are obligatory.

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

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

154626	Quality Television in a Transatlantic Perspective (2 HS)			
	Do 10:15 – 11:45 Film screening: Di 16:00 – 18:00	R. 0.420 R. 0.420	Gunzenhäuser	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP ^{1.Fach} : 5b	B.A. ALK: Kern 6abc, 7bc Komp 3 abc, 4a	
	Gy/Ge: 6d, 7d	SP ^{2.Fach} : 4b	B.A. AS: TG 5 Vertiefung	
	BK: 6d, 7d		M.A. ALK: 1 abc, 2 abc, 3 bc	
	LPO 1994/2000: B4, E2		M.A. AS: TG 5	
	LABG 2009			
G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703	

In this seminar, we will read and discuss theories on so-called quality or complex tv, a contemporary serial format mostly found in the US. We will try to answer the question if this format can only be found in recent US-American tv serials or if it has spread to other national tv productions as well. We will look at the history and future of the format.

Requirements: The theory will be made use of in a project. Every student will contribute to a group project that deals with a serial. The group will design their own project which will be introduced, discussed, and developed cooperatively, with the whole seminar.

In addition, there will be film screening sessions on some Tuesdays starting at 4 p.m. which are obligatory.

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

154627	Walt Whitman: Translation as Interpretation (2 HS)			
Modulzuordnungen:	Mo 14:15 – 17:30	R. 0.406	Grünzweig	
	Blockseminar			
	06.06. – 18.07.2016			
	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1401, 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach} : 5b	B.A. ALK: Kern 6 bc, 7a, 8a, Komp 3 bc, 4b	
	Gy/Ge: 6c, 7c	SP _{2.Fach} : 4b	B.A. AS: TG 5 Vertiefung	
	BK: 6c, 7c		M.A. ALK: 1bc, ib	
	LPO 1994/2000: B4, E2		M.A. AS: TG 5	
LABG 2009				
G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703	

In spite of many book-length Whitman editions in German, the first edition of Walt Whitman's *Leaves of Grass* published in 1855, considered by many the most important version, has never been translated into the German language. In this seminar participants will continue the task of creating the pioneering translation of the first edition of *Leaves*. The work on the translation will be paralleled by a discussion of interpretative questions leading to a deepened understanding of this seminal American work. Ultimately, participating students will be co-authors of the published translation.

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

154628	Emerson Abroad: <i>English Traits</i> (2 HS)			
	Di 16:00 – 19:15 Blockseminar 12.04. – 31.05.2016	R. 0.406	Grünzweig	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1401, 1403			
	LPO 2003			
	GHR: 5b	SP ^{1.Fach} : 5b	B.A. ALK: Kern 6 bc, 7ac Komp 3 bc	
	Gy/Ge: 6c, 7c	SP ^{2.Fach} : 4b	B.A. AS: TG 5 Vertiefung	
	BK: 6c, 7c		M.A. ALK: 1 bc, iac	
	LPO 1994/2000: B4, E2		M.A. AS: TG 5	
LABG 2009				
G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703	

English Traits, published in 1856, emerged from Emerson's two trips to England in the 1830s and 1840s. At the same time, it is an account of Emerson's deep engagement with transatlantic literary and cultural relationships. For the author of America's "intellectual declaration of independence" (Oliver Wendell Holmes, Sr.), the engagement with England and her culture had to be crucial. This seminar is going to look at Emerson's work as an American narrative of England as well as a version of the history of transatlantic dialogue. We will use the edition in the "Classic reprint series" by Forgotten books available for approx. 13 €. This class will take place in the first half of the semester only.

154629	German and European Cultural History (2 HS)			
	Di 16:00 – 19:15 Blockseminar 07.06. – 19.07.2016	R. 0.406	Grünzweig	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK: Kern 6abc, 7c Komp 3abc, 4a	
	Gy/Ge:	SP 2.Fach:	B.A. AS: TG 5 Vertiefung	
	BK:		M.A. ALK: 1abc, 3abc	
	LPO 1994/2000:		M.A. AS: TG 5	
LABG 2009				
G:		HRG:	GvGe/BK:	SP:

This course is a part of TU Dortmund University's 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 students of the Angewandte Studiengänge.

154630	Literature in Times of Crisis: The American Civil War through Reconstruction (2 HS)		
	Mi 14:15 – 15:45	R. 0.420	Bronson-Bartlett
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/
	MA LA: 1401, 1403		

	LPO 2003		Angewandte Literatur- /Kulturwissenschaften	
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : Kern 6abc, 7a, 8b Komp 3abc, 4c	
	Gy/Ge: 6c, 7c	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung	
	BK: 6c, 7c		M.A. _{ALK} : 1 abc, ia	
	LPO 1994/2000 : B4, E2		M.A. _{AS} : TG 5	
	LABG 2009			
	G : 703, 704	HRG : 602, 1001	GyGe/BK : 602, 701, 702, 1002	SP : 703

What can we learn from the cultural work produced and circulated by developing nations in crisis? Spanning the period beginning in 1861 and closing around 1876, readings for this course will draw from ephemera as well as canonical works of literature that documented and assisted the public's recovery from the trauma of the American Civil War. A semiotic approach to cultural texts including (but not limited to) stationary, broadsides, periodicals, books, and architecture will afford us a panoramic view of the crisis that gave us the corporate capitalist structure of the modern U.S.

Blake Bronson-Bartlett is guest lecturer from the University of Iowa.

154631	Early American Oratory: Free Speech and Self-Possession (2 HS)			
	Mo 12:15 – 13:45	R. 0.420	Bronson-Bartlett	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1401, 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : Kern 6bc, 7a Komp 3bc	
	Gy/Ge: 6c, 7c	SP _{2.Fach} : 4b	B.A. _{AS} : Kern TG 5 Vertiefung, 6a, 8b Komp TG 5 Vertiefung, 3b	
	BK: 6c, 7c		M.A. _{ALK} : 1bc	
	LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5, TG 7	
	LABG 2009			
	G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703

In this course we will read the published record of speeches by notable public orators beginning with the Salem witch trials, and continuing through the First Great Awakening, the American Revolution, the early struggle for Civil Rights, and American Transcendentalism. Our central questions will be: what were the preconditions of the constitutional right to "free speech" in the early U.S.? What were some of its cultural historical consequences? First and foremost, however, we should think about how we read texts that were written to be spoken in a public, theatrical context. *Blake Bronson-Bartlett is guest lecturer from the University of Iowa.*

154632	Made in Detroit, Translated in Dortmund: Motor City Poetry (2 HS)			
	Fr 08:30 – 11:45 Blockseminar 10.06. – 22.07.2016	R. 0.406	Sattler	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP ^{1.Fach} : 5b	B.A. ^{ALK} : Kern 6bc, 7abc, 8a, Komp 3bc, 4a	
	Gy/Ge: 6d, 7d	SP ^{2.Fach} : 4b	B.A. ^{AS} : TG 5 Vertiefung, 6bc	
	BK: 6d, 7d		M.A. ^{ALK} : 1bc, 3abc, 1b	
	LPO 1994/2000: B4, E2		M.A. ^{AS} : TG 5	
	LABG 2009			
G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703	

In this class we will be looking at two regions with a similar history of economic rise and decline: the Ruhr Region – once known for its coal and steel plants – and the Greater Detroit Region, with Detroit – the "Motor City" – at its center. Currently, both places have to deal with the challenge of re-inventing themselves in the face of economic transformations following de-industrialization. While much has been written about these challenges from the angles of economics, politics and urban planning, we will develop a different and rather unusual approach to Ruhr/Detroit based on writing practice.

Detroit's complex, oftentimes contested and multilayered urbanities become especially evident in the works of Detroit poets, many of whom have not been translated into German yet. In our class we will work on these translations in multilingual groups, thereby also developing new strategies of reading the city and making them resonant with our experience of the Ruhr.

At the end of the class, there will be a public reading and presentation of our (preliminary) results.

A reader with class material will be made available. **Please note that there is a preliminary meeting for the Dortmund participants on Monday, May 9, 2016, from 6 p.m. to 9 p.m. (room tba).**

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

154633	Mapping Hip-Hop Culture: The Ruhr Valley (2 HS)			
	Do 14:15 – 17:30	R. 0.406	Nitzsche	
	Blockseminar			
	09.06. – 21.07.2016			

Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach:} 5b	B.A. _{ALK:} Kern 6abc, 7ac, 8a Komp 3abc, 4ab	
	Gy/Ge: 6d, 7d	SP _{2.Fach:} 4b	B.A. _{AS:} TG 5 Vertiefung	
	BK: 6d, 7d		M.A. _{ALK:} 1 abc, 3abc, ib	
	LPO 1994/2000: B4, E2		M.A. _{AS:} TG 5	
	LABG 2009			
	G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703

Since the 1980s hip-hop culture has emerged in Germany's Ruhr region. Hip-hop was initially created by African American, African Caribbean, and Hispanic (immigrant) youth in New York City in the 1970s (Chang, George, Rose). From its beginnings in the Bronx, it has been a transnational, multiracial, and multiethnic phenomenon which is deeply intertwined with the American urban landscape (Forman, Mager). Today, its various elements of MCing, DJing, graffiti, and b-boying have profoundly shaped the everyday experience and artistic expression of many youngsters in the Ruhr Area. What is the status of hip-hop culture in the Ruhr Area today, about 40 years after its mythic birth in the Bronx? Which crews, collectives, and artistic initiatives exist today? Most importantly, how is hip-hop used as a tool for social change in youth, educational, and communal institutions, such as youth centers, schools, or refugee shelters?

This project seminar aims to explore how hip-hop has established itself as a transnational youth culture in a variety of contexts in the Ruhr Area. Students from the region and international summer program students will investigate crews, collectives, and artistic initiatives of one particular city by using the concept of mapping (Venturi). Bilingual student research groups are expected to do independent field work, conduct interviews with local activists and educators, and present their findings on a course web page at the end of the seminar.

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

154634	Narratives of Struggle: American Literature of the 1940s (2 HS)			
	Di 08:30 - 10:00	R. 0.420	Laemmerhirt	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP ^{1.Fach} : 5b	B.A.ALK: Kern 6bc, 7a Komp 3bc	
	Gy/Ge: 6d, 7d	SP ^{2.Fach} : 4b	B.A.AS: TG 5 Vertiefung	
	BK: 6d, 7d		M.A.ALK: 1b, 2ab	
	LPO 1994/2000: B4, E2		M.A.AS: TG 5	
	LABG 2009			
G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703	

While the 1940s are first and foremost associated with World War II, they are almost completely ignored as a literary decade within the field of American Studies. When closely investigating American literature of the 1940s, however, it becomes clear that they were shaped by numerous different tensions and contradictions within the U.S.

This course will explore short stories, plays, and novels that focus on the struggles of individuals and reflect social issues that both liberated parts of the society but also aroused tensions and fears. We will critically discuss texts by Truman Capote, Shirley Jackson, John Steinbeck, Gore Vidal, Carson McCullers, Chester Himes, and Tennessee Williams and how these texts reflect political and social issues of this unique decade.

Books to be Purchased and read:

John Steinbeck. *The Moon is Down* (1943)

Chester Himes. *If He Hollers Let Him Go* (1945)

Carson McCullers. *The Member of the Wedding* (1946)

Tennessee Williams. *A Streetcar Named Desire* (1947)

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

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

154636	An Asian Tiger in the Transatlantic World: Singapore between the United States and Europe (2 HS)			
	Mi 18:00 – 19:30	R. 0.420	Ogihara-Schuck	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1302, 1303, 1402, 1403			
	LPO 2003			
	GHR: 5b	SP ^{1.Fach} : 5b	B.A.ALK: Kern 6bc, 7ac Komp 3bc	
	Gy/Ge: 6d, 7d	SP ^{2.Fach} : 4b	B.A.AS: Kern TG 5 Vertiefung, 6a, 8b Komp TG 5 Vertiefung, 3b	
	BK: 6d, 7d		M.A.ALK: 1 bc, 3ac	
	LPO 1994/2000: B4, E2		M.A.AS: TG 5, TG 7	
	LABG 2009			
G: 703, 704	HRG: 601, 602, 1001	GyGe/BK: 601, 602, 701, 702, 1001, 1002	SP: 703	

AA former British colony slightly smaller than Berlin, Singapore is a hub of world trade, economic growth, and industrialization in Southeast Asia. It is comprised by a variety of ethnic groups with four official languages (English, Chinese, Malay, and Tamil). This highly integrated nation, in the web of international relations with Europe and the United States, is well known as one of the "Four Asian Tigers."

This course examines the triangular international relationship in the realm of Anglophone literature and other cultural texts pertaining to Singapore. The authors to be read include British and American authors writing about Singapore, and Singapore authors writing about the United Kingdom and the United States. Starting in the British colonial period and ending in the 21st century, this course ultimately aims to explore the historical transformation of the cultural representations of the trilateral relationship before and after Singapore's independence in 1965.

The followings are examples of the texts to be discussed in class:

American texts

Frank Buck, *Bring 'Em Back Alive* (1930)
Martha Gellhorn, "Singapore Scenario" (1941)

British texts

Joseph Conrad, *The End of the Tether* (1902)
Isabella Bird, *The Golden Chersonese* (1883)
Rudyard Kipling, "The Song of the Cities" (1915)

Singaporean American text

Wena Poon, *Lions in the Winter* (2007)

Singaporean British text

P P Wong, *The Life of a Banana* (2014)

154637	Vladimir Nabokov: The Major Novels (2 HS)			
	Mi 16:00 – 17:30	R. 0.406	Lyaskovits	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP ^{1.Fach:} 5b	B.A. ^{ALK:} Kern 6abc, 7a Komp 3abc	
	Gy/Ge: 6d, 7d	SP ^{2.Fach:} 4b	B.A. ^{AS:} TG 5 Vertiefung	
	BK: 6d, 7d		M.A. ^{ALK:} 1abc	
	LPO 1994/2000: B4, E2		M.A. ^{AS:} TG 5	
	LABG 2009			
G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703	

The goal of this course is to read critically some of Nabokov's major novels: *The Gift*, *Lolita*, *Invitation to a Beheading* as well as his *The Eye* and *Pale Fire*. The course will engage you in the discussion of Kubrick's film adaptation of *Lolita*. We will explore how these books and media reflect on the issues of time, mortality, memory, exile, art, and intersubjective relationships by situating these texts in biographical, formal, historical, and cultural contexts as well as by examining connections between these contexts. The classes will be run by focused discussion.

154638	Todd Haynes, Douglas Sirk and Rainer Werner Fassbinder: Melodrama between the United States and Europe (2 HS)			
	Mi 08:30 – 11:45 Blockseminar 08.06.– 20.07.2016	R. 0.420	Klemm	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP ^{1.Fach:} 5b	B.A. _{ALK:} Kern 6abc, 7abc Komp 3abc	
	Gy/Ge: 6d, 7d	SP ^{2.Fach:} 4b	B.A. _{AS:} TG 5 Vertiefung	
	BK: 6d, 7d		M.A. _{ALK:} 1abc, 2abc, 3bc	
	LPO 1994/2000: B4, E2		M.A. _{AS:} TG 5	
	LABG 2009			
G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703	

The seminar will introduce you to the American Independent Film Director Todd Haynes with a special emphasis on two directors who influenced his works: the German-American Douglas Sirk who became famous for his Hollywood productions in the 1950s, and Rainer Werner Fassbinder, one of the most important figures in the New German Cinema. As a student, Haynes developed an admiration for these directors. His film *Far from Heaven* (2002) pays homage to Sirk's *All that Heaven Allows* (1955) and Fassbinder's *Ali: Fear Eats the Soul* (1974). In our class we will examine this transatlantic triangle and explore how the three directors used the political potential of melodrama.

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

154639	The Financial Crisis in American Visual Media (2 HS)		
	Blockseminar Fr, 06.05.2016: 14:00 – 18:00; Do, 16.06.2016: 16:00 – 19:00 Fr, 17.06.2016: 14:00 – 18:00; Sa, 18.06.2016: 10:00 – 18:00; So, 19.06.2016: 10:00 – 17:00	R. 0.420	Leyda

Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach:} 5b	B.A. _{ALK:} Kern 6abc, 7ab, 8a Komp 3abc	
	Gy/Ge: 6d, 7d	SP _{2.Fach:} 4b	B.A. _{AS:} Kern TG 5 Vertiefung, 6a, 8b Komp TG 5 Vertiefung, 3b	
	BK: 6d, 7d		M.A. _{ALK:} 1abc, 2abc	
	LPO 1994/2000: B4, E2		M.A. _{AS:} TG 5, TG 7	
	LABG 2009			
	G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703

The financial crisis and subsequent recession and austerity were not only economic events, but also cultural, influencing all aspects of American life. Family, work, personal, and social relations—all were affected. We will study the ways in which screen media captured the conditions that led up to the crisis and the various ways people coped (or did not cope). This selection includes “entertainment” genres such as reality, comedy, and horror, as well as more serious dramas both mainstream and independent. The course takes a cultural studies approach to film and television texts, interpreting their implications within the context of the crisis and using theoretical work from Critical Finance Studies and Cultural Studies.

Please watch at least the first 3 episodes of each series and three of the films, taking careful notes to use in class.

Grades will be based on active participation and a final presentation.

Texts:

- Essays in PDF—see syllabus online for instructions: <http://fu-berlin.academia.edu/JuliaLeyda>.
- TV Series: *Arrested Development* (S1), *Breaking Bad* (S1), *Here Comes Honey Boo Boo* (S1), *Unbreakable Kimmy Schmidt* (S1)
- Film: *Wendy and Lucy* (Reichardt 2008), *Drag Me to Hell* (Raimi 2009), *The Queen of Versailles* (2012), *99 Homes* (Bahrani 2015)

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

154640	Oberseminar (2 OS; zugangsbeschränkt)			
	Mi 12.30 – 14:00	R. 0.406	Grünzweig/ Gunzenhäuser	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge:	SP 2.Fach:	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G:	HRG:	GyGe/BK:	SP:	

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

MASTERSTUDIENGÄNGE LEHRAMT

154625	The Whiteboard: Presenting Cultural Studies Research (2 HS)			
	Di 18:00 – 19:30 Film screening: Di 16:00 – 18:00	R. 0.420 R. 0.420	Gunzenhäuser	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1402, 1403			
	LPO 2003			
	GHR:5b	SP 1.Fach:5b	B.A.ALK: Kern 6c, 7c Komp 3c, 4a	
	Gy/Ge: 7c, 7d	SP 2.Fach:4b	B.A.AS: TG 5 Vertiefung	
	BK:7c, 7d		M.A.ALK: 3c, 1c	
	LPO 1994/2000: B4, E2		M.A.AS: TG 5	
	LABG 2009			
G:	HRG: 602	GyGe/BK: 602, 701, 702,	SP:	

Do you have to write a large Cultural and/or Media Studies paper / thesis / dissertation? Then this is your course. It will deal with Cultural and Media Studies in theory and practice. We will analyze texts as well as discuss theories, and you will develop your own project within this theoretical framework. Seminar discussions will concentrate on arguments, theoretical positioning, and presentation skills.

There will be extra film sessions on some Tuesdays starting at 4:00 p.m. which are obligatory.

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

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

154626	Quality Television in a Transatlantic Perspective (2 HS)			
	Do 10:15 – 11:45 Film screening: Di 16:00 – 18:00	R. 0.420 R. 0.420	Gunzenhäuser	

Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach:} 5b	B.A. _{ALK:} Kern 6abc, 7bc Komp 3 abc, 4a	
	Gy/Ge: 6d, 7d	SP _{2.Fach:} 4b	B.A. _{AS:} TG 5 Vertiefung	
	BK: 6d, 7d		M.A. _{ALK:} 1 abc, 2 abc, 3 bc	
	LPO 1994/2000: B4, E2		M.A. _{AS:} TG 5	
	LABG 2009			
G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703	

In this seminar, we will read and discuss theories on so-called quality or complex tv, a contemporary serial format mostly found in the US. We will try to answer the question if this format can only be found in recent US-American tv series or if it has spread to other national tv productions as well. We will look at the history and future of the format.

Requirements: The theory will be made use of in a project. Every student will contribute to a group project that deals with a serial. The group will design their own project which will be introduced, discussed, and developed cooperatively, with the whole seminar.

In addition, there will be film screening sessions on some Tuesdays starting at 4 p.m. which are obligatory.

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

154627	Walt Whitman: Translation as Interpretation (2 HS)				
	Mo 14:15 – 17:30	R. 0.406	Grünzweig		
	Blockseminar				
	06.06. – 18.07.2016				
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften		
	MA LA: 1401, 1403				
	LPO 2003				
	GHR: 5b	SP _{1.Fach} : 5b	B.A.ALK: Kern 6 bc, 7a, 8a, Komp 3 bc, 4b		
	Gy/Ge: 6c, 7c	SP _{2.Fach} : 4b	B.A.AS: TG 5 Vertiefung		
	BK: 6c, 7c		M.A.ALK: 1bc, ib		
	LPO 1994/2000: B4, E2		M.A.AS: TG 5		
	LABG 2009				
G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703		

In spite of many book-length Whitman editions in German, the first edition of Walt Whitman's *Leaves of Grass* published in 1855, considered by many the most important version, has never been translated into the German language. In this seminar participants will continue the task of creating the pioneering translation of the first edition of *Leaves*. The work on the translation will be paralleled by a discussion of interpretative questions leading to a deepened understanding of this seminal American work. Ultimately, participating students will be co-authors of the published translation.

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

154628	Emerson Abroad: <i>English Traits</i> (2 HS)			
	Di 16:00 – 19:15 Blockseminar 12.04. – 31.05.2016	R. 0.406	Grünzweig	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1401, 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : Kern 6 bc, 7ac Komp 3 bc	
	Gy/Ge: 6c, 7c	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung	
	BK: 6c, 7c		M.A. _{ALK} : 1 bc, iac	
	LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5	
	LABG 2009			
G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703	

English Traits, published in 1856, emerged from Emerson's two trips to England in the 1830s and 1840s. At the same time, it is an account of Emerson's deep engagement with transatlantic literary and cultural relationships. For the author of America's "intellectual declaration of independence" (Oliver Wendell Holmes, Sr.), the engagement with England and her culture had to be crucial. This seminar is going to look at Emerson's work as an American narrative of England as well as a version of the history of transatlantic dialogue. We will use the edition in the "Classic reprint series" by Forgotten books available for approx. 13€. This class will take place in the first half of the semester only.

154631	Early American Oratory: Free Speech and Self-Possession (2 HS)		
	Mo 12:15 – 13:45	R. 0.420	Bronson-Bartlett
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	MA LA: 1401, 1403		
	LPO 2003		
	GHR: 5b	SP ^{1.Fach} : 5b	B.A. ^{ALK} : Kern 6bc, 7a Komp 3bc
	Gy/Ge: 6c, 7c	SP ^{2.Fach} : 4b	B.A. ^{AS} : Kern TG 5 Vertiefung, 6a, 8b Komp TG 5 Vertiefung, 3b
	BK: 6c, 7c		M.A. ^{ALK} : 1bc
	LPO 1994/2000: B4, E2		M.A. ^{AS} : TG 5, TG 7

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

In this course we will read the published record of speeches by notable public orators beginning with the Salem witch trials, and continuing through the First Great Awakening, the American Revolution, the early struggle for Civil Rights, and American Transcendentalism. Our central questions will be: what were the preconditions of the constitutional right to "free speech" in the early U.S.? What were some of its cultural historical consequences? First and foremost, however, we should think about how we read texts that were written to be spoken in a public, theatrical context.

Blake Bronson-Bartlett is guest lecturer from the University of Iowa.

154632	Made in Detroit, Translated in Dortmund: Motor City Poetry (2 HS)			
	Fr 08:30 – 11:45 Blockseminar 10.06. – 22.07.2016	R. 0.406	Sattler	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : Kern 6bc, 7abc, 8a, Komp 3bc, 4a	
	Gy/Ge: 6d, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung, 6bc	
	BK: 6d, 7d		M.A. _{ALK} : 1bc, 3abc, ib	
	LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5	
	LABG 2009			
G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703	

In this class we will be looking at two regions with a similar history of economic rise and decline: the Ruhr Region – once known for its coal and steel plants – and the Greater Detroit Region, with Detroit – the "Motor City" – at its center. Currently, both places have to deal with the challenge of re-inventing themselves in the face of economic transformations following de-industrialization. While much has been written about these challenges from the angles of economics, politics and urban planning, we will develop a different and rather unusual approach to Ruhr/Detroit based on writing practice.

Detroit's complex, oftentimes contested and multilayered urbanities become especially evident in the works of Detroit poets, many of whom have not been translated into German yet. In our class we will work on these translations in multilingual groups, thereby also developing new strategies of reading the city and making them resonant with our experience of the Ruhr.

At the end of the class, there will be a public reading and presentation of our (preliminary) results.

A reader with class material will be made available. **Please note that there is a preliminary meeting for the Dortmund participants on Monday, May 9, 2016, from 6 p.m. to 9 p.m. (room tba).**

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

154633	Mapping Hip-Hop Culture: The Ruhr Valley (2 HS)			
	Do 14:15 – 17:30 Blockseminar 09.06. – 21.07.2016	R. 0.406	Nitzsche	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : Kern 6abc, 7ac, 8a Komp 3abc, 4ab	
	Gy/Ge: 6d, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung	
	BK: 6d, 7d		M.A. _{ALK} : 1 abc, 3abc, ib	
	LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5	
	LABG 2009			
G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703	

Since the 1980s hip-hop culture has emerged in Germany's Ruhr region. Hip-hop was initially created by African American, African Caribbean, and Hispanic (immigrant) youth in New York City in the 1970s (Chang, George, Rose). From its beginnings in the Bronx, it has been a transnational, multiracial, and multiethnic phenomenon which is deeply intertwined with the American urban landscape (Forman, Mager). Today, its various elements of MCing, DJing, graffiti, and b-boying have profoundly shaped the everyday experience and artistic expression of many youngsters in the Ruhr Area. What is the status of hip-hop culture in the Ruhr Area today, about 40 years after its mythic birth in the Bronx? Which crews, collectives, and artistic initiatives exist today? Most importantly, how is hip-hop used as a tool for social change in youth, educational, and communal institutions, such as youth centers, schools, or refugee shelters?

This project seminar aims to explore how hip-hop has established itself as a transnational youth culture in a variety of contexts in the Ruhr Area. Students from the region and international summer program students will investigate crews, collectives, and artistic initiatives of one particular city by using the concept of mapping (Venturi). Bilingual student research groups are expected to do independent field work, conduct interviews with local activists and educators, and present their findings on a course web page at the end of the seminar.

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

154634	Narratives of Struggle: American Literature of the 1940s (2 HS)			
	Di 08:30 - 10:00	R. 0.420	Laemmerhirt	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP _{1.Fach} : 5b	B.A. _{ALK} : Kern 6bc, 7a Komp 3bc	
	Gy/Ge: 6d, 7d	SP _{2.Fach} : 4b	B.A. _{AS} : TG 5 Vertiefung	
	BK: 6d, 7d		M.A. _{ALK} : 1b, 2ab	
	LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5	
	LABG 2009			
G: 703, 704	HRG: 602, 1001	GyGe/BK: 602, 701, 702, 1002	SP: 703	

While the 1940s are first and foremost associated with World War II, they are almost completely ignored as a literary decade within the field of American Studies. When closely investigating American literature of the 1940s, however, it becomes clear that they were shaped by numerous different tensions and contradictions within the U.S.

This course will explore short stories, plays, and novels that focus on the struggles of individuals and reflect social issues that both liberated parts of the society but also aroused tensions and fears. We will critically discuss texts by Truman Capote, Shirley Jackson, John Steinbeck, Gore Vidal, Carson McCullers, Chester Himes, and Tennessee Williams and how these texts reflect political and social issues of this unique decade.

Books to be Purchased and read:

John Steinbeck. *The Moon is Down* (1943)

Chester Himes. *If He Hollers Let Him Go* (1945)

Carson McCullers. *The Member of the Wedding* (1946)

Tennessee Williams. *A Streetcar Named Desire* (1947)

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

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

154000	Masterkolloquium			
	Fr 13.05.2016, 12:00 – 18:00	R. wird bekannt gegeben		
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge:	SP 2.Fach:	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G:	HRG:	GyGe/BK:	SP:	

Das Masterkolloquium ist eine Veranstaltung für alle Studierenden aller Studiengänge, die an ihrer Masterarbeit schreiben oder diese vorbereiten. Es dient zum Austausch zwischen Betreuer/innen und Studierenden sowie zwischen Verfasser/innen der Masterarbeiten untereinander und behandelt methodische und inhaltliche Fragen. In LABG 2009 ist dieses Kolloquium eine verpflichtende Veranstaltung. Um Anmeldung wird bis zum 01.04.2016 an walter.gruenzweig@udo.edu gebeten.

PROMOTIONSSTUDIENGANG AMERIKANISTIK

154626	Quality Television in a Transatlantic Perspective (2 HS)			
	Do 10:15 – 11:45 Film screening: Di 16:00 – 18:00	R. 0.420 R. 0.420	Gunzenhäuser	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge:	SP 2.Fach:	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G:	HRG:	GvGe/BK:	SP:	

In this seminar, we will read and discuss theories on so-called quality or complex tv, a contemporary serial format mostly found in the US. We will try to answer the question if this format can only be found in recent US-American tv series or if it has spread to other national tv productions as well. We will look at the history and future of the format.

Requirements: The theory will be made use of in a project. Every student will contribute to a group project that deals with a serial. The group will design their own project which will be introduced, discussed, and developed cooperatively, with the whole seminar.

In addition, there will be compulsory film screening sessions on some Tuesdays starting at 4 p.m. which are obligatory.

154642	New York City in Contemporary Fiction: Labyrinth, Cosmopolis, Palimpsest (2 HS)			
	April 2016: weekly prep. Meetings; May 9-20: daily sessions / consultations; conference; June: weekly meetings	Universität Duisburg-Essen Please check with Barbara.Buchenau@uni-due.de for details	Barbara Buchenau/ Thomas Heise	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	MA LA:			
	LPO 2003			
	GHR:	SP 1.Fach:	B.A. ALK:	
	Gy/Ge:	SP 2.Fach:	B.A. AS:	
	BK:		M.A. ALK:	
	LPO 1994/2000:		M.A. AS:	
	LABG 2009			
G:	HRG:	GyGe/BK:	SP:	

This research-oriented MA seminar provides an introduction into current debates on the structurally transformative impact of literary texts on urban environments, thus allowing students to participate in cooperative international research currently pursued in the American Studies programs at the UA Ruhr. "Cities are not simply material or lived spaces – they are spaces of the imagination and spaces of representations. How cities are envisioned has effects," the sociologists Gary Bridge and Sophie Watson remind us. Focusing on America's most demographically, linguistically, and socially complex city, this course explores the meanings and effects of three templates or models that US novelists have used to represent contemporary New York: the city as labyrinth, as cosmopolis, and as palimpsest. In the seminar, we will interrogate how these three figurations arise in response to a number of interconnected and coeval social, technological, and political developments of the last thirty years – from the rise of neoliberalism to the globalization of labor, capital, and culture to the explosive growth of memory cultures and discourses. These developments have remade the physical and social landscapes of all of urban American life, but perhaps nowhere more so than in New York where the postmodern dialectic of space-time compression and geographical unbounding, the centrifugal and centripetal whirlwinds of change, have been particularly pronounced. Recent urban fiction of New York City has sought to develop representational strategies to understand, construct, and reconstruct the city and its polyvocal, discordant, and contradictory meanings. As we make our way through the primary and secondary literature, we will study how contemporary novelists and scholars map the disorienting city, how they dramatize the clash between globalizing forces and communities seeking to hold on to and defend local heritage and memory, how they imagine the city both as a lived space and a network of transitory movements and migrations, and how they represent the multiple temporalities inscribed in the urban fabric. Finally, part of our work will be to scrutinize these three figurations (labyrinth, cosmopolis, palimpsest) for their limitations, blindnesses, and biases in their mediation of urban life and culture.

Primary Texts:

Auster, Paul. *City of Glass*. New York: Penguin, 1987.
 Cole, Teju. *Open City*. New York: Faber & Faber, 2011.
 DeLillo, Don. *Cosmopolis*. New York: Scribner's, 2003.